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KEY CHALLENGES FACING HIGHER EDUCATION FACULTY: MANAGERIALISM AND PERFORMATIVITY

Particular attention is paid to the opportunities and challenges faced by lectures working in higher education when dealing with managerialism and performativity. This work uses a systematic approach to research, which includes a wide variety of techniques, such as the method of logical synthesis, literature analysis, goal setting. Findings: Furthermore, managerialism introduces regulatory, supervisory, and accountability systems that challenge the traditional role of educators in academic institutions. This new form of managerialism assumes increased accountability and changes professional identity to meet the demands of specialist positions. The emergence of new managerialism in educational institutions represents a reform aimed at enhancing efficiency, cost-effectiveness, and accountability. It has been demonstrated that implementing managerialism allows for cost optimization while simultaneously raising educational standards. Key features of new managerialism include fostering competition, optimizing internal resource allocation, marketing services, and assessing effectiveness and performance. Conclusions: Educators face significant pressure to maintain research activities, as research has

become integral to nearly all universities. Educators must address various challenges stemming from technological advancements, managerialism, and research expectations, all while striving to deliver quality education and foster innovation within their institutions. Effective managerial skills and adaptability are crucial for educators to meet these demands and ensure positive outcomes for students and educational institutions, but the culture, status and process of teaching and research of academic staff remains in the shadow of the productivity, efficiency and effectiveness of managerialism and performativity.

Keywords: performativity, managerialism, lecturers, higher education sector, sustainable development, responsibility, efficiency, performance.

Introduction

There is no doubt that university management in Kazakhstan has undergone significant changes over the past five years due to the transition to non-profit joint-stock companies (NpJSC). Like in other countries, higher education is rapidly expanding and subject to quasi-market conditions more commonly found in the corporate world.

Traditionally, universities were seen as communities of scholars collaborating in teaching and research, with university leaders being academic figures rather than managers or CEOs. However, as the higher education sector in Kazakhstan expands, there is a growing need to justify the use of public funds and demonstrate «value for money.» It is now expected that university leaders will ensure this value, while their role as academic leaders is overshadowed by attention to managing facilities, finances, personnel, students, teaching, and research.

Existing funding regimes, government policies, and quasi-market conditions collectively compel staff in higher education institutions to increase their workload despite resource cuts [1]. This pressure originates both externally and within their institutions. Externally, it is exerted by various bodies such as the Higher and Postgraduate Education Committee and the Committee for Quality Assurance in Science and Higher Education, which oversee both resource distribution and quality assessment. Internally, academic staff face pressure from academic managers and administrators who restructure, monitor, and regulate their work and working conditions [2].

In Kazakhstan's higher education institutions, there is a growing trend towards explicit and open management of academic staff and their work by academic managers and career administrators. In universities prior to the year 2000, many of which were elite institutions, explicit management methods are replacing more liberal approaches to organizing teaching and research. The «non-interference»

norms that were once common in this industry are disappearing, and collegiality among peers of equal position who previously collaborated with little hierarchy and maximum trust is breaking down.

According to Graham [3], policies and bureaucrats are advancing, while individual and collective scientists are «losing their identity as academic staff and intellectuals». Overall, academic staff currently operate within performative accountability systems embedded in managerialism.

This article pays particular attention to the opportunities and challenges faced by lectures working in higher education when dealing with managerialism and performativity.

The rise of neoliberalism as a value system has led to an increasing trend of transferring financial responsibility for education, healthcare, and public services to individuals. Additionally, there is a growing movement towards privatizing profitable parts of public services, including higher education.

Within the public sector, this approach prioritizes values from the private sector such as efficiency and productivity when regulating state enterprises, assuming these values outweigh others. It emphasizes outcomes and results over processes and expenditures, promoting strict market accountability in how public funds are spent.

Achieving financial and other goals becomes paramount, with success measured through state quality audits. The creation of quasi-markets for services is also a key objective aimed at introducing competition and public scrutiny as additional forms of control [4].

While new managerialism is not uniformly applied across all cultural and economic contexts, it encompasses several key features in reforming the delivery of public services. These include a shift in terminology from citizen rights, welfare, and solidarity to client relationships, service users, and competition. Measurable results are prioritized through systematic employee performance monitoring and the promotion of self-evaluation through the broad use of performance indicators, league tables, goal-setting, and comparison analysis.

Theorists emphasize that managerialism is inherently ideological and motivated by a desire to reform the activities of public services. This entails promoting a specific set of beliefs and methods that prioritize market principles and efficiency in managing public services. Scholars such as Ball [5] and Blackmore [6] have identified managerialism as a deliberate ideological approach aimed at changing the governance of public services.

The culture of performativity in universities poses risks to the health and well-being of both students and staff. This culture, as noted by Locke [7], emphasizes visible and measurable outcomes, often at the expense of aspects of academic work

that are less quantifiable. For instance, research outcomes published in prestigious journals may take precedence over activities like personal tutoring or service provision, which are less scrutinized and recognized. This imbalance can have detrimental consequences for individual well-being, resilience, and career advancement.

According to Ladwig [4], the emphasis on performativity tends to redirect academic and scientific activities towards those that yield measurable performance outcomes, while ignoring aspects of social, emotional, and moral development that are difficult to quantify. This focus on measurable outcomes can lead to stress and anxiety among staff, exacerbated by performance evaluations and management mechanisms that prioritize quantitative metrics over qualitative aspects of academic work.

Moreover, the competitive and individualistic nature encouraged by this culture intensifies overall stress in the academic environment. Research indicates that stress, as emphasized in studies by Kalfa & Taksa [8], impairs cognitive abilities, thereby undermining the very purpose of higher education: learning.

In conclusion, the growing performative nature within academic circles, driven by audit culture and managerial practices, not only disregards crucial aspects of academic work but also fosters a stressful and competitive environment detrimental to the well-being of both students and staff.

Materials and methods

The literature review entails a thorough examination of all previously published scholarly works related to performativity and managerialism in the higher education sector. This process includes analyzing books, articles, dissertations, and conference papers to synthesize and evaluate current knowledge in this field.

The primary objective of the literature review is to identify, study, and summarize key findings, concepts, theories, methods, and contradictions present in the academic literature on managerialism and performativity and their impact on academic personnel. Through literary analysis, the author aims to uncover the extent of existing knowledge, pinpoint gaps in the literature, and highlight inconsistencies in the field that necessitate further research.

Results and discussion

Benefits for higher education lecturers in relation to efficiency and managerialism

One of the key advantages for lecturers in terms of performativity and managerialism is job satisfaction. Lecturers who have chosen their profession based on personal interest and receive satisfactory remuneration are generally the most satisfied. Lynch et al. [9] emphasize that the contemporary role of lecturers encompasses two dimensions: delivering lectures (theory) and conducting research.

In this context, access to resources is crucial for effectively managing the classroom and engaging students in research activities.

Performativity of lecturers is often assessed based on student exam scores and publication data in peer-reviewed journals. Furthermore, lecturers are increasingly expected to take on managerial responsibilities such as grant writing, organizing conferences, and participating in meetings to improve the education system. This managerial involvement is evident in recent changes in educational systems, especially in Western countries, where traditional exam formats are being replaced by more dynamic methods such as open-book exams, assignments, and case analyses [4].

Practice-oriented learning based on specific examples provides students with practical simulations to develop decision-making, problem-solving, and teamwork skills. This approach not only enhances student productivity but also positively impacts the effectiveness of managerialism among lecturers [8].

Thus, effective managerialism in education contributes to lecturer satisfaction, assessment of their performance, and the development of innovative teaching methods that improve student learning outcomes.

In addition to improving their administrative role, giving lecturers managerial responsibilities like resource management also makes it easier for them to carry out their main responsibility of helping students grow. According to Santiago et al. [10], when lecturers are tasked with resource management, they become more actively involved in student development and gain experience in budget management for unforeseen circumstances.

For instance, if an IT lecturer is responsible for overseeing a computer laboratory or a chemistry lecturer manages equipment and chemicals in a laboratory, they can adapt resources to enhance students' practical experience [2]. This involves acquiring materials and effectively managing budget allocations, which falls under the realm of governance.

Moreover, resource management also contributes to increasing effectiveness, as lecturers are responsible for conducting lab sessions, practical demonstrations, and motivating students to acquire practical skills relevant to their field, whether it's programming languages or chemical reactions. This aspect of performance includes the ability of the lecturer to effectively engage students in hands-on learning experiences.

Overall, assigning managerial responsibilities to lecturers not only enhances their administrative skills but also allows them to positively impact the student learning process through efficient resource management and practical teaching methods.

Institutions promoting Active Learning (AL) provide students with opportunities to tackle real-world problems and develop problem-solving skills

[11]. As mentioned earlier, this approach aligns with the goal of fostering critical thinking abilities essential for lifelong learning. Creating an active learning environment where instructors engage students through thematic investigations, examples, and individual interactions helps to spark interest and mutual understanding among students [3]. This collegial atmosphere reflects aspects of organizational culture where managers motivate their teams toward innovation and enhanced productivity.

Furthermore, a lecturer's effectiveness can be positively assessed if students gain excellent employment opportunities or pursue further education. Skills and knowledge acquired through active learning environments can enhance students' performance in various fields such as human resource management, cybersecurity, pharmaceutical research and development, journalism, and more. Consequently, the authority of the lecturer and the institution's reputation are strengthened by the quality of educational services provided.

In the context of globalization and the pervasive influence of neoliberal ideology, educators are strongly advised to apply effective managerialism to prepare competent and qualified individuals who can contribute to the workforce [12]. Professors are essential in equipping students for success in a world that is changing quickly by using creative teaching strategies and fostering a positive learning atmosphere.

Providing individual support and guidance to students is a student-centered approach to education aimed at enhancing their academic performance. To improve the effectiveness of new educators in higher education, collaborative programs with schools implement pre-service training programs [4]. These programs focus on preparing teachers in classroom management, pedagogical experience, technological competency, and assessment practices. Similar programs implemented in England since 1993 have proven effective in enhancing teacher performance [13].

Partnerships such as the Academy for Urban School Leadership (AUSL), collaborating with Chicago Public Schools (CPS) in teacher preparation, exemplify this approach through innovative programs. Moreover, in the rapidly evolving technological landscape, teachers must possess strong technological skills to remain competitive [2]. Technical teaching methods not only engage students but also enhance teaching effectiveness.

Middle Eastern educational institutions work with Western academics to incorporate advanced technology and high-tech instructional methods into their curricula, demonstrating a dedication to staying up to date with technological breakthroughs [11]. These joint efforts aim to enhance teaching effectiveness and

student learning outcomes through the integration of innovative technological tools and methods.

Strategic management of administrative personnel, both in private and public educational institutions, plays a crucial role in human resource management by offering competitive salary packages to teachers, thereby increasing their job satisfaction. Institutions like Cambridge University and Oxford University in the UK are examples of institutions with a proven reputation for providing excellent salary packages and additional research funding to support teachers' research engagement [12]. However, it's worth noting that issues related to salary and budgetary support for teachers remain significant challenges in the education sector, as discussed below.

The global shortage of competent education professionals is a key factor contributing to reduced performance. In many Asian countries, national universities often resort to hiring temporary instructors due to a lack of qualified specialists [13]. Conversely, teachers who demonstrate professional expertise through their educational qualifications and contributions to student learning development often receive higher salary packages. This reflects their effectiveness in terms of performance and managerialism within the education sector.

Overall, strategic management methods that prioritize competitive salary packages and support teacher participation in research can enhance job satisfaction and ultimately improve productivity in educational institutions. However, addressing the global shortage of competent professionals remains a challenge that necessitates innovative solutions.

Difficulties of teaching in higher education in connection with performativity and managerialism

It has been noted that measuring teachers' performance potentially diminishes their teaching abilities due to the imposition of rating scales and judgments. This limitation arises from rating scales primarily oriented towards student evaluations and enrollment records, which enable quantitative assessment but may not accurately reflect performance in organizational contexts or outcomes such as participation in research and innovation. Edwards-Groves & Kemmis [14] highlight the challenge of implementing Total Quality Management (TQM) standards in education due to the absence of audit processes that measure teachers' work in real scenarios.

Conversely, Bailey & Colley [15] suggest considering the academic record of higher education teachers, including research publications, conference participation, and involvement in educational policy development, as criteria for implementing TQM standards. This approach aims to ensure proper student development in accordance with global accountability requirements [16].

Expanding the criteria for evaluating teachers beyond student ratings, educational institutions can better recognize the diverse contributions of educators and promote a holistic approach to quality management in education.

Achieving specific performative and pedagogical standards has become a source of stress and pressure for education professionals. Teachers feel obligated to adhere to various assessment measures, recommendations, and evaluations, which can lead to feelings of anxiety and restrict their ability to deliver practice-based teaching within the system. Strict adherence to rubrics and curriculum within limited time frames further constrains the integration of practical tasks into teaching practice [15].

Similarly, Neves et al. [17] analyzed the outcomes of nursing education and found that acquiring nursing skills and applying nursing theories in practical settings often occur primarily during internships and after employment. Therefore, the education system tends to prioritize theoretical learning over the development of practical skills, resulting in a diminished ability to solve real-time problems.

These findings underscore the need for educational institutions to strike a balance between theoretical education and practical application to ensure that students develop the necessary skills for their future careers. Reducing the pressure to conform to rigid standards and providing opportunities for practical learning are crucial steps towards ensuring comprehensive educational outcomes.

Achieving necessary performance benchmarks often leads to increased workload for teachers. Blackmore [18] argues that implementing higher education preparation programs through partnerships with schools, while beneficial for enhancing pedagogical skills, also increases the workload for teachers. The time and effort spent in maintaining these partnerships are typically not accounted for in performance evaluations.

Furthermore, workload can escalate if teachers are required to teach subjects outside their expertise. This issue is particularly evident in private educational institutions, where administrators may address a shortage of qualified lecturers by hiring part-time teachers or assigning classroom duties to professionals lacking subject-specific experience [14]. Moreover, inadequate staffing may compel underqualified teachers to conduct certain classes, further increasing their workload and potentially compromising teaching quality.

These challenges highlight the complexities involved in managing teacher workload effectively while maintaining educational standards. Balancing workload with professional development and ensuring adequate staffing are critical for supporting educators in delivering quality education.

These challenges underscore the importance of adequate support for lecturers to ensure they are not overwhelmed by their workload. Institutions must prioritize

staffing needs and provide appropriate training and support so that teachers can effectively fulfill their teaching responsibilities without sacrificing quality.

Working with students from diverse linguistic and cultural backgrounds poses a significant challenge for educators, especially in institutions where a large percentage of students are international. Many of these students face language and cultural barriers that can impact their educational experience [19]. It is the responsibility of teachers to effectively manage these diverse classrooms and create an inclusive learning environment. This requires managerial skills to foster collaboration among students, implement assessment methods that accommodate varying language abilities, and provide support tailored to individual needs.

Addressing these aspects not only enhances the educational experience for all students but also supports the professional growth and well-being of educators, ensuring they can meet the diverse needs of their students effectively.

For example, forming groups for project work, assessing students based on simulated scenarios rather than traditional written exams, and offering assessment tests in multiple languages can help align the rules of the game and focus on learning outcomes rather than language skills.

Moreover, in today's competitive educational environment, student expectations are increasing. Educators must adapt their teaching approaches accordingly. Institutions like Laffero University, with a high proportion of international students, may prioritize teaching quality, extracurricular activities, and sports to meet student expectations. Conversely, institutions in Scotland, Northern Ireland, and Wales, which primarily serve local residents, may align their offerings with national demand models.

Moreover, some universities may specialize in particular subjects or adapt their programs to industry-specific needs, further complicating the task for educators to understand and effectively teach new courses [17]. For example, Imperial College London has gradually phased out certain subjects, prioritizing areas such as mathematics, economics, and physics.

Furthermore, resistance to technology integration in administrative departments can exacerbate issues for educators, as they may rely on outdated IT platforms for delivering various services, thereby reducing efficiency and intra-institutional communication.

Therefore, teachers in the modern educational context have critically essential responsibilities including efficient management of language and cultural diversity, fulfilling rising student expectations, adjusting to changing educational needs, and handling technology issues. Effective managerial skills and adaptability are essential to tackling these complex issues and ensuring optimal learning outcomes for all students.

In the scenarios mentioned, educators must take responsibility for managing and meeting technological requirements within the education system to enhance productivity. Training in cutting-edge technologies such as mobile technologies, aviation engineering, chip technology, as well as nuclear and pharmaceutical sciences, poses significant challenges due to the shortage of experienced specialists capable of delivering education. In such cases, educational managerialism becomes crucial for educators as it can influence students' perspectives and motivation, creating a conducive learning environment that fosters innovation through collaborative efforts.

Furthermore, managerialism introduces regulatory, supervisory, and accountability systems that challenge the traditional role of educators in academic institutions. This new form of managerialism assumes increased accountability and changes professional identity to meet the demands of specialist positions. The higher education sector has become a market commodity for international trade purposes, as university ranking systems intensify pressure on educational institutions to hire top educators across all fields, thereby increasing competition in recruitment efforts and efforts to ensure sustainability.

Additionally, since research has become a vital component of almost every university, instructors are under tremendous pressure to continue their research activities. However, increased competition has made it harder to get funds and compete for research grants. In spite of this, teachers are expected to maintain strong teaching standards while obtaining the required research funding [20].

In conclusion, while working to provide high-quality instruction and encourage innovation inside their institutions, educators must deal with a number of issues brought on by managerialism, technological improvements, and research requirements. Effective managerial skills and adaptability are crucial for educators to meet these demands and ensure positive outcomes for both students and educational institutions.

Conclusions

Thus, currently in the education sector, significant attention is focused on the performativity and managerialism of educators, which hold paramount importance globally due to their direct influence on societal development. The effectiveness of educators in delivering education directly impacts the competency level of the workforce they produce, while their managerial skills manifest in various aspects such as classroom management, examination administration, allocation of research budgets, and educational activities.

The performativity of educators manifests in two primary forms: disciplinary and transformative. Disciplinary performativity involves judgments, goals, and classifications used for assessment, whereas transformative performativity

contributes to improving the educational system and generating revenues through meeting competitive demands.

The emergence of new managerialism in educational institutions represents a reform aimed at enhancing efficiency, cost-effectiveness, and accountability. It has been demonstrated that implementing managerialism allows for cost optimization while simultaneously raising educational standards. Key features of new managerialism include fostering competition, optimizing internal resource allocation, marketing services, and assessing effectiveness and performance.

To improve educational standards and efficiency, mechanisms such as league tables, Science and Higher Education Quality Assurance Committee inspections, and university rankings are utilized. The Quality Assurance Agency sets specific standards in the higher education sector. In the Kazakhstan, the higher education sector adheres to the principles of «value for money,» ensuring accountability and quality assurance.

Overall, new managerialism in education is geared towards achieving higher standards through strategic resource management, competitive incentives, and rigorous performance evaluation, ultimately aiming to enhance the overall educational experience and outcomes.

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ЖОҒАРЫ БІЛІМНІҢ ПРОФЕССОРЛЫҚ-ОҚЫТУШЫЛЫҚ ҚҰРАМЫНЫҢ НЕГІЗГІ МӘСЕЛЕЛЕРІ: МЕНЕДЖЕРИАЛИЗМ ЖӘНЕ ПЕРФОРМАТИВТІЛІК

Менеджмент пен орындаушылықпен айналысу кезінде жоғары оқу орындарында жұмыс істейтін лекциялардың мүмкіндіктері мен қиындықтарына ерекше назар аударылады. Бұл жұмыста логикалық синтез әдісі, әдебиетті талдау, мақсат қою сияқты сан алуан әдіс-тәсілдерді қамтитын зерттеудің жүйелі тәсілі қолданылады. Менеджериализм академиялық институттардағы оқытушылардың дәстүрлі рөліне күмән келтіретін реттеу, қадағалау және есеп беру жүйелерін енгізеді. Менеджериализмнің бұл жаңа түрі жауапкершіліктің жоғарылауын болжайды және маман лауазымдарының талаптарын қанағаттандыру үшін кәсіби бірегейлікті өзгертеді. Білім беру мекемелерінде жаңа басқарушылықтың пайда болуы нәтижелілікті, экономикалық тиімділікті және есептілікті арттыруға бағытталған реформаны білдіреді. Менеджериализмді енгізу бір уақытта білім беру стандарттарын көтерумен бірге шығындарды оңтайландыруға мүмкіндік беретіні көрсетілді. Жаңа менеджериализмнің негізгі ерекшеліктеріне бәсекелестікті ынталандыру, ішкі ресурстарды бөлуді оңтайландыру, маркетингтік қызметтер, тиімділік пен өнімділікті бағалау жатады. Тұжырымдама: Педагогтар ғылыми-зерттеу жұмыстарын жүргізу үшін айтарлықтай қысымға ұшырайды, өйткені зерттеу барлық дерлік университеттердің ажырамас бөлігі болды. Педагогтар өз мекемелерінде сапалы білім беруге және инновацияларды дамытуға ұмтыла отырып, технологиялық жетістіктерден, басқарушылықтан және зерттеуден күтуден туындайтын әртүрлі мәселелерді шешуі керек. Тиімді басқарушылық дағдылар мен бейімделу педагогтар үшін осы талаптарды қанағаттандыру және студенттер мен оқу орындары үшін оң нәтижелерді қамтамасыз ету үшін өте маңызды, бірақ академиялық қызметкерлердің мәдениеті, мәртебесі және оқыту және зерттеу процесі менеджериализм мен перформативтіліктің өнімділігі, тиімділігі мен нәтижелілігінің көлеңкесінде қалуды.

Кілтті сөздер: менеджериализм мен перформативтілік, ПОҚ, жоғары білім секторы, жауапкершілік, тиімділік, өнімділік, қысым.

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КЛЮЧЕВЫЕ ПРОБЛЕМЫ ПРОФЕССОРСКО- ПРЕПОДАВАТЕЛЬСКОГО СОСТАВА ВЫСШЕГО ОБРАЗОВАНИЯ: МЕНЕДЖЕРИАЛИЗМ И ПЕРФОРМАТИВНОСТЬ

Особое внимание уделено возможностям и проблемам, с которыми сталкиваются преподаватели, работающие в сфере высшего образования, при рассмотрении менеджериализма и перформативности. В данной работе используется системный подход к исследованию, включающий в себя самые разнообразные приемы, такие как метод логического синтеза, анализ литературы, целеполагание. Менеджериализм вводит системы регулирования, надзора и подотчетности, которые бросают вызов традиционной роли преподавателей в академических учреждениях. Эта новая форма менеджериализма предполагает повышенную ответственность и меняет профессиональную идентичность в соответствии с требованиями должностей специалистов. Появление нового менеджериализма в образовательных учреждениях представляет собой реформу, направленную на повышение эффективности, рентабельности и подотчетности. Было продемонстрировано, что внедрение менеджериализма позволяет оптимизировать затраты и одновременно повысить образовательные стандарты. Ключевые особенности нового менеджериализма включают поощрение конкуренции, оптимизацию распределения внутренних ресурсов, маркетинговых услуг и оценку эффективности и результативности.

Выводы: Преподаватели сталкиваются со значительным давлением, требующим продолжения исследовательской деятельности, поскольку исследования стали неотъемлемой

частью почти всех университетов. Педагоги должны решать различные проблемы, связанные с технологическими достижениями, управленческим подходом и исследовательскими ожиданиями, стремясь при этом обеспечить качественное образование и способствовать инновациям в своих учреждениях. Эффективные управленческие навыки и адаптивность имеют решающее значение для преподавателей, чтобы удовлетворить эти требования и обеспечить положительные результаты для студентов и образовательных учреждений, но культура, статус и процесс преподавания и исследований академического персонала остаются в тени продуктивности, эффективности и результативности менеджериализма и перформативность.

Ключевые слова: перформативность, менеджериализм, ППС, сфера высшего образования, ответственность, эффективность, результативность, давления.

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