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## HUMAN RESOURCES ANALYSIS OF HIGHER EDUCATION SPHERE IN KAZAKHSTAN AT THE PRESENT STAGE OF DEVELOPMENT

**Abstract:** This article is devoted to the analysis of the current situation and development of human resources in higher education in the Republic of Kazakhstan. The authors study the quantitative aspects of the higher education market features in the country for the analysis of current situation of human resources development and consider the main problems of their distribution and use in the system of higher education. In order to study the qualitative parameters of human resource management, changes in the external and internal environment of the higher education system are analyzed, such as the demographic situation in the country, the state policy of optimizing universities, motivation, pedagogical work, etc. in the system of higher education in modern conditions.

As a result of the research, the authors come to the conclusion that the proper management of the parameters of qualitative and quantitative characteristics of human resources in the sphere of higher education will have a positive impact on the training of highly qualified, competent personnel in the country who are demanded on the labor market.

**Key words:** higher education system, human resources, pedagogical workload, demographic growth, personal growth, competence.

**Introduction.** The human resources of the country play a special role at the present stage of its development, with the help of which the country's scientific and industrial achievements and overall economic growth are ensured. As noted, the President of Kazakhstan N. Nazarbayev in the program "one Hundred concrete steps" the main goal is to increase the competitiveness of graduates and the growth of export potential of the educational sector (step 79) [1], which directly affect the improvement of the quality of human resources in achieving the competitiveness of the national economy.

Kazakhstan's education sector is one of the priorities, strategically important spheres of the economy, which is aimed at training personnel to ensure the country's competitive development in the long term. According to experts from OECD countries, Kazakhstan's human resources are the main source of its competitive advantage. Therefore, the state pays special attention to the development and support of the education sector. Financing of education from the state budget is at the level of 3.8% of the country's GDP, although in OECD countries this figure is around 5-6% [2]. Over the years of Kazakhstan's independence, a higher level of funding was in 2012 at 4.5% of GDP. In addition to public funding, the use of private sector funding for the conducting of applied scientific research in this area will become a mandatory requirement [3]. These measures contribute for improving the effectiveness of applied researches and their implementation into production activities.

Education sphere is also seen as an industry that not only develops the intellectual level of people, but also a sphere that increases the level of the country's GDP and therefore it is necessary to refer this sector as noted by the President of the Republic of Kazakhstan N. Nazarbayev; "A separate branch of the economy with its investment projects and export potential [3, p.7]". Recent years the population has changed the attitude towards education and including higher education, it means that, people began to realize the importance of higher education and began to invest more in this sphere. Thus, in the structure of expenditures of the country's population, 1/5 of all expenditures were expended on higher education services in 2016 [2, p.28]

In the education system of the country, the sphere of higher education occupies a special place. In this area, reforms have been carried out since 1991 at the state level, which are aimed at improving the quality of higher education through which there are trained competitive personnel. In 2015, amendments and additions were made to the law of Kazakhstan "On education". The state program of education and science development for 2016-2019 years has been prepared and accepted. One of the objectives of this program is to provide sectors of the economy with competitive personnel with higher and postgraduate education, integration of education, science and innovation. Objectives: to ensure quality training and modernization of the content of higher and postgraduate education in the context of global trends [5, page 3].

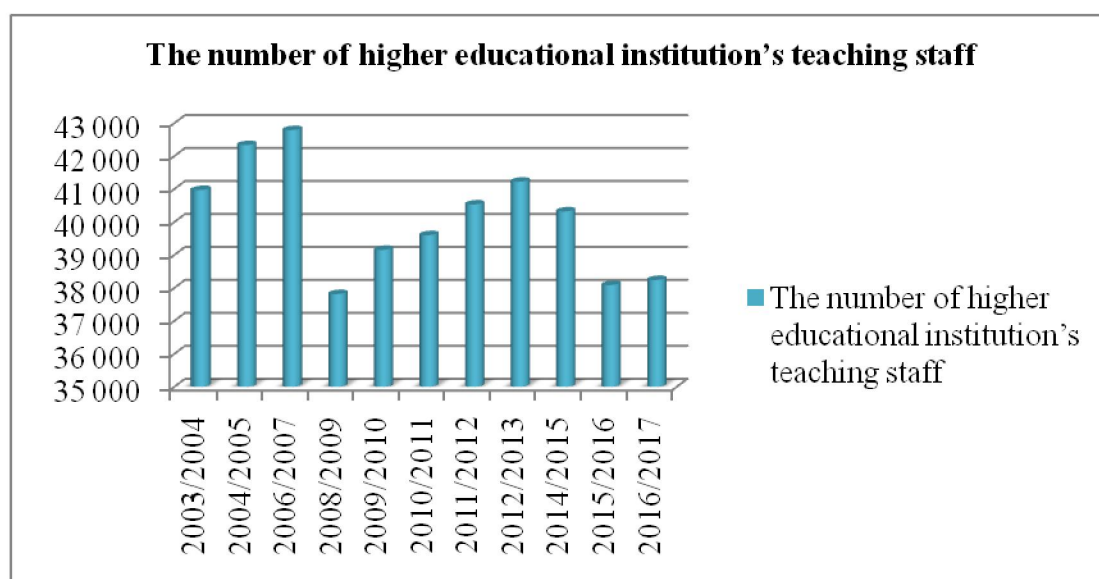
The economy of Kazakhstan is actively integrating into the world community. Accordingly, the sphere of higher education, along with the rest of the spheres is integrated into this space. Entering of this sphere into a world-wide educational environment, mastering the best standards in the field of education and technology for graduates of the higher education institutions and applying their experience, taking into account the specifics of the national education system, are the main goals of the reforms in this area. In May, 2017, Kazakhstan received an invitation for participation from the Committee for Educational Policy of the Organization for Economic Co-operation and Development (OECD), which confirms the recognition of the international community about the level of education and the desire of the education system of our country for more integrated cooperation.

In the sphere of higher education, the main role is played by teachers implementing all state reforms and preparing future personnel, a new type, since human capital is the basis for modernizing [3, item 7] of the country's economy. Therefore, teachers of higher educational institutions should have special professional abilities to manage new information technologies in order to improve the quality of services provided in the education market and quickly adapt to changes in the labor market.

A special aspect of the university teacher's activity is scientific and methodological activity, which requires the teacher not only to make efforts in terms of introducing scientific research works, but also to improve the methods and ways of conducting lecture and seminar classes. To interest and motivate the listeners, using different methods of training in order to form certain competences for them it is not easy task.

**Analysis of the current situation: quantitative aspects.** A particularly important role in this system belongs to teachers, who act as a guiding instructor in the world of higher education. It is the professionals in their field; a well-coordinated, highly qualified teaching staff can prepare personnel capable of solving the problems of development of the national economy and its integration into the international community.

Figure 1 - The number of higher educational institution's teaching staff



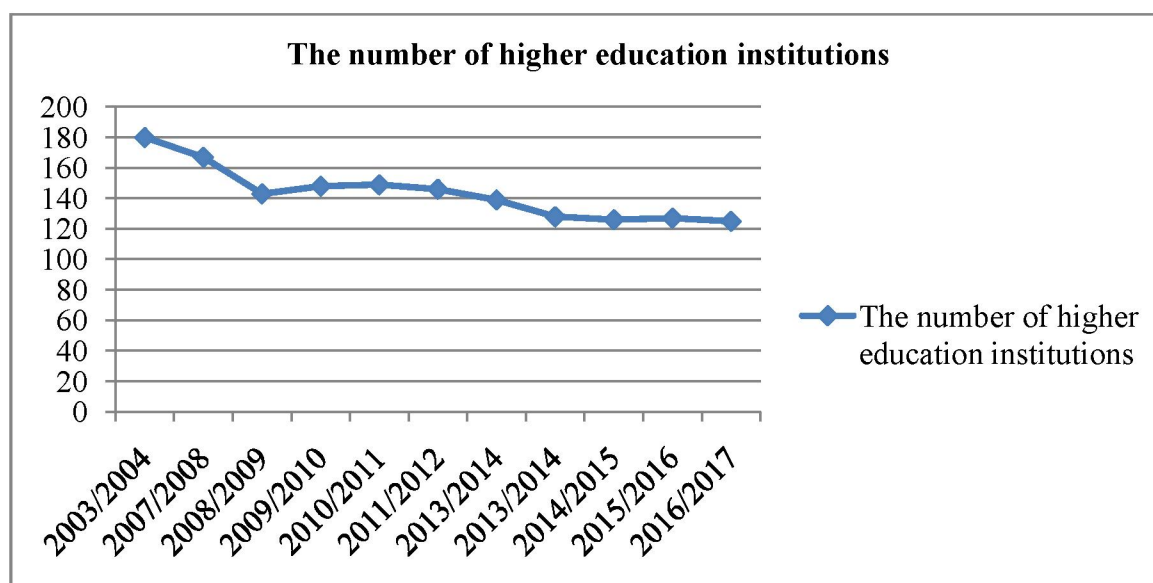
Source: [www.stat.gov.kz](http://www.stat.gov.kz) [6]

According to official statistics of the Republic of Kazakhstan's Statistics Committee in 2015/2016 academic year, the number of full-time university teachers was 38 087 people, including 5250 teachers working part-time. Among them, 9.4% of the staff has doctoral degree, 37.7%, of staff has a degree of candidate of science, professors - 6.1% and associate professor - 17.1%. The number of teachers with an academic master's degree was 10 108 people, or 26.5%, Ph.D. and a doctor by profile - 1 273 people or 3.3%. In 2016/2017 academic year, the total number of faculty members (teachers), working in the higher educational institutions of the country was 38 241 people. Among them, according to the statistics committee of the Republic of Kazakhstan, only 50.4% have a scientific degree, which is a rather low indicator. It should be noted that this indicator is much lower in most regions of Kazakhstan. With the transition to the Bologna system from 2010, the number of PhD doctors was only 3.3% of the total number of university teaching staff [2].

As indicated in Figure 1, the number of higher education institution teaching staff in 2016/2017 academic year was 38 241. If we compare this indicator with 2003/2004 academic year, the decrease in 2016/2017 academic year is determined at the level of 6.7%. Such a decreasing is primarily due to such objective reasons as the optimization of the higher education system in the country, the change in the students' amount and the demographic situation in the country, the salaries and pedagogical load of the teaching staff, extra work from the employer side, tuition fees, and etc.

In 1991 there were only 55 institutions of higher education in Kazakhstan. But with the introduction of private education in the Republic, the total number of higher education institutions has increased sharply and in 2001-2002 academic years it reached 182 it was the maximum quantity of high schools during last two decades in Kazakhstan

Figure 2 - The number of higher education institutions



Source: [www.stat.gov.kz](http://www.stat.gov.kz) [6]

As it is indicated in the Figure 2 the number of higher education institutions decreased significantly by 21.4% in 2008/2009 academic year compared to 2003/2004 academic year, and by the academic year 2016/2017 the decrease was 31.3% compared to the same 2003/2004 academic year. The decrease in the number of universities in the country is due to several factors, among which are the main of them: the active policy of the state in optimizing universities, competition between universities and reducing the student quantity. In 2015/2016 academic year the number of universities amounted to 127. Among them there are 9 national, 31 state, 13 non-citizens, 1 Autonomous educational organization, 1 international, 16 joint-stock, and 56 private higher education institutions.

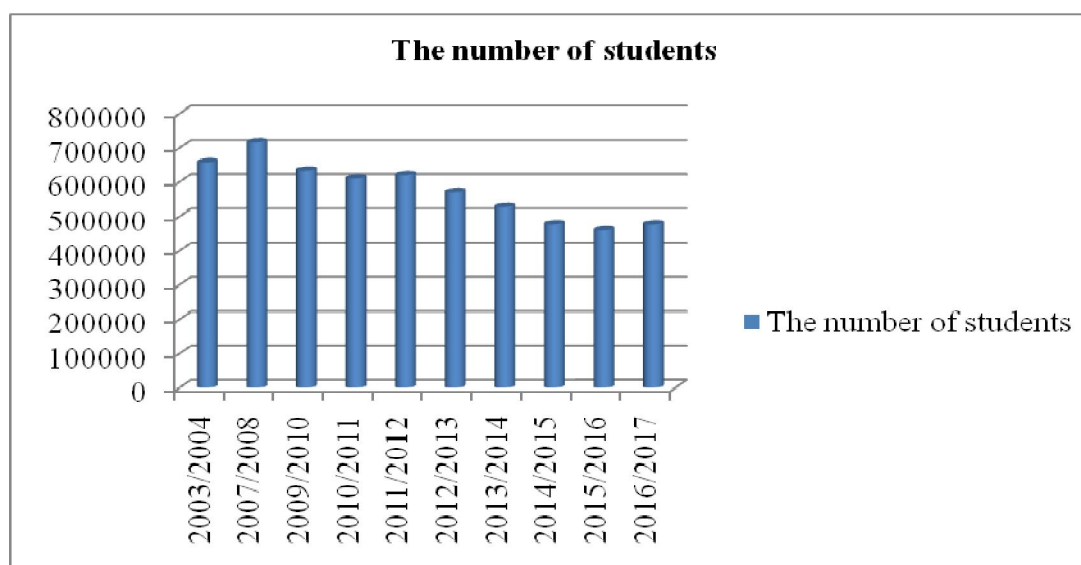
The most part of higher educational institutions' total number in this period of time are in large cities of Kazakhstan. The first place belongs to Almaty according to the number of universities as there are 42



universities in it. Among them: 7 national universities, 1 state university, 5 non citizen universities, 10 joint stock form universities, and 19 private universities. The second place is Astana with 12 universities, including 2 national universities, 1 autonomous educational organization, 3 joint-stock form universities, and 6 private universities. State universities are concentrated in regional centers, such as Karaganda (4 universities), Kostanay (4 universities), South Kazakhstan (4 universities), East Kazakhstan (4 universities) and other universities (14) are located in other regions of Kazakhstan [6].

The total number of universities was 125 in 2016/2017 academic year. There are 9 national, 31 state, 13 non-citizen, 1 autonomous education organization, 1 international, 16 joint-stock form, and 54 private higher education institutions. The share of private higher education institutions prevails in the structure of the total number of universities in Kazakhstan.

Figure 3 - The number of students of higher educational institutions



Source: [www.stat.gov.kz](http://www.stat.gov.kz) [6]

In 2015/2016 academic year, the total number of students was 459 369 people, among 414 772 were trained for a bachelor's degree 39 344 people had higher special education. If we compare the number of students of 2015/2016 academic year with 2003/2004 academic year, we see that the total number of students has noticeably decreased (198 737 people), or 43%. In 2016/2017 academic year, for the first time in the last decade, there has been a trend towards an increase of 17 705 people, or 3.8%. The decrease in the quantity of students is mainly due to demographic factors, since the beginning of 1990s to 2000, the birth rate in the country fell sharply. In Kazakhstan, the birth rate has increased after 2001, and the period from 2005 to 2014 is characterized by a relative "birth boom" [7].

**Qualitative parameters of human resources management in higher education sphere.** There are several qualitative parameters of management of human resources in this sphere such as: competence, motivation and awareness. Changes in the external and internal environment of the higher education system also have influenced the activity of the system itself:

1) The policy of optimization of universities. The state carried out the optimization of universities with the purpose of improving the quality of educational services. Reducing the number of universities at the state level was carried out by merging or transition to the status of colleges or the closure of the university. Such kind of optimistic state policy was carried out between 2011 and 2014. Strengthening universities will bring together financial and human resources. Improvements in the financial condition of the university allowed the universities to pay more attention to the material and technical base of the university and to increase the competence of teachers. Competency is understood as the ability to apply existing knowledge and skills to solve specific production tasks and perform work functions in accordance with established requirements [6].

2) Motivation of teachers. The level of salary does not satisfy teachers accordingly they prefer to work in other commercial structures instead of students training. The pedagogical workload of the professor on the average is 600-700 hours; the assistant's is over 800 hours per year. Out of the overall, pedagogical workload almost 80% is made up of classroom work. Not all audiences are equipped with the necessary infrastructure for lecturing, conducting practical classes. If before according to the normative one lecture flow did not exceed 75 people, now it is 100-110 students in it.

The numbers of hours for checking the knowledge and skills of students in recent years are declining. For example, five years ago, according to the standard, 0.5 hours were allocated for one student to make control, now this figure is only 0.25 hours. There are a lot of part-time teachers in the universities among teachers who have scientific degree as there only 50.4% teachers have scientific degree. Combining the work in different universities also negatively affects the quality of the education services provided.

3) The pedagogical load of the teacher is the main work that must be performed by the teacher. Due to the increase in pedagogical load and the decrease in the contingent of students, teachers are forced to conduct 7-8 disciplines and are obliged to prepare an educational and methodical complex of discipline on paper and electronic media, which takes up a large amount of time for the teacher's work. In addition to these works, which are directly related to teaching, they are forced to perform additional work, for example, to be on duty during the examination session, attracting entrants, to be on duty in hostels, writing various reports, etc.

It should also be noted that some universities put a task or a so-called plan to attract entrants for the university, since funding for private universities is carried out at the expense of students' cash receipts. Therefore, universities are interested in increasing the contingent of students. There are practiced various grants or donations from successful graduates in abroad Universities, for example, Stanford University graduates Sergey Brin and Larry Page, the co-owners of Google company transfer millions of dollars annually to the University budget [8]. Unfortunately, this practice is not applied in the system of universities in Kazakhstan.

4) Instead of improving their scientific potential and teaching skills, personal professional growth many teachers spend a large number of their time to do the tasks that are not directly related to the teaching process.

5) Reducing the number of students in universities. The number of students in universities in the country in 2016/2017 academic year was 477,074. It is less by 181032 people compared to 2003/2004 academic year [7]. The main reason for the decrease in the number of students is the demographic situation in the country, when the birth rate after Kazakhstan's independence has decreased, as well as the low level of results of unified national test (UNT) graduates of secondary schools.

6) Increase in tuition fees reduces the number of students entering universities, as 70% of the total number of students, for example, in 2015-2017 academic years, was fee-paying students. There was devaluation of the national currency in Kazakhstan in August 20, 2015. This devaluation process had a direct impact on the fee of education and some graduates of schools couldn't longer afford higher education, which will lead to a decrease in the number of students.

**Conclusion.** Summarizing, we may say that:

1) The system of higher education is a strategic important sphere in the country's economy. And although the state pays special attention to the development of this sphere, nevertheless the current demographic situations, as well as the current economic situation in Kazakhstan, have had a negative impact on the demand for higher education services.

2) Universities independently determine the pedagogical load of the teaching staff. Along with the quantitative parameters of human resources management in this area (pedagogical workload, the number of courses, language of teaching, etc.), also universities should pay attention for the improving the qualitative aspects of organizing teaching process such as improving the infrastructure of the conducting a class (lecture, seminar and others), organizing courses to improve the professional skills of teaching staff, liberate them from the additional task etc.

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### ҚАЗАҚСТАННЫҢ ҚАЗІРГІ КЕЗДЕГІ ДАМУ ЖАҒДАЙЫНДА ЖОҒАРҒЫ БІЛІМ БЕРУ САЛАСЫНЫҢ АДАМ РЕСУРСТАРЫН ТАЛДАУ

**Аннотация:** Бұл мақалада Қазақстан Республикасының жоғары білім беру саласындағы адами ресурстарының қазіргі жағдайы және оны дамыту жолдарына арналған. Авторлар адам ресурстарын дамытудың ағымдағы жағдайын талдау үшін жоғары білім нарығының жай-күйінің сандық аспектілерін зерттейді және осы білім беру саласында адам ресурстарын бөлу мен пайдаланудың негізгі проблемаларын қарастырады. Адам ресурстарын басқарудың сапалық параметрлерін зерттеу мақсатында қазіргі кездегі жоғары білім беру жүйесінің сыртқы және ішкі ортасының өзгерістері атап айтсақ, елдегі демографиялық жағдай, жоғары оқу орындарын оптимизациялау, мотивация, педагогикалық жүктеме және т.б. қарастырады. Зерттеу нәтижесінде, авторлар жоғары білім беру жүйесінің адам ресурстарын басқарудың сандық және сапалық параметрлерін дұрыс қолдану жоғары білікті, кәсіби шеберлігі жоғары, еңбек нарығында сұранысқа ие маман дайындауға оң ықпал етеді деген қорытынды жасайды.

**Түйін сөздер:** жоғары білім беру жүйесі, адам ресурстары, педагогикалық жүктеме, демографиялық өсім, жеке даму, компетенция.

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### АНАЛИЗ ЧЕЛОВЕЧЕСКИХ РЕСУРСОВ СФЕРЫ ВЫСШЕГО ОБРАЗОВАНИЯ КАЗАХСТАНА НА СОВРЕМЕННОМ ЭТАПЕ РАЗВИТИЯ

**Аннотация:** Данная статья посвящена анализу современного состояния и развития человеческих ресурсов в сфере высшего образования Республики Казахстан. Авторы изучают количественные аспекты состояния рынка высшего образования для анализа текущего состояния развития человеческих ресурсов и рассматривают основные проблемы их распределения и использования в системе высшего образования. В целях изучения качественных параметров управления человеческими ресурсами анализируются изменения внешней и внутренней среды системы высшего образования, такие как демографическая ситуация в стране, государственная политика оптимизации вузов, мотивация, педагогическая нагрузка и др. в системе высшего образования в современных условиях. В результате исследования, авторы приходят к мнению, что правильное управление параметрами качественных и количественных характеристик человеческих ресурсов сферы высшего образования окажет положительное воздействие на подготовку высококвалифицированных, компетентных кадров страны, востребованных на рынке труда.

**Ключевые слова:** система высшего образования, человеческие ресурсы, педагогическая нагрузка, демографический рост, личный рост, компетенция.