теория самоопределения была выбрана потому, что она помогает понять феномен, глубоко проясняя исследовательскую проблему, связанную с внутренней мотивацией, социальной удовлетворенностью и психологическим благополучием.

Результаты исследования. Один из выводов указывает на то, что не было никакой связи между демографическими переменными и удовлетворенностью балансом между работой и личной жизнью. Результат анализа подразумевает, что полученные данные распределены нормально. Тем не менее, более низкая частота ответов (33) может быть сочтена недостаточной для обеспечения нейтральной асимметрии данных. Поскольку подавляющее число респондентов составляют женщины, результаты исследования могут быть нерепрезентативными для всего населения. В результате, данное исследование будет проводиться путем дальнейшего сбора данных.

Ключевые слова: УЧР, экономическая турбулентность, благополучие сотрудников, баланс между личной жизнью и работой, внутренняя мотивация.

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DEVELOPMENT OF INTERNAL GOVERNANCE IN HIGHER EDUCATION: THE EVALUATION OF ADMINISTRATION AND ACADEMIC STAFF ATTITUDE

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ABSTRACT

The purpose of the present study is to outline and justify the role of internal governance in higher education institutions to provide an effective quality management.

The methodology: The study is carried out using the questionnaire designed solely to higher education sector based on key peculiarities and features of an academic field.

The originality of the paper is that it discusses the findings of the research about the role of effective internal governance for the effective quality management in higher education. Secondly, the current study is the first attempt to study the role of internal governance as one of the most important pillars of quality management in higher education at the regional level.

The findings of the study reveal that both administrative and academic staff of higher education institution (Kazakh national university) consider the importance of developing key procedures and processes in aligning to internal stakeholders' needs. The obtained results demonstrate the feasibility of the proposed dimensions of internal governance and open new insights into the concept of quality management from the perspectives of an institution's internal environment.

Keywords: university administration, academic staff, ınternal governance, quality management.

INTRODUCTION

In the literature, there seems to be no general definition of «internal governance», and it is defined differently depending on national and institutional traditions and history, as well as reform trends [1-6].

As has been previously reported in the literature, internal governance mainly deals with objectives, organization management, and distribution of responsibilities and authority within an organization, as well as concerns with issues of how reporting lines are set up and how internal quality assurance is organized. To illustrate, Lazzeretti and Tavoletti defined university governance as «all processes and institutions that rule the division and managing of power inside universities and national university systems [where] … power means making decisions that are binding for others» [7].

New reforms in university governance of national universities mean an autonomous leadership in academic, organizational and financial issues. However, managerial autonomy is not supposed to be more personal autonomy for academic staff, rather it is the quality of the relationship between internal actors as well as favourable working conditions provided for internal members.

Another scholar describes internal governance as «internal management structures, decision-making arrangements and leadership roles and the relationship between these internal functions and the role of governing bodies» [8].

Admittedly, the internal governance of higher education institutions to some extent depends on internal organizational behaviour of the institution, where it is important to consider histories, traditions and values and their approach toward governance. In the light of new managerial approaches, the impact of managerial, financial and academic autonomy of HEIs are significant for universities to develop their structures and processes to provide quality education. Since depending on the internal peculiarities of universities in terms of history, traditions and values, the approaches for internal governance development can differ from one organization to another. There is no unique and the best practice of the internal governance applicable to all higher education institutions. Certainly, this leads HEIs to face challenges in developing effective internal governance approaches. However, the project launched in 2016 by the European Social fund together with the World Bank professional experts proposed possibilities for highlighting the keystones and general framework for effective internal governance applicable for all HEIs after studying the similar development trends and good practices of European universities for designing internal governance structures and processes.

It is explicitly observed that the development of effective internal governance in the university requires adaption of its internal government structures which fits internal environment and behaviour of the organization, which can face and respond to challenges and changes of the external environment. Since national universities in Kazakhstan have been granted managerial autonomy, they can design their own sufficiently adaptive, flexible internal governance structures, which can generate innovative solutions to respond to the demands of external stakeholders. In this regard, after signing the Bologna Declaration in 2010, the issue of quality management and quality education has been on every agenda of discussions, meetings and forums of government and higher education institutions in Kazakhstan as well.

There is an assumption that quality management does not exist completely without formal rules, regulations, responsibilities, assessments, monitoring and accreditation. There have been numerous studies to investigate «academic bureaucratization» triggered by increasing formal monitoring and evaluation procedures [9; 10]. Gornitzka, et al. called the phenomenon, in which «growth of the part of the organization that does not directly carry out the work, but which regulates, supervises and supports those who do» as a «silent managerial revolution» of academics, because of obligations to do administrative duties instead of focusing on their core missions' tasks, such as research and teaching [11]. Seminal contributions have been made by Egeberg et al., who have categorized the structures of organization, which shape the governance as following:

- Distribution of the tasks and responsibilities vertically among organizational levels
- Division of tasks among organizational departments horizontally according to the principle of specialization
- Clarity of role expectations adjusted to organizational positions [12].

MAIN PART

Methodology. The sample of the study consists of administrators and academic staff of al-Farabi Kazakh National University, which is the leading higher education institution in Kazakhstan, ranked at 150 positions according to the QS World University Rankings. Respondents were selected according to non-probability convenience sampling method [13]. The two types of the questionnaire were developed with slight divergences using «google forms» and emailed to more than 1200 university administration and academic staff in total, among them 40 university managers, more than 40 faculty administrators, 200 department heads and the rest is academic staff respectively. More than 100 questionnaires were not delivered due to some technical errors. The survey was conducted for three months. The questionnaire aimed to identify the effective internal governance model to align to viewpoints of internal stakeholders.

Initially, the «Internal Governance» survey has been tested by our colleagues who are responsible for their departments at the institutional level in al-Farabi Kazakh National University. The answers of respondents have been divided into two parts: in the former, respondents were to identify the importance of described factors of internal governance for effective management of the organization in aligning with the following scale: «Important – Partially important – Not important». In the latter section, the information about the practice of the university has been asked through the following scale: «Implemented – Partially implemented – Not implemented».

After the first testing of the survey, some minor changes have been introduced in the content of the questionnaire and have been resent again to check the reliability of the survey. After getting positive approval from the colleagues, the final version of the questionnaire was ready.

The survey has been designed to know viewpoints of the university's internal stakeholders about an effective model of good internal governance and to identify their perceptions about the existing internal governance in their organization. The results of the survey have been proceeded separately: response of academic staff and administrative bodies of university, faculty and chair accordingly.

The questionnaire «Internal governance – Administration» was addressed to administrators of the university through emails individually and to the administration of fourteen faculties including chairs. The number of delivered questionnaires to administration staff was 282, among them 30 surveys were withdrawn due to some technical errors. In all, we obtained completed questionnaires from 200 respondents.

As for the second survey dedicated to academic staff, our sample consisted of 992 respondents, and 80 % of the population provided useful samples to proceed, where 199 responses were not valid to proceed.

Concerning the obtained samples of two questionnaires, the proceedings will be carried out separately in respect to administrative and academic staff to figure out their attitude and assessment about the proposed dimensions of «internal governance» as well as about the existing internal governance structure in the organization.

The sample design and data collection. Professional breakdown of the samples in Table 1 demonstrates that most respondents come to administrators of chairs (63,3 %) since there are in average three or four chairs at each faculty. As for the working experience distribution, most of the managers have worked at the national university more than 15 years (38,8 %), which adds significant value to our study, since they can evaluate and assess the existing internal governance procedures at the university based on their personal experience.

Table 1 – Analysis of Samples: Administrative Staff

Samples	Frequency	Percentage (%)
Position		
Administration staff at the university level	37	18,4 %
Administration staff at the faculty level	36	18,3 %
Administration staff at the chair level	127	63,3 %
Total	200	100 %
Work experience		
1-3 years	12	6,1 %
4-9 years	70	34,7 %
10-14 years	41	20,4 %
More than 15 years	77	38,8 %
Total	200	100 %
Note – The author's own reproduction		

The academic background of samples presented in Table 2 reveals that most of the respondents have a higher academic degree (candidate of sciences – 41,7 %, PhD – 20,6 %) and more work experience (41,3 % – 15 years) in the target university, which can significantly contribute to the outcomes of the empirical study and shape the desired type of internal governance for effective quality management of the institution.

Table 2 – Analysis of Samples: Academic Staff survey

Samples	Frequency	Percentage (%)
Academic Degree		
Doctor of sciences	126	15,8 %
Candidate of sciences*	331	41,7 %
PhD	163	20,6 %
Master's degree	121	15,3 %
PhD candidate	52	6,6 %
Total	793	100 %
Academic Rank		
Professor	105	13,2 %
Associate professor	243	30,6 %
Senior lecturers	90	11,4 %
Without academic degree	355	44,8 %
Total	793	100 %
The field of sciences		
Humanities	399	50,3 %
Nature sciences	236	29,7 %
Economics, business and law	48	6,1 %
Social sciences	96	12,1 %
Medical and health sciences	5	0,6 %
Art	9	1,2 %
Total	793	100 %
Work experience		
1-3 years	250	31,5 %
4-9 years	115	14,5 %
10-14 years	101	12,7 %
More than 15 years	327	41,3 %
Total	793	100 %
*candidate of sciences – is an academic degree equivalent to PhD, the doctoral degree awarded in the former Soviet countries before signing the Bologna Declaration Note – The author's own reproduction		

Discussions and Results. The reason for the development of the questionnaire to academic and administrative staff with slight differences is to identify how academics view effective internal governance and evaluate the existing practice at the university in comparison to administration's overview. The obtained findings demonstrate that there are still shortcomings of university management in pursuit of quality management in an institution. The objective of the research is to create reliable and valid measures for internal governance in higher education. Therefore, the research study focused on the development of the following measurement scale based on the results of the World project carried out in European countries. (ESF Project no. 8.3.6.1/16/I/001 «Participation in International Educational Studies»). Following the international trends and good practices of internal governance in higher education, the four dimensions of good internal governance have been identified:
- Strategic development and governance
- Autonomy and accountability
- Cooperation and participation
- Differentiation of functions and distribution of powers

However, in the light of new managerial approaches adapted into the higher education sector from the industry, the role of internal members of an organization is increasing. Several scholars believe that a prerequisite for quality products and services is the development of quality culture and organizational culture change in an organization [14-18]. Thus, the role of quality culture in the development of effective quality management and organization improvement is crucial, since the backbone and the brick of organization is not a sole system, neither processes nor standards, rather human capital. Implementation of successful quality management practices stems from the engagement of both internal (administrators and staff) and external stakeholders (employers, partners, accreditation agencies and society) into the process of quality management. We can assume that if the basic component of external quality assurance is accreditation, then the principal part of internal quality assurance is the development of quality culture within an organization. In this regard, the current paper has developed new variables of «Quality culture» and introduced it as the fifth dimension of effective internal governance in higher education.

Interpretation of «Internal Governance» dimensions. This section outlines the key dimensions of the proposed internal governance subject to the research study.

The strategic development and governance – refers to the development of the clear mission, strategic objectives and planning which can effectively guide activities of organization units and members, as well as in alignment with institution's characteristics to fit the interest of the internal environment. In light of the constant changing environment, the flexibility and adaptability of governance structures and openness to innovations are crucial.

Autonomy and accountability – covers the level of university accountability to the society and government, as well as academic freedom of staff. Admittedly, with the rise of competitiveness and introduction of market-oriented approach in the higher education sector, the level of accountability increases, which in its turn can affect academic freedom of teaching and research, thus effective management of data collection about university performance and quality of activities for external quality assurance mechanisms without undermining the academic freedom is crucial.

Cooperation and participation – relates to the development of effective approaches to balance the involvement of academics as key experts in internal governance and leaders to promote shared vision, appropriate strategies at the institutional level. Appropriate involvement of the diversity of stakeholders (external - representatives of society and the economy and employers, internal - academics, administrators, and students) in internal governance increases an institution's ability to account for all stakeholders' interests and its responsiveness to external demands. All stakeholders should act in the interest of HEI.

Quality Culture – implies the common responsibility, shared interest and values among all members of the organization for quality educational services. Enhancement of joint commitment of internal and external stakeholders to quality assurance (e.g. accreditation). University administration support and reward for quality achievement, rather than quantity. Development of trust between administration and academic staff. The introduction of quality assurance offices at the institutional and faculty levels.

Differentiation of functions and distribution of powers – The separate tasks for strategic development and its implementation should be assigned between organization units and actors effectively. Appropriate monitoring and evaluations are important to provide transparency of processes. The rights and responsibilities of different bodies and actors should be well defined and clear. A culture of transparency also implies that decision-making processes at all stages follow an adequate level of openness. The distribution of decision-making power should start from the lower institutional level without intervening the overall strategic development of an institution. Constant support and development of administrative and academic staff for professional development [19].

The presented dimensions highlight that it is important to identify strong points and shortcomings of the existing internal organization governance to provide a better functioning quality management model, which meets the needs of both external and internal stakeholders. In this regard, the present paper developed the key variables, which encompass the basic and essential elements of organization management. The proposed variables are described in Table 3.

Table 3 – Internal Governance development

Dimensions	Variables	
Strategic development and governance	SDG1	Development of mission and strategic objectives in alignment with the needs of the labour market
	SDG2	Development of planning procedures with academic staff involvement
	SDG3	Engagement of external stakeholders in the strategy development process
	SDG4	Monitoring of goal achievement according to the strategic objectives and planning
	SDG5	Competence and ability of university administration to make decisions for effective implementation of a strategy
Autonomy and account-ability	AA1	Availability of more academic freedom for teaching and research
	AA2	University administration openness to initiatives and innovations from academic staff
	AA3	Academic staff engagement in decision-making processes
	AA4	Effective management of workload between administrative, research and teaching activities
	AA5	Accountability to the government and society through external quality assurance mechanisms without undermining the academic staff freedom
Cooperation and participation	CP1	Development of effective approaches to involve internal members in internal governance at the institutional level
	CP2	Engagement of external stakeholders in quality assurance procedures
	CP3	Engagement of internal members in quality assurance procedures
	CP4	Feeling of safety and care within an organization
	CP5	The feeling of support and motivation for achievement
	CP6	University management proactively attracts and retains high-quality staff
Quality culture	QC1	The feeling of responsibility within an organization for quality education
	QC2	The common shared interest and values among university members (including faculty staff) to provide quality educational services
	QC3	Enhancement of joint commitment of internal and external stakeholders to quality assurance (e.g. accreditation)
	QC4	University administration support and reward for quality achievement, rather than quantity
	QC5	There are clear procedures and processes to define, measure, evaluate and enhance quality
	QC6	University administration trusts on academic staff / Academic Staff trusts on university administration
	QC7	There is a closed feedback loop in external and internal quality assurance mechanisms
	QC8	There is a quality assurance office at the central level
	QC9	There is a quality assurance committee at the faculty level
Differentiation of functions and distribution of powers	DFP1	The balance between educational and administrative activities
	DFP2	Distribution of tasks effectively according to the professionalism and competence of unit members
	DFP3	The bottom-up approach in solving problems and identifying the weaknesses and strengths of an organization
	DFP4	The clear design and the structure of the quality management
	DFP5	The rights and responsibilities of different actors are well-defined and clear.
	DFP6	Decision-making processes are carried out open and transparently for all members of the organization
	DFP7	Less bureaucracy and pressure during external quality assurance procedures (e.g. accreditation, ranking report fulfilment)
	DFP8	Promotion and support for academic staff at all levels through tangible and intangible incentives
	DFP9	Ensuring staff development and professional training
Note – developed by the author based on [19].		

The analysis of the findings demonstrates that the proposed dimensions of «effective internal governance» are utmost important in organization management. Since the current paper is preliminary findings of the dissertation thesis, we have summarized key points of the conducted research to figure out the validity and applicability of the developed so-called «model» in higher education institutions. The purpose of the research paper is to identify to what extent the proposed dimensions meet requirements and needs of university

administration and academic staff to develop effective quality management tool through identifying the best practices of internal governance. The findings of the study illustrated in Table 4 demonstrate that there are moderate fluctuations about the attitude of administrative and academic staff regarding «importance» and «implementation» of the proposed dimensions.

Table 4 – The mean score of expectations and perceptions of internal governance: Administration staff versus Academic Staff

Code	Important		Fairly important		Not important		Implemented		Partially implemented		Not implemented	
	In average (%)											
	Adm.	Acad.	Adm.	Acad.	Adm.	Acad.	Adm.	Acad.	Adm.	Acad.	Adm.	Acad.
SDG	65 %	62 %	18 %	20%	2 %	3 %	34 %	32 %	33,2 %	27 %	3 %	8 %
AA	74 %	69 %	18 %	16%	3 %	4 %	23 %	19 %	39 %	30 %	17 %	18 %
CP	72 %	67 %	25 %	18%	1 %	6 %	23 %	21 %	44 %	32 %	15 %	17 %
QC	81 %	71 %	12 %	16%	3 %	2 %	38 %	25 %	37 %	30 %	10 %	14 %
DFP	82 %	75 %	12 %	12%	1 %	2 %	26 %	22 %	41 %	30 %	15 %	20 %
Note – developed by the author based on the research findings												

Figures 1 and 2 illustrate the perceptions of administrative and academic staff about the importance of having and developing the proposed dimensions of «internal governance» at the university. The positive and common trend of the obtained results is that both university administration and faculty staff have common interest and understanding of having effective internal organizational procedures and mechanisms to improve quality education rather than their perceptions about the existing practices in the framework of the proposed dimensions. It is interesting to note that there is a dramatic difference between «importance» and «implementation» responses, which highlights the necessity of organizational change within an institution.
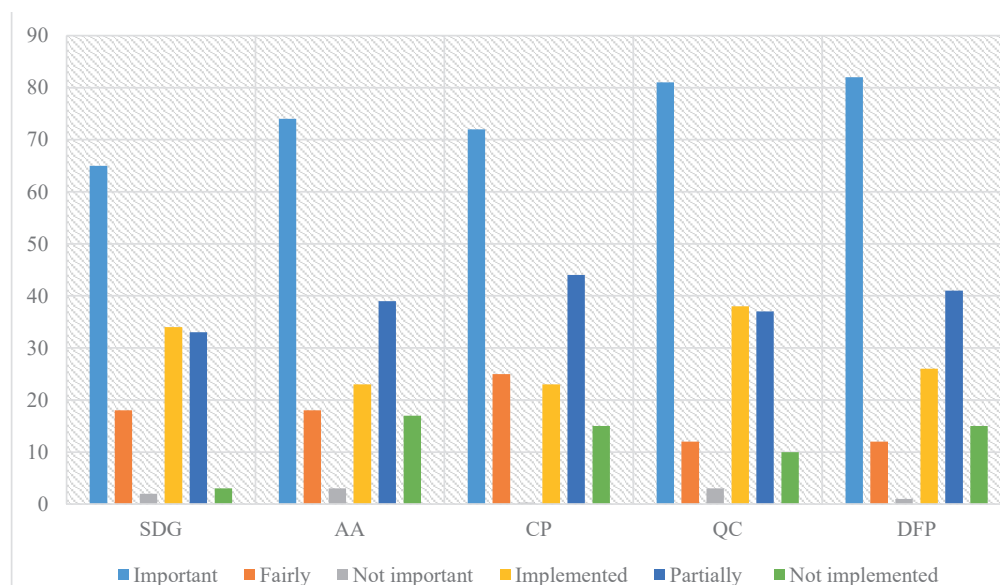

Figure 1 – Mean score of dimensions by Administrative Staff (in percentage)
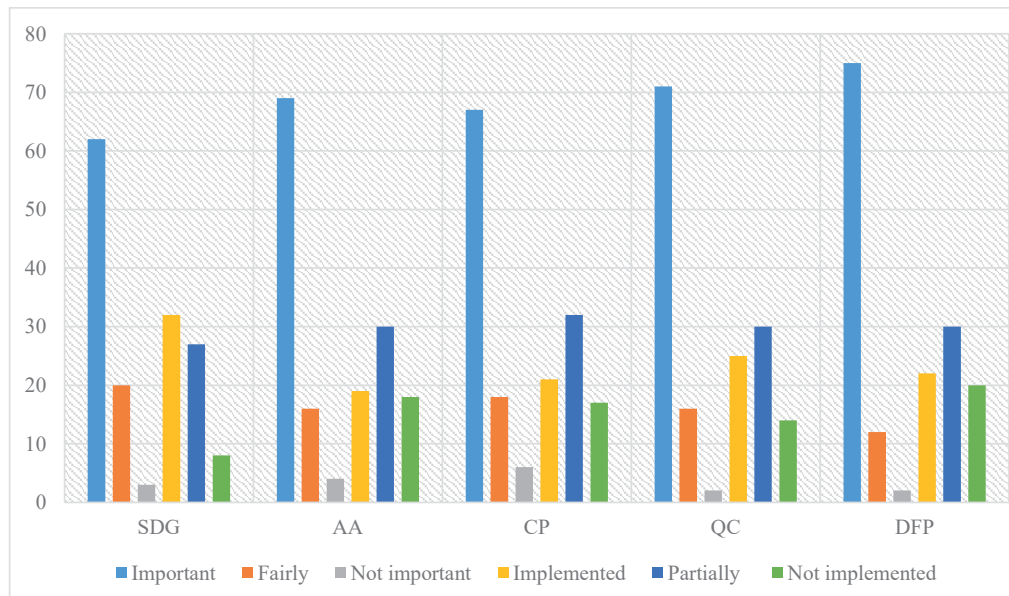Note – developed by the author

Figure 2 – Mean score of dimensions by Academic Staff (in percentage)
Note – developed by the author

As can be seen from Figure 3, there is a moderate discrepancy between administrative and academic staff about perceived practices of internal governance at the university. It can be assumed that there is no balance and mutual relationship between common understanding and perception of organizational procedures and activities within an organization.
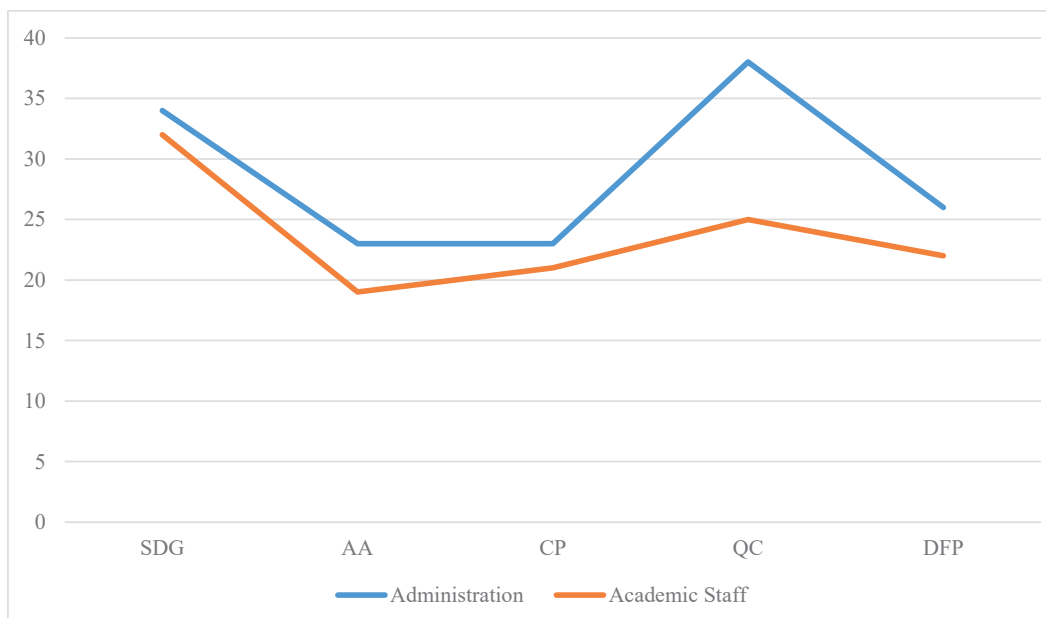

Figure 3 – The percentage of the perception of the academic and administrative staff about the existing internal governance at the university via scale «Implemented»
Note – developed by the author

It can be observed, that in all five dimensions, there is a substantial difference between perceived ideas of administrative and academic staff about internal governance. The presented data demonstrate that there are two existing challenges within an organization: the first one can be interpreted as an ineffective approach or inappropriate mechanisms of university management to develop effective internal governance and to create a favourable environment within an organization, or the second assumption is that there is almost no mutual communication between university administration and faculty staff. Please refer to Figure 4.
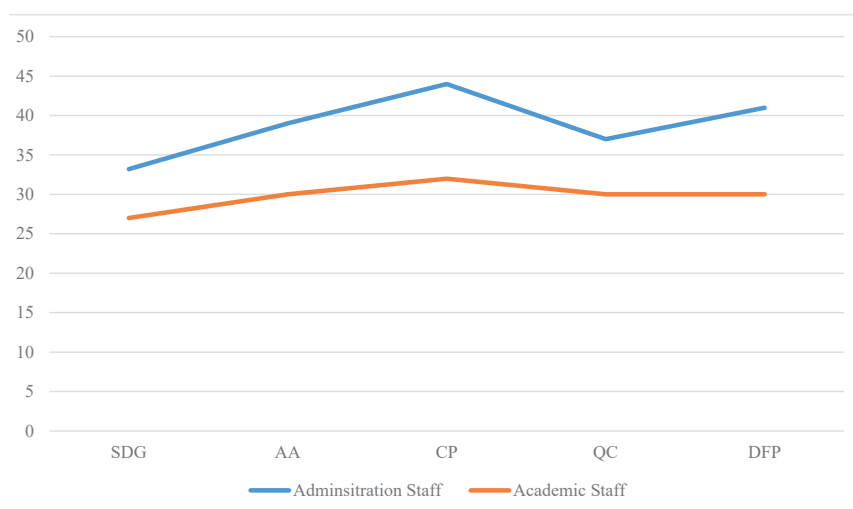

Figure 4 – The percentage about the perception of the academic and administrative staff about the existing internal governance at the university via scale «Partially implemented»

Note – developed by the author

In figure 5, we can see the opposite diagram to the previous ones. Generally speaking, academic staff demonstrates the less level of implementation of the proposed dimensions. Again, we can assume from the graph, that there is an absence of common and unique understanding of the needs and requirements of organization's member by university management or again there is no channels and communications between administration and staff, which is the most significant barrier for effective quality management at the institutional level.
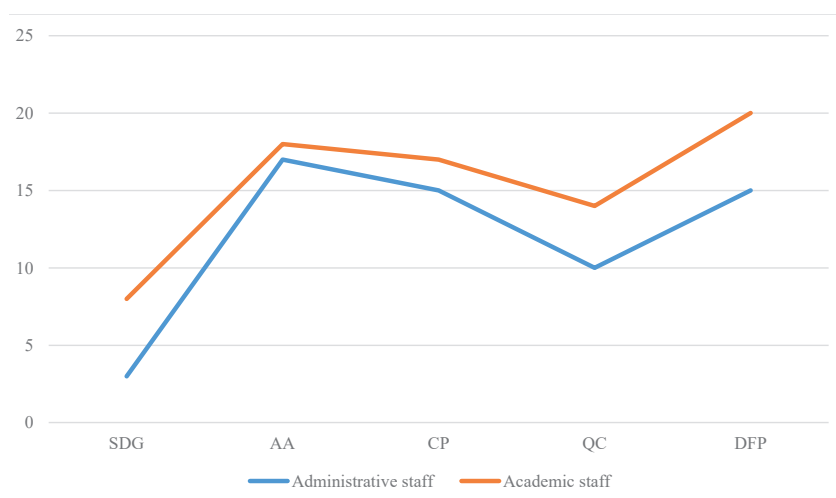

Figure 5 – The percentage of the perception of the academic and administrative staff about the existing internal governance at the university via scale «Not implemented»

Note – developed by the author

A general shift toward autonomy, output-oriented steering approaches by governments will confront Kazakhstani higher education institutions with the challenge of adapting internal governance arrangements accordingly for internal coordination and strategic development. In this context, it is important to design internal governance arrangements efficiently without putting much pressure and burden on internal members of the institution.

In the light of new managerial approaches in higher education, the clash with organizational management and strong resistance of academic staff emerge. The opponents of QA believe that it is a managerial approach that strengthens the top-down management at the expense of the academics' autonomy. Thus, the development of appropriate internal governance technique, which fulfils the requirement of external quality assurance through favourable internal QA processes, where bureaucratic approach changes to managerial logic and less pressure on academics, is crucial. Today indeed, there are some units at universities responsible for quality assurance processes. However, in practice, the effectiveness of their activities and impact on overall university's quality improvement and performance is still the issue of discussion.

In the light of new changes in the higher education system, universities' responsibility for their activities, mainly for quality education and finance is emphasized, consequently, the internal pressure for accountability and competition rises. In this regard, the university administration needs to implement new managerial approaches not only at the institutional level but at the organizational level as well. Consequently, the role of internal governance developed in compliance to organization's internal environment plays a crucial role in quality management.

CONCLUSION

We are aware that our research may have in some extent limitations since the survey encompasses only findings based on a single university in Kazakhstan. The further data collection is required to develop a design of a perfect «Internal governance» model applicable in Kazakhstani higher education institutions in the light of new managerial and governmental reforms. We believe that the proposed dimensions of internal governance can serve as a theoretical guideline for prospective university managers to define if there is a need to make changes in existing organizational culture to manage university effectively and to reshape their organizational structures. The current paper opens new research questions in terms of theoretical and empirical studies. The results of the research paper provide valuable information about the concept of internal governance for academics, scholars, as well as for candidates of a PhD degree programme. Since today, HEIs are facing economic, political, and social challenges of globalization in positioning itself at the labour and education arena, the development of effective internal governance in accordance with the needs of both external and internal stakeholders is essential for quality management.

Despite having some limitations, the practical value of the paper is that it rises a considerable number of issues subject for further discussions and studies. The university administration and academic staff have realized greater importance of effective internal governance dimensions to further develop effective quality management model to ensure quality education and to be competitive on educational and labour markets. Thus, this study gives a new insight for university managers and practitioners to consider the existing environmental conditions of an organization before setting new strategies and goals to develop an effective quality management system.

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ЖОҒАРЫ ОҚУ ОРНЫНДАҒЫ ІШКІ БАСҚАРУДЫ ДАМЫТУ: УНИВЕРСИТЕТ ӘКІМШІЛІГІ МЕН ФАКУЛЬТЕТТІҢ КӨЗҚАРАСЫН БАҒАЛАУ

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АҢДАТПА

Осы зерттеудің мақсаты сапаны тиімді басқаруды қамтамасыз ету үшін жоғары оқу орындарындағы ішкі басқарудың рөлін сипаттау және негіздеу болып табылады.

Әдістеме: Зерттеу академиялық саланың негізгі ерекшеліктеріне негізделген жоғары білім беру секторына арналған сауалнаманы қолдану арқылы жүзеге асырылған.

Жұмыстың өзіндік ерекшелігі – жоғары білім беру саласында сапаны тиімді басқару үшін тиімді ішкі басқарудың рөлі туралы зерттеудің қорытындылары талқыланады. Екіншіден, қазіргі зерттеу аймақтық деңгейде жоғары білім берудегі сапа менеджменті маңызды тіректерінің бірі ретінде ішкі басқарудың рөлін зерттеудің алғашқы әрекеті болып табылады.

Зерттеу нәтижелері жоғары оқу орнының (Қазақ ұлттық университеті) әкімшілік және факультет мүшелері ішкі мүдделі тараптардың қажеттіліктерін қанағаттандыру үшін негізгі процедуралар мен процестерді әзірлеудің маңыздылығын қарастыратынын көрсетеді. Алынған нәтижелер ішкі басқарудың ұсынылған өлшемдерінің орындылығын көрсетеді және университеттің ішкі ортасы тұрғысынан сапа менеджменті тұжырымдамасына жаңа түсініктер ашады.

Түйін сөздер: университет әкімшілігі, ғылыми қызметкерлер, ішкі басқару, сапа менеджменті

РАЗВИТИЕ ВНУТРЕННЕГО УПРАВЛЕНИЯ В ВЫСШЕМ ОБРАЗОВАНИИ: ОЦЕНКА ПОЗИЦИИ АДМИНИСТРАЦИИ И ФАКУЛЬТЕТОВ УНИВЕРСИТЕТА

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АННОТАЦИЯ

Целью настоящего исследования является определение и обоснование роли внутреннего управления в университетах для обеспечения эффективного управления качеством.

Методология: Исследование проведено с использованием анкеты, разработанной исключительно для области высшего образования на основе ключевых особенностей высшего образования.

Оригинальность статьи заключается в том, что в ней обсуждаются результаты исследования об определении роли внутреннего управления для эффективного управления качеством в высшем образовании. Во-вторых, настоящее исследование является первой попыткой изучения роли внутреннего управления как одного из важнейших столпов управления качеством в высшем образовании на региональном уровне.

Результаты исследования показывают, что как административный, так и преподавательский состав высшего учебного заведения (Казахстанского национального университета) считают важным разработку ключевых процедур и процессов в соответствии с потребностями внутренних заинтересованных сторон. Полученные результаты демонстрируют осуществимость предлагаемых аспектов внутреннего управления и открывают новый взгляд на концепцию управления качеством с точки зрения развития внутренней среды университета.

Ключевые слова: администрация вуза, профессорско-преподавательский состав, внутреннее управление, управление качеством.

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