

ANALYSIS OF HUMAN RESOURCES MANAGEMENT PRACTICES IN HIGHER EDUCATION INSTITUTIONS: A STUDY ON KAZAKH UNIVERSITIES

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ABSTRACT

Purpose: *The purpose of this paper is to develop the human resource management mechanism and to suggest the recommendations for effective HRM in higher education institutions.*

Methodology: *The article considers issues and challenges of human resource management in Kazakh universities. The case of Akhmet Yassawi University as the university of reference and two other Kazakh universities for comparison is presented and analyzed from the standpoint of HRM practices.*

Findings/Results: *The study allowed making conclusion that Kazakh universities have a lack well thought-out and strategically aligned HRM practices, which leads to middle level of lecturers' and employees' satisfaction. To overcome these issues, we proposed the mechanism for implementation of effective HRM practices based on talent management and strategic approach.*

Originality/Value.: *The study represents original research, the first attempt to evaluate quality of HRM practices in Kazakh universities on scientific management foundation.*

Keywords: Human Resources Management, HRM Practices, University, Higher Education Institution, Motivation, Performance Management.

INTRODUCTION

Importance of HRM

Currently, increasingly more attention is paid to personnel management issues. The issues of effective work of any organization and the solution of tasks related to increasing competitiveness, profitability, and stability are related to personnel's quality and potential. A number of foreign and domestic researchers, scientists, top managers have developed theoretically grounded methods, tools, and models of human resource management, which are at the same time guides in the development and implementation of a human resources management system, the choice of forms and methods of management, and appropriate prioritization (Maikenova & Aldabaeva, 2016). However, the increasing complexity of the exogenous and endogenous environment for the organizations functioning, the increased dynamics of economic and social processes determine the need for competent and creative approach to creating a corporate human resource management system.

Today, in the practice of successful companies, new forms of work organization are emerging, which are based on innovation and creativity. Castells wrote about the crisis of the "corporate organizational model based on vertical integration and hierarchical functional management system of a strictly technical and social division of labor" (Sharma, 2019). This is

since information society requires developing a new organizational logic, correlated with the current process and not dependent on it. Modern organizations need to implement effective HR management practices. Orders should give way to persuasion, and control should be replaced by trust. Human resources management is increasingly perceived as an art since the system of organizational relations becomes more complex, non-deterministic, often not subject to preliminary forecast with any available amount of information (Deloitte, 2021).

Currently, the concept of HRM is not just a theory. It is becoming the practice of many organizations. This approach focuses on the following aspects (Fochler, 2016).

- Implementing a strategic approach consistent with the organization's strategy;
- Giving the organization flexibility and ability to innovate;
- Creation of additional value due to the development of human resources and the high quality of employees' labor.

Namely, human resources are capable of creating sustainable competitiveness. People can be a unique resource, so unique that competitors will not be able to imitate it. Secondly, human capital can create a value such as a strong positive impact on performance (Andreeva & Durakova, 2008). The likelihood of formulating a holistic strategy increases if the organization uses a human resource management strategy that is understandable to all its members. Mintzberg noted that all strategies exist in the minds of people they influence. What matters is that the organization members share a common perspective, which is reflected in "their intentions and actions" (Armstrong, 2006).

The main difference of the HRM concept from personnel management is its strategic focus, integrating nature, high staff loyalty based on trust, and the transition to decentralized organic structures and flexible roles (Liu, 2018). With regard to the assessment of efficiency, there is a shift in emphasis from minimizing costs to maximizing the use of personnel.

In the knowledge economy, where universities play one of the leading roles, including in the triple helix framework, competent human resource management in universities is of particular importance. Modern universities, whose performance criterion is compliance with the concept of University 4.0, represent the core of the knowledge society, the most important channel for technology transfer (Kumarasamy & Anandaraj, 2018). These are institutions of society that play the role of innovation hubs within the country's national innovation system. It is important to understand that higher education institutions play a huge role in forming a modern knowledge economy, particularly through the implementation of various multiplier effects, which determines the critical importance of HRM at the university.

Importance of HRM in Universities

Modern universities are institutions of society that best solve the problem of translating knowledge into intellectual capital by using globality, openness, and dynamism. The solution to this problem is provided by the lecturers and researchers of the university. Therefore, for educational organizations, the concept of human resources development should become the main methodological basis of management.

Based on the characteristics of the main process of the university's functioning, which is based on educational, pedagogical, scientific interaction of subjects of education and science, it can be unambiguously asserted that the human resource is the main resource of the university. At the same time, universities' main process is characterized by the following dependence inherent in the development of human resources. The quality of the human resource is determined by two main factors: the quality of personal resources and the quality of their integration into the university's human resource (Stangis, 2017).

Meanwhile, as practice shows, the key problems hindering effective HRM in the universities of Kazakhstan are as follows:

1. Low staff involvement in the strategic work.
2. Lack of motivation for professional growth among lecturers and administrative staff.
3. Aging of staff and growth of the average age of lecturers.
4. Low competition for open vacancies in the departments of higher education institutions.

5. The contradiction between the personal goals of employees and the goals of the universities.
6. Lack of creative initiative by lecturers.

The first concepts of human resource management were created in commercial organizations' interests, but they are less studied in the context of higher education institutions. This leads to the fact that many management decisions in this direction are made intuitively, based on the 'common sense' approach. We can state the weakness of the policy of educational organizations to consolidate their human resources. Moreover, there is a lack of understanding of the importance of developing the employees' competencies.

However, even attempts to apply scientifically based HRM at a university without taking into account the specifics of the education industry and the unique characteristics of a particular university will not lead to the desired result.

Modern concepts include results-based management approaches, in which the main emphasis is made on the motivation of human resources:

- “Framework management” – to develop a corporate leadership style;
- “Management based on delegation, or the Harzburg model” – based on the potential of employees;
- “Participatory management” – for the participation of employees in innovative entrepreneurial activity;
- “Entrepreneurial management” – for the development of entrepreneurial activity within the organization (Selesho & Naile, 2014 ; Sudarmo, 2020)

The advantages of the above concepts and approaches consist in the fact that in each of them the employees are transformed from the object of management into the subject of management. However, none of the concepts provides for the conditions for maximum use of the potential of workers. A one-sided approach either does not solve most of the organization's problems or will lead to the emergence of new ones. Since personnel is the most volatile factor, a new approach is needed, covering a wide range of management problems and pointing to the need for certain social conditions, at which the maximum use of human resources occurs.

The need to implement the best HRM practices in universities is all the more obvious given that among them, the most common problems are the following (Askarova & Kurbatova, 2008):

- Significantly high average age of faculty and unwillingness to master modern organizational forms, methods and means of implementing the educational process;
- A decrease in the value of education and the average level of education among enrolled students;
- The lack of pedagogical education among faculty representatives against the background of the growing importance of methodological competencies in the work of a university lecturers;
- Differences in mentality between faculty representatives of the older generation, brought up on the ideals of socialism, and students who grew up in the new state.

This is reflected in the difference between personal values of faculty members and students. However, the roots of these differences are deeper. They can also be associated with the fact that lecturers, in other aspects of their professional activities, are lagging behind the requirements of time. Sometimes, the qualifications of lecturers are not enough to develop students' personal resources at the proper level.

Meanwhile, as the modern theory and practice of HRM shows, the creativity of employees is a prerequisite for the effective work of personnel, which directly determines organizational performance. There are several important features of creative employees (Teir & Zhang, 2016; Agwu & Nwoke, 2019).

- Creative employees are optimistic people; they consider a crisis situation as a stimulus for personal growth, deriving from it valuable experience, a useful skill;
- Creative employees think in tasks and solutions, rather than problems and resources; talent, due to its qualifications, is able to describe any technological problem and solve it;
- Creative employees have an economic mentality to make the application of idea or technology profitable.

In addition, a creative employee gets real pleasure from his/her work and strives to solve increasingly more difficult problems (Deloitte, 2021; Warner & Crostwaite, 1995).

Precisely with such qualities of creativity, a university teacher is able to train graduates with the necessary competence in order to be competitive in the modern labor market. Also, namely such university employees can participate at the proper level in scientific activities, R&D, international cooperation and interaction with stakeholders.

Purpose of Article

The purpose of this paper is to develop the human resource management mechanism and to suggest the recommendations for effective HRM in higher education institutions.

The Significance of Study

The practical significance is determined by the relevance of the problems considered in the research and the degree of substantiation of the provisions and conclusions contained in it. The results are obtained, and the proposals are formulated for improving the efficiency of human resource management in higher educational institutions.

An analysis of modern publications on the theory and practice of human resources management allowed the authors to outline the contours of a new HRM concept being developed within the humanistic paradigm framework. The fundamental difference between the new HRM concepts should be in going beyond the personnel function and solving not narrowly functional tasks related to personnel, but the strategic development tasks of the entire educational organization, which are relevant in modern conditions. This change is due to the need to revise the methods of personnel management and the entire methodology of managing the higher education organization and is intended to overcome the inability of traditional approaches of HRM to maximize the use of the potential of university employees.

Hypotheses

The following hypotheses were formulated for the study:

- 1. The resource potential of the university personnel characterizes the higher education organization's personnel as a special functional system.*
- 2. The human resource potential in higher education institution can be revealed, evaluated, implemented and developed through the use of integrative technologies for HR management, aimed at overcoming the functional and institutional contradiction of the request of the socio-economic system to the subjects of labor in the university.*
- 3. The formation and implementation of HRM integrative technologies will be effective in case of the use of a new methodology focused on the development of personnel involvement, the formation of an atmosphere of corporate citizenship and the acceptance of its values by employees.*

LITERATURE REVIEW

Concept of Human Resources Management

The scientific concept of human resource management has been of great interest since its inception in the mid-80s and up to the present time. The HRM concept introduced new progressive methods and technologies for managing people in a complex, innovative environment into management practice, studied by various authors. The priorities were flexible forms of labor force use, continuous improvement of the quality of human resources, new approaches to organizing and stimulating labor, addressing the cultural and ethical factors of productivity and the quality of working life. The concept of strategic HRM is based on the basic concept of its philosophy, emphasizing the strategic nature of HRM and the need to integrate HR and organizational strategy. Undoubtedly, the main principle of HRM in today's innovative economy is recognizing human resources as a decisive factor in an organization's efficiency and competitiveness as its key resource that has economic utility and social value. Besides, we should highlight the strategic approach principle: focus on a strategic approach to human resource management, taking into account the long-term prospects for the development of human resources as the competitive advantages of an organization in a dynamic external environment.

An innovative organization creates conditions for continuous training and development of employees, striving to reveal their intellectual, creative, and entrepreneurial abilities, activate innovative thinking, contribute to their competence and motivation to achieve common organizational goals, and meet personal needs. (Mupepi, 2017) writes that the principle of

innovation consists in the constant improvement of the forms of labor organization, updating the methods of influence and motivation of specialists to productive and creative work (Martocchio, 2018).

The formation and implementation of the concept of human resource management in Kazakh universities is a long and complex process. Its effectiveness is influenced by many objective and subjective factors. First of all, it is the inviolability of technocratic management with a linear-functional structure; focus on obtaining the need to comply with formal regulatory requirements; the costs of the systemic socio-economic and political crisis in society. All this complicates the implementation of ideas and principles of the concept of human resource management. The existing practice shows that most domestic universities do not pay enough attention to human resource management problems. As a result, a bureaucratic attitude towards human resources has been formed in universities. The intellectual resources of the organization, with all their importance, are underestimated. However, in modern conditions, they are the main source of growth and competitiveness of an educational organization in the market of educational services, especially on a global scale.

The concept of human resource management combines the most effective methods and technologies. Elements associated with this are its advantages and disadvantages, which are manifested in a certain eclecticism of approaches. (Mordovin, 2008) considers that this concept's weak link is manifested in the key point of management, the integration of employees' individual goals, and the organization's overall strategic goal (Liu, 2018). Most business HRM publications state that understanding the priority of an individual approach to personnel emphasizes the importance of individualistic values. A modern HR manager must transform them into the organization's value system that considers all parties' interests and their mutual responsibility, which is one of the most difficult tasks of personnel management services (Abu & Zhang, 2016; Allui & Sahni, 2016)

Popescu and Băltărețu (2012) argued that the "effective use of human potentials in educational institutions includes not only appropriate use of the teaching, auxiliary and administrative staff who are supposed to have the suitable competencies, skills, experience, and personality, but also their role in the development of other resources in the institution" [40]. According to (Balatbat, 2010), the quality of people hired is the most valued resource in students' education (Balatbat, 2010). (Bodor, 2014), in the study of HRM challenge in 21st century, considers the case of Hungarian higher education institution's operations and proposed the practice of the HRM format: "staff administration goals and processes constitute a complete scheme in association with the corporate aims and processes, and support the attainment of individual (professor and scholar) goals and attention in relation with corporate aims and processes" (Bodor, 2014).

Prospects for the development of the concept of human resources management are associated, first of all, with the strategic management and innovation management of the organization. As one of the management process's leading directions, innovation management considers the provision of activities with qualified personnel capable of thinking outside the box, working in flexible systems, sensitive to scientific and technological progress (Martocchio, 2018).

Particularly, one should note the systemic-synergetic concept of organizational development in HRM (Lowler, 2006). Based on a systematic paradigm in HRM, the authors of this approach use the "apparatus of synergetic, which allows describing and explaining various phenomena in organizational systems" (Deloitte, 2020). This concept models the HRM system as "a network of processes" intertwined "in the processes of organizational development" Sartan, 2003). It defines the methods of influencing the organization to develop it (Nawaz & Pangil, 2016). The system-synergetic concept explains the phenomenon of organizational development, determines the possible forms, methods of HRM development, and represents a promising direction in the formation of scientific concepts about HRM.

An interesting and relevant concept is a heuristic approach to personnel management in frames of innovative entrepreneurship based on a set of inherent human mechanisms that carry out procedures aimed at solving creative problems. Heuristics can be understood as special

methods of opening a new (Greene, 2020). In modern science, the recognition of heuristics as a special area of human psychology, a creative system for mastering knowledge and searching for information, ways of testing theoretical concepts, and evaluating practical experience has been established. Activities related to personnel management are impossible without a heuristic phenomenon and do not always fit into clear, scientifically proven algorithms. The heuristic process allows solving new problems based on the knowledge and experience gained in various fields to make creative decisions.

It is difficult to create a team that will be a single whole, combining each person's personal characteristics to achieve the company's common goal. Rationalistic procedures to ensure that decisions are correct are complex, time-consuming, and not always reliable and effective. Taking into account the specifics of innovative entrepreneurial activity, especially the creative component, a heuristic approach to personnel management allows capturing the corporate culture and the level of its perception by the team, the level of compatibility, and making the fullest use of the entire creative potential of the personnel, which ultimately leads to an increase in the organization's efficiency and competitiveness.

HRM in Universities

Human resource management methods in educational institutions of different countries may differ from each other, which is explained by different cultural characteristics that impact all spheres of life. The human resource management system in Kazakhstan has its features.

One of the education systems' features in Kazakhstan is the increase in its competitiveness by improving the quality of educational services. Achievement of this goal to a decisive extent depends on the quality and effectiveness of educational organizations' use of resources, among which human resources are the leading ones. Therefore, modern science's actual problem can be considered to improve the system of effective human resources management of higher education institutions.

Although progressive changes have taken place in the system of higher education in Kazakhstan, we found some disadvantages:

- There is no flexible model for training specialists based on social and economic orders of the “market”;
- The presence of contradictions in the implementation of trilingual education leads to the refusal of many universities to train specialists with multilingual competencies;
- Insufficient implementation of joint educational programs;
- The introduction of an integrated approach has led to a “policy of optimization”. It has led to an increase in public confidence in the quality of education in universities.

The human resource in a higher education institution is the teaching staff, which is an active participant in the indicators of the quality of education by their achievements. Thus, the QS Emerging Europe and Central Asia University Ranking ranked according to 9 indicators. It allowed Kazakh universities to enter the top 300 best universities, including universities such as Al-Farabi Kazakh National University, Gumilyov Eurasian National University, AkhmetYassawi University, etc. Last year these universities were represented in the Times Higher Education ranking (Gibson et al., 2019).

Thus, a high-quality teaching staff actively influences the entire educational process and becomes the primary indicator of a higher education organization's socio-economic and professional viability.

HRM Practices

To effectively manage human resources, organizations develop specific strategies. The human resources management strategy is created based on the development strategy, is a part of it, and allows achieving the implementation of organizational goals (Fochler, 2016; Gibson et al., 2019). Human resource management includes six practices, which are linked with each other:

- Human resources planning;
- Recruitment and selection;
- Training and development;
- Performance appraisal;

- Career management;
- Motivation.

It should be noted that human resource planning, in fact, consists in comparing the organizational competencies necessary to implement the development strategy and the actual state of the organization's human resources, and then determining the organization's need for these resources in the future. Determination of the discrepancy between existing and future resources leads to the determination of the needs and priorities of personnel development, which are formulated in the human resource management strategy.

At the same time, the search and selection of personnel is a continuation of the personnel policy of the organization and one of the key elements not only of the personnel management system, but also of the entire system of managing the activities of the staff. The selection of personnel must be distinguished from the recruitment of personnel. In the selection process, there is a search for people for certain positions, taking into account the established requirements of the social institution, types of activities (Agwu & Nwoke, 2019). During the recruitment, a search is carried out, the identification of the requirements of various positions, types of activities for the known capabilities of a person, the professional experience accumulated by him/her, length of service and abilities. Recruitment consists in creating the necessary pool of candidates for all positions and specialties, from which the organization will further select the most suitable employees for it. Personnel selection is the process of studying the psychological and professional qualities of an employee in order to establish his/her suitability for performing duties at a particular workplace or position and choosing the most suitable from a set of applicants. There should be taking into account the correspondence of qualifications, specialty, personal qualities and abilities to the nature of the activity, the interests of the organization and the employee himself (Schmidt, 2021; Yang & Lv, 2016).

In turn, the development of the intellectual potential of personnel in the system of recruiting and managing the talent pool includes training, advanced training, developing an individual plan and traineeship on a vacant position, as well as organizing participation in innovative projects. The dynamism of changes taking place in the environment, the rapid obsolescence of the knowledge gained induces organizations to continuously conduct the process of developing the intellectual potential of personnel. Thus, the formation of an appropriate system that ensures a continuous process of training and development of the organization's personnel is becoming one of the most urgent tasks.

Also, performance appraisal of personnel, being an important element of personnel work, stimulates the development of creative activity and initiative of employees, which is especially important in modern conditions. Competently conducted performance appraisal has a positive effect on all aspects of the activities of managers and specialists. The work related to the organization and conduct of performance appraisal allows a deeper study of personnel, improving their selection, placement, and use (Camilleri & Camilleri, 2018). It allows obtaining and formalizing complex information about the employee. Performance appraisal has a positive effect on employees' motivation, their professional development and growth, and also gives managers a deeper understanding of the value of employees, influences making informed decisions regarding remuneration, promotion, dismissal, and development of each individual employee.

It should also be noted that an employee's career in an organization consists of the employee's desire to realize his/her own professional potential and the organization's interest in promoting this particular employee. Each person has own system of values, interests, work and personal experience, so a career and its planning is an individual process (Noe et al., 2018). The career planning process for an employee begins at the moment of hiring. The new employee determines the prospects for his/her development in this organization, career opportunities. This is the first step in managing his career. The second stage is drawing up an individual career development plan. In other words, a list of positions is drawn up that the employee can achieve in the course of career development. At the next stage, there is a constant assessment of the employee's performance. He must constantly apply in practice the acquired knowledge and skills (Martocchio, 2018).

Every process in an organization needs to be assessed for its effectiveness, and career

management is no exception. The last stage in personnel career management is the assessment of the effectiveness of the process (Boxall & Purcell, 2008). Evaluation of the effectiveness of an employee's career management can be carried out using the following actions: improve company management; increase productivity; reduce staff turnover; work on new projects to create an innovative atmosphere in the organization. The essence of professional career management comes down to solving three problems. First, this is formation and improvement of productive abilities, models of human behavior that would most closely correspond to the requirements that are presented. Secondly, it is creation of such socio-economic and production-technical conditions, under which the maximum use of the employee's potential would take place. Thirdly, these processes should not occur to the detriment of the interests of the employee's personality.

In modern conditions of economic development, motivation of employees is one of the key factors in the development of organization's management. Motivation in management is an integrated approach to personnel management, aimed at creating incentives, the purpose of which is the productive performance of an employee. In general terms, motivation can be represented as a combination of stimulating factors aimed at increasing the efficiency and activity of personnel in the performance of their professional duties. From the point of view of the organization, the system of motivation implies the setting of goals that correspond to individual needs and desires and, thus, contribute to the behavior necessary to achieve these goals (Sharma, 2019). At present, the motivation for the professional development of personnel is one of the main means of guaranteeing the effective use of resources, the organization of an existing personnel reserve.

In general, in our opinion, in modern HRM practice, two models are of fundamental importance. This is due to the introduction of a humanistic approach to HRM. In the concept of the first model, the leading role belongs to the enterprise strategy, and the organizational structure, organizational culture follows from the strategy. The concept of the second, the Harvard model, is based on four main areas: employee participation, employee mobility, and reward system, work organization, in which changes constantly occur under the influence of situational factors such as employment structure, labor market demand, enterprise strategy, and management philosophy.

Consulting firm Deloitte, in its report on international trends in human resources management, notes that a new perspective that brings people and technology together – what drives us to work in a world shaped by technology - can enable people and organizations to overcome the most difficult conflicts that exist in organizations today, implementing three bold changes (Deloitte, 2020):

1. Fostering a sense of belonging against the background of striving for individuality (the issue of forming a sense of belonging is of high importance: 79% of respondents said that “fostering a sense of belonging to the team” was named an important or very important criterion for the success of their organization in the next 12-18 months (Deloitte, 2020); organizations need to focus on the capabilities of each employee, linking these people together through a single Goal).
2. Building resilience (sustainability) in a world of change (The survey results highlight the need for retraining: 53% of companies surveyed said that half to 100% of their employees will need to change their skills and abilities over the next three years (Deloitte, 2020); instead of being perceived as threat, retraining can become a means of seeking resilience in the face of ongoing transformations; organizations should use retraining as a way to increase the Potential of their employees in order to achieve long-term success at work).
3. Taking bold action in an era of uncertainty (organizations need to transform uncertainty into an informed perspective that helps employees ‘navigate’ the future with confidence).

Organizations that can leverage the complementary talents of their people to serve a common purpose have the opportunity to take benefit from diversity and deliver productivity gains. In this regard, talent management is of particular importance.

Deloitte also speaks about “shifting HR's role from standardizing and enforcing workforce policies to a new responsibility of re-architecting work across the enterprise” (Deloitte, 2021),, as well as “Integrating workers' physical, mental, financial, and social health into the design of work itself rather than addressing wellbeing with adjacent programs” (Deloitte, 2021). To take full advantage of new opportunities for sustainable growth and successfully manage increased risks, the leaders of the most developed organizations motivate HR leaders to engage in business strategy as much as possible. Under the conditions of academic capitalism,

the above is equally true for higher education institutions as well as for companies in the commercial sector. However, unfortunately, in the post-Soviet space, higher educational institutions do not comprehend the changes in the external environment of their functioning and do not take the necessary measures to modify their human resource management practices.

METHODOLOGY

We used the quantitative method of analyzing the human resource management practices in higher educational institutions of Kazakhstan using a questionnaire survey of university staff and lecturers. Also, the method of comparison of the Kazakh universities was used in order to identify the most effective practices in the HRM system. Then, we proposed the mechanism for implementation of effective HRM practices.

Primary data collection was carried out through the questionnaire. The first part of the questionnaire was for determination of the descriptive characteristics of the respondents. The second part had the six different variables to assess the HRM practices. There are HR-planning, recruitment and selection, training and development, motivation, performance management, and career management.

The questionnaire consists of 25 questions in total. We used the 5-point Likert system in the questionnaire with the five levels of answers: 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree. Then, we coded the obtained data from the questionnaire and analyzed with the help of the SPSS Statistics program. We applied the T-test, ANOVA test analysis.

The research was limited to three Kazakh universities: Akhmet Yassawi University, Al-Farabi Kazakh National University and Gumilyov Eurasian National University. The last two universities were chosen because of their first ranking positions in National University Rankings (IAAR), QS EECA and THE World University Rankings. We compared Akhmet Yassawi University's HRM system with the abovementioned universities' HRM system.

Therefore, the study findings are limited to the sample and the questionnaire's answers. The sample was applied to all lecturers and staff of these three universities, but totally 736 questionnaires were answered and accepted as valid. In detail, 257 respondents from Akhmet Yassawi University, 244 respondents from Al-Farabi University, 235 respondents from Gumilyov University took a part in survey.

The questionnaire proposed to the respondents for identifying and improving the human resource management system is presented below (Table 1)*.

Table 1					
QUESTIONNAIRE FOR IDENTIFYING AND IMPROVING THE HUMAN RESOURCE MANAGEMENT SYSTEM. *1- Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree					
Questions	1	2	3	4	5
1. HR- Planning					
The HRM system of our university provides for the participation of competent persons in the planning of human resources					
The process of HR-planning takes into account the Strategic plan (goals) of the university					
The employer has clearly defined my responsibilities during the HR-planning process					
2. Recruitment and Selection					
Our university has a specific system of recruitment and selection of candidates					

Only competent (knowledge, skills and experience) candidates are recruited according to the job description					
The university uses the modern methods of personnel recruitment (social networks, recruiting sites, head hunting, etc.)					
3. Training and Development					
A sufficient number of trainings and development are carried out at our university					
Thanks to trainings, I acquire new knowledge and skills for work					
The university has skills training (orientation) programs for new employees					
4. Performance management					
The performance management system (KPI) is a necessary system for evaluating lecturers' and employees' performance					
My professional competence is directly related to labor productivity					
The KPI system is focused on the growth and development of lecturers and employees					
5. Career management					
It takes a long time for a successful career in our university					
I am ready to change my job, if I get a better offer					
The promotion of the lecturers and the employee should be carried out on the basis of their merit					
6. Motivation					
Our university has a motivation system for scientific and academic activities of the lecturers and university's staff					
Compensation is determined based on the competence and ability of the lecturers and employees					
I am more motivated by financial rewards than non-financial ones					
My salary is competitive compared to other universities					
The university solves social problems of lecturers and employees (housing, sports subscriptions, medical insurance, etc.)					
I participate in decision-making activities at the university					

RESULTS

T-test and ANOVA test analysis of statistic data of the respondents from all three universities are presented below. Tables 2-5 represent data obtained for Akhmet Yassawi University. For other two universities (being “comparator agents” in our research), the same algorithm of calculations was applied.

The p-value in SPSS is determined for the t-test and the one-way ANOVA test to define the differences. If the p-value is lower than the alpha value (0.05), the difference between the relevant variables is found as significant.

No.	HRM Practices	Gender	N	Mean	Std. Deviation	t	Sig.
1	HR-planning	Male	129	32,558	,42596	,236	,814
		Female	128	32,422	,49797		
2	Recruitment and Selection	Male	129	24,212	,58262	-,245	,806
		Female	128	24,401	,65198		
3	Training and Development	Male	129	33,592	,49759	1,092	,276
		Female	128	32,891	,53138		
4	Performance management	Male	129	35,039	,49145	1,787	,075
		Female	128	33,880	,54665		
5	Career management	Male	129	31,576	,41053	-,324	,746
		Female	128	31,745	,42239		
6	Motivation	Male	129	36,047	,37388	-,198	,843
		Female	128	36,146	,42851		

We used T-test to determine the differences to the gender variable. The p-values of HRM practices are higher than 0.05. It means that HRM practices' factors do not depend on gender.

No.	HRM practices	Age	N	Mean	Std. Deviation	F	Sig.
1	HR-planning	20-30	36	33,611	,40922	1,956	,121
		31-40	119	31,793	,43997		
		41-50	67	33,035	,51813		
		above 50	35	32,667	,45590		
2	Recruitment and Selection	20-30	36	24,352	,67528	,059	,981
		31-40	119	24,342	,59431		
		41-50	67	24,428	,63667		
		above 50	35	23,905	,61827		
3	Training and Development	20-30	36	34,444	,49761	1,781	,151
		31-40	119	33,501	,49260		
		41-50	67	32,886	,46744		
		above 50	35	31,810	,65849		
4	Performance management	20-30	36	33,981	,61628	,452	,716
		31-40	119	34,426	,49690		
		41-50	67	35,025	,54239		
		above 50	35	34,000	,47002		

5	Career management	20-30	36	31,574	,49432	,572	,634
		31-40	119	31,765	,38772		
		41-50	67	31,194	,39227		
		above 50	35	32,286	,46982		
6	Motivation	20-30	36	35,648	,41072	1,161	,325
		31-40	119	35,980	,37608		
		41-50	67	35,945	,42464		
		above 50	35	37,238	,42577		

One way ANOVA test was used to examine the differences according to the age variable. The p-values of the HRM practices are more than 0.05. Therefore, it has been determined that the HRM practices do not vary according to age.

No.	HRM practices	Job Position	N	Mean	Std. Deviation	F	Sig.
1	HR-planning	Manager	54	32,037	,47766	,354	,702
		Lecturer	114	32,544	,44191		
		Staff	89	32,697	,48168		
2	Recruitment and Selection	Manager	54	24,753	,58134	,201	,818
		Lecturer	114	24,269	,59249		
		Staff	89	24,082	,67186		
3	Training and Development	Manager	54	30,494	,53946	10,503	,000
		Lecturer	114	33,889	,48359		
		Staff	89	34,082	,48657		
4	Performance management	Manager	54	34,877	,48332	,324	,724
		Lecturer	114	34,503	,59823		
		Staff	89	34,157	,43601		
5	Career management	Manager	54	31,296	,48203	1,204	,302
		Lecturer	114	31,404	,37862		
		Staff	89	32,210	,41725		
6	Motivation	Manager	54	38,920	,35930	21,940	,000
		Lecturer	114	35,833	,38612		
		Staff	89	34,719	,36083		

One way ANOVA test was used to examine the differences according to the task variable. The p-values of the staff training-development ($p=0.000$) and the motivation scales ($p=0.000$) are less than 0.05. In other words, it has been determined that HRM practices vary according to the job position. When the HRM practices' averages were examined, it was found that the HRM factors of managers were higher than lecturers and university staff.

No.	HRM practices	Academic Rank	N	Mean	Std. Deviation	F	Sig.
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1	HR-planning	Professor	43	33,953	,51050	1,496	,204
		Associate Professor	78	32,308	,49327		
		Senior Lecturer	41	32,358	,34354		
		Assistant Professor	30	32,556	,38837		
		No rank	65	31,795	,47899		
2	Recruitment and Selection	Professor	43	24,574	,57746	,673	,611
		Associate Professor	78	25,043	,63733		
		Senior Lecturer	41	24,065	,61695		
		Assistant Professor	30	24,333	,60743		
		No rank	65	23,385	,62775		
3	Training and Development	Professor	43	31,473	,67574	2,220	,067
		Associate Professor	78	33,675	,44492		
		Senior Lecturer	41	33,171	,48849		
		Assistant Professor	30	34,889	,36863		
		No rank	65	33,179	,52517		
4	Performance management	Professor	43	35,426	,48808	,663	,618
		Associate Professor	78	34,701	,55683		
		Senior Lecturer	41	33,984	,60654		
		Assistant Professor	30	34,222	,53199		
		No rank	65	33,949	,43658		
5	Career management	Professor	43	31,395	,42559	,635	,638
		Associate Professor	78	31,496	,40433		
		Senior Lecturer	41	32,114	,39970		
		Assistant Professor	30	30,889	,36022		
		No rank	65	32,103	,45860		
6	Motivation	Professor	43	37,093	,40515	3,312	,011
		Associate Professor	78	35,705	,39525		
		Senior Lecturer	41	35,528	,37903		
		Assistant Professor	30	34,444	,32851		
		No rank	65	37,026	,42132		

This research shows that the HRM practices' factors have significance according to academic rank. Hence, the H4 a hypothesis is proved, because the p-value of motivation practice ($p=0.011$) is less than 0.05. In analyzing the effect of academic rank on HRM practices, results shows that university with qualified employees can achieve success. The employees with no academic rank showed a high performance in order not to lose their jobs in university.

HRM practices' factors do not depend on gender also for Al-Farabi Kazakh National

University and Gumilyov Eurasian National University. As to age of the employees impacts on HRM practices, interestingly, for Al-Farabi Kazakh National University and Gumilyov Eurasian National University, this dependence was confirmed. This result can be interpreted in two ways: it can testify management of diversity applied at the University, based on generations (Baby Boomers, X-generation, Y-generation, and Z-generation) specifics, or, otherwise, it can be indicator of ageism. The second interpretation seems to be much more probable, taking into account lack of advance HRM approaches in all the universities under consideration.

HRM practices vary according to the job position in both reference universities, same as in Akhmet Yassawi University. For all three universities, the employees with no academic rank showed a high performance in order not to lose their jobs in university. This fact shows evidence of 'patchwork' and non-systemic attempts to employee's development.

The results of the quantitative analysis showed that for such positions as participation in activities related to decision-making at the university, as well as the competitiveness of salaries in comparison with other universities, the overwhelming majority of respondents in two control universities (Gumilyov Eurasian National University and Al-Farabi Kazakh National University) gave a negative answer, while in Akhmet Yassawi University employees are satisfied with the salary and benefits. Also, at Akhmet Yassawi University and at Gumilyov Eurasian National University, employees do not agree that the KPI system is focused on the growth and development of faculty and employees. At Akhmet Yassawi University, as the results show, there are no skills training programs for new employees. There are no such programs at Al-Farabi Kazakh National University. For all three universities, conflicting data were obtained regarding the adequacy of the availability of trainings for employees and their effectiveness (obtaining new knowledge). Most of the respondents from Akhmet Yassawi University noted their disagreement with the fact that the university has a special system for attracting and selecting candidates for work. The same picture was obtained for Gumilyov Eurasian National University, and conflicting data were obtained for Al-Farabi Kazakh National University. Thus, there are strategic problems in HR management, which clearly indicate that even the common sense classical management model is failing in the universities in question.

The results showed that, despite the leadership of all the universities under consideration understand that recruitment is one of the main tasks of university management; the practices used are inherited from the times of Soviet higher education. The management sees the percentage, quantitative ratio of doctors and candidates of sciences as the main criterion for the quality of personnel. At the same time, it is declared that human resources should be considered as the main strategic resource of a higher education institution, which reflects both the preparedness of employees to perform their functions at the moment, and the totality of their capabilities in the long term.

Table 6 below presents core qualitative results obtained in three universities regarding HRM practices as they are viewed by respondents.

Index	Akhmet Yassawi University	Gumilyov Eurasian National University	Al-Farabi Kazakh National University
The process of HR-planning takes into account the Strategic plan (goals) of the university	Agree/Neither agree nor disagree	Agree/Neither agree nor disagree	Neither agree nor disagree
Our university has a specific system of recruitment and selection of candidates	Disagree	Disagree/Neither agree nor disagree	Neither agree nor disagree
The university uses the modern methods of personnel recruitment (social networks, recruiting sites, head hunting, etc.)	Disagree/Neither agree nor disagree	Disagree/Neither agree nor disagree	Neither agree nor disagree

A sufficient number of trainings and development are carried out at our university	Agree/Neither agree nor disagree	Agree/Neither agree nor disagree	Agree/Neither agree nor disagree
The university has skills training (orientation) programs for new employees	Disagree	Agree/Neither agree nor disagree	Disagree
The KPI system is focused on the growth and development of lecturers and employees	Neither agree nor disagree	Disagree/Neither agree nor disagree	Agree/Completely agree
I am ready to change my job, if I get a better offer	Agree/Completely agree	Agree/Neither agree nor disagree	Disagree
My salary is competitive compared to other universities	Neither agree nor disagree	Disagree	Disagree
The university solves social problems of lecturers and employees (housing, sports subscriptions, medical insurance, etc.)	Agree/Neither agree nor disagree	Disagree/Neither agree nor disagree	Disagree
I participate in decision-making activities at the university	Disagree/Completely disagree	Disagree/Completely disagree	Disagree/Neither agree nor disagree

As it is evident from the table above, the results are quite unfavorable for HRM system of all the universities under consideration. The loyalty of employees is low in Akhmet Yassawi University and Gumilyov Eurasian National University but unexpectedly high in Al-Farabi Kazakh National University taking into account dissatisfaction of employees with the salary, social compensation, and participation opportunities, as well as corporate training in Al-Farabi University. The only core parameter, in which the respondents from Al-Farabi Kazakh National University expressed satisfaction, is the KPI system. This fact supports the assumption that opportunities for growth and development are crucial for employees' loyalty.

It should be noted that the requirements for the quality of the staff of Kazakh universities are established by state educational standards. In the staff of a separate main educational program and the university as a whole, the established proportion of full-time lecturers, the proportion of teachers with academic degrees and titles, as well as the proportion of current leaders and employees of specialized organizations (external part-time workers) should be provided. Indicators for monitoring the effectiveness of the activities of universities complement this list and shift the emphasis to the effectiveness of the work of lecturers and researchers, primarily in the field of research and development.

For example, to fulfill the main task of HRM policy, Akhmet Yassawi University has developed a system for the selection and placement of personnel (Figure 1).

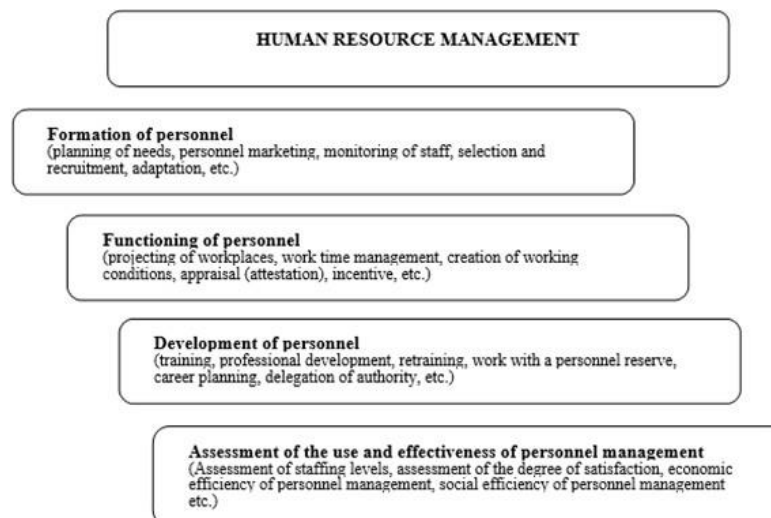


FIGURE 1

ORGANIZATION OF HRM SYSTEM IN AKHMET YASSAWI UNIVERSITY

As can be seen from the figure “Organization of the HRM system” human resources management goes through a certain procedure, which, at first glance, looks quite rational and corresponding to best world practices. However, as it turns out, there are no mechanisms or even definite politics of this scheme implementation.

The availability of a workplace is also important, as it turned out that not all teachers are technically and technologically ready for online learning, therefore, the teacher's workplace at the university is an indicator of human resource management policy. To organize a human resource management policy, it is necessary to identify the content of the work of each teacher, which should fully reveal the full potential of the university teacher, so that the achievements of each constitute a positive image of the university (Castells, 2011; Deloitte, 2021).

Evaluation of the performance of employees may also include types of remuneration for employees who have achieved high results in labor – in cash, in the form of recognition of the results of their labor, or in another form. However, it is believed that very close linkage of performance assessment to any kind of remuneration can have undesirable consequences for the system. It is necessary that labor assessment procedures constitute a continuous process of recording labor results, and not be carried out discretely.

In Kazakh universities, in particular, in Akhmet Yassawi University, it is proposed to use, in addition to attestation, a very effective and modern method of personnel assessment, performance management. This method not only evaluates the employee's work results and competencies, which are necessary for him/her to achieve these results, but also allows identifying areas of the employee's development and plan his/her career. The performance management method involves cooperation between a manager and a subordinate, and not control over the activities of the latter. The emphasis is made on the feedback of the manager with the subordinate, regularity of contacts, and this is considered as the most important motivational factor in the university under consideration. However, these contacts are mostly of rather formal nature, just as fulfilling a kind of duty, in frames of work responsibilities. Naturally, such approach leads to pointlessness of the method application, being rather distracting factor for a teacher than an effective HRM tool.

An analysis of the Strategic Plan of Akhmet Yasawi University for 2019-2023 showed that, along with the strengths and capabilities of human resources, the university has disadvantages in providing with young qualified personnel. The measures that are announced in the strategic plan of the university demonstrate the desire of the university to increase the level of scientific degrees by teaching PhD students in foreign universities (Barron, 2007).

Surveys conducted have confirmed that motivation for creative work and high results begins after the so-called “hygienic factors”, or first-level needs, are satisfied. The minimum set of these factors is as follows: wages are above the average for the region; resolved social and domestic issues (housing of a decent level, adaptation of family members). Further, the questions of the actual organization of labor arise: the availability of a comfortable workplace; convenient work schedule; the level of the teacher's workload.

Satisfaction of this minimum set of requirements is a necessary but insufficient condition for ensuring high results of work of the teaching staff, the main feature of which is an intellectual and creative character.

At the same time, in the new conditions, when the emphasis of management was shifted from the formal correspondence of the university staffing to the given parameters to its effectiveness, there is an urgent need to critically revise, correct, and supplement many traditional schemes and methods of personnel work.

The main problems of staffing of the universities under consideration today are as follows:

- Imbalance of the teaching staff in terms of professional qualities and age indicators, which impede the development of innovative activities;
- “Conservatism”, the presence of a large number of carriers of traditional, not aimed at acting in a competitive environment, academic culture.

In the last decade, the management of Akhmet Yassawi University has implemented a

whole range of measures in the personnel sector: a constant increase in wages, systematic measures to improve the qualifications of faculty, the introduction of a dissertation support system, professional competitions and much more. However, there is a rather formal, bureaucratic approach to the implementation of such initiatives.

Another serious discrepancy found in the course of our research is the overload of faculty with bureaucratic and administrative-organizational work (preparation of planning and reporting documentation, orders for the educational process, organization of events, etc.). In the volume of the teacher's working time, this work, as it turned out during the analysis, takes from 20 to 40%. This problem is typical for three universities. From the point of view of the effectiveness of the use of labor resources, this fact should be attributed to inconsistencies, since it indicates the "inappropriate" use of professional competencies.

The transition of universities to an effective contract made it possible to introduce into the practice of contractual relations material incentives for certain scientific results, which, as the management and employees believe, stimulates the influx of scientific and pedagogical personnel to the university. Thus, as it is declared, the personnel strategy is aimed not only at the development of existing human resources, but also at attracting new employees, who, through their professional activities, increase the efficiency and competitiveness of the university.

Accordingly, it is necessary to provide at the university:

- A developed academic environment conducive to comfortable and productive communication of scientists, lecturers, researchers, practitioners;
- A fairly simple and understandable system of material incentives (each employee should be able to understand where he needs to direct his activity and in what direction to develop in order to reach the desired level of income);
- Understandable and accessible opportunities for professional development (participation in conferences, seminars, training and systematic professional development);
- The possibility of career growth.

DISCUSSION

As the empirical study of approaches to human resource management at three universities in Kazakhstan shows, human resource management there is rather a personnel management of the Fordism era than HRM in the new economy. With such approaches, the full participation of universities in the triple helix appears to be highly problematic. Meanwhile, Kazakhstani authors argue that in all countries of the world, including Kazakhstan, the current stage of development is characterized as a transitional one from the industrial era to the postindustrial one, when, instead of the limited concept of economic growth, new approaches to the economy are proposed, such as organizational, social, psychological, etc., in which a person is considered in the totality of his qualitative characteristics (Maikenova & Aldabaeva, 2016). The main provisions, which are quite often found in publications of Kazakhstani researchers devoted to human resource management issues, are as follows (Maikenova & Aldabaeva, 2016):

- In the face of tough competition, each organization must constantly look for ways to improve its activities. In such a situation, attention should be paid to the rational use of all types of resources, including human resources.
- With the transition to the market, the forms and methods of managing people change radically. The value and motivational structures are significantly transformed.
- Human resources of the organization set in motion, organize the interaction of all other resources; this is their key and strategic role.

Various authors rightly argue that namely the innovative approaches to people management contribute to the growth of labor productivity and the realization of the creative potential of personnel, determine the prospects for the development of appropriate management methods (Tweedie et al., 2018). However, further familiarization with the texts of these works shows that, unfortunately, the understanding of innovations in HRM in them is rather stereotyped and vague, and the authors are far from understanding the paradigmatic shifts in HRM observed in developed countries and international companies. For example, it is argued that the essence of the subsystem for managing the formation of labor resources is to provide employees with the opportunity to receive and improve education, staff rotation and delegation of authority, career planning and development, and much more. Further, it is stated that this

subsystem expands the functions of the personnel department, which requires its employees to have a wide range of knowledge in the spheres of production, economics, psychology, jurisprudence, etc. The subsystem for managing the development of human resources is presented as increasingly important. It is argued that the effectiveness of the organization is determined not only by the number of human resources, but also by the correspondence of the qualifications and abilities of employees to their positions [11].

Both the results of our empirical study and preliminary content analysis of the literature allow making conclusion about the necessity to reconsider approaches to HRM in Kazakh universities. Below, framework recommendations are formulated, taking into account national specifics and world trends.

RECOMMENDATIONS

Analyzing the above, we can outline mechanism for implementation of HRM system in universities:

1. Analysis of the situation and preparation of forecasts for the development of the organization, in accordance with the National qualifications framework. Determination of the strategic goals of the organization aimed at developing and improving the intellectual and professional qualities of university teachers.
2. Development of general principles of human resource management policy, identification of key points and priorities, based on overall strategic directions of the university and the concept of internal social responsibility.
3. The official approval of the organization's human resources management policy is an important link in the university's strategy, since a high-quality lecturers is called upon to carry out education at the university at a high level.
4. Stage of advocacy. Creation and support of a system for promoting information on the qualitative composition of the lecturers and employees. Informing the staff about the developed human resource management policy and collecting opinions by questioning and testing all participants in the educational process.
5. Assessment of financial resources for the implementation of the selected type of strategy – formulation of principles for the distribution of funds, ensuring an effective system of labor incentives.
6. Development of a plan of operational measures: planning the need for labor resources, forecasting the number of personnel, forming the structure and staff, appointment, creation of a reserve, relocation. Determining the significance of activities.
7. Implementation of personnel activities: provision of a development program in frames of talent management, competent selection and recruitment of personnel, aligned with the overall university' strategy, career guidance and adaptation of employees, team building, professional training and advanced training (Martocchio, 2018; Maikenova & Aldabaeva, 2016).
8. Evaluation of performance results – analysis of the compliance of professional personnel with the set strategy, activities performed identification of problems in the assessment of human resources.
9. Creation of a culture of participation, with further transition to corporate citizenship.

In turn, the improvement of the human resource management system is one of the most acceptable ways to improve the efficiency of universities' activities. In this context, it should be noted that today so-called "University 4.0" is able to most effectively demonstrate the function of capitalizing its own knowledge (Maikenova & Aldabaeva, 2016). The transformation of universities towards Universities 4.0 has a beneficial effect on the level of return of universities to the economic and social development of society, realized through the quality of education, compliance of the level of graduates with market demands, conducting high-quality and significant research for society, interacting with various groups of university stakeholders and taking into account their interests. Competitiveness in the international market for educational services, the formation of sustainable income streams and less dependence on budget funding.

This transformation is manifested both in goal-setting (a new model of university management shared governance; formation of a university development strategy that takes into account entrepreneurial values and the new social significance of universities), in interaction with stakeholder groups (including the policy of working with the alumni community, active interaction with business community), in the inclusion of entrepreneurial competencies in the list of knowledge and skills formed by students (including support for student activities), in the

policy of transfer of knowledge and technology (formation of a policy for working with intellectual property, support for academic entrepreneurship, development of the university innovation ecosystem, support for activity on the creation of start-ups), the internationalization of the university (mobility of students and teachers, the formation of international partnerships and projects, etc.) (Cantwell & Kauppinen, 2014).

The governments of the USA, countries of Europe, the Asian region and Latin America allocate significant funds to universities in order to create on their basis 'engines' of economic development through the growth of their interaction with the business community and the development of the so-called "Universities 3.0," skillfully combining, firstly, the function of education students, secondly, conducting fundamental and practical research that meets the needs of society, and finally, thirdly, able to effectively develop an innovative and entrepreneurial function and set up mutually beneficial interaction with the business community. In the post-Soviet space, only a few universities come close to such standards to some extent. Unfortunately, the universities involved in our study are not among them.

Today, experts talk about "intellectual capitalism", about "smart economy", where knowledge-intensive production plays a key role in the production of added value (Boxall & Purcell, 2008). In this context, namely the university is considered as the center of this type of economy, which presupposes its maximum involvement in market activities. It is believed that science and scientists are becoming the core of the new "smart economy", which ultimately will somehow have an effect in the form of an increase in general welfare.

Academic capitalism represents a completely new type of social organization of science more commercialized, more formal in the sense of the type of social relations that dominate between scientists. It proposes a new narrative of education and a new philosophy, which B. Readings associates with the collapse of the "big narratives", that, in the opinion of J.-F. Lyotard, determine the formation of the Modern era (Maikenova & Aldabaeva, 2016). Now, under the conditions of postmodernism, science is turning into a service, and scientific organizations are viewed as its suppliers.

The values and norms of science formulated in 1973 by Merton universalism, collectivism, disinterestedness and organized skepticism (Boxall & Purcell, 2008) are replaced by the regulations of post-academic culture, in which academic research carried out within one discipline is replaced by interdisciplinary research projects funded by an external customer (Camilleri & Camilleri, 2018). Globally, in addition to the active entry of universities into the market, today there is also a trend towards an increase in the number of professional managers in their internal structure (Warner & Crostwaite, 1995). The creation of autonomous

Entrepreneurial universities is accompanied by the introduction of managerial controlling. There is a reduction of the logic of the heads of academic centers as leaders of scientific knowledge to the logic of budget managers, and, accordingly, there is a drift of the organization of higher education from the model of a social institution to the model of an industry. In such circumstances, the provision of organizational performance of universities acquire crucial meaning, which implies corresponding 'quality' of HRM.

However, the divisions created in the universities of the post-Soviet space aimed at the commercialization of scientific developments, as a rule, do not know how to do this; there is lack of necessary information about business needs in scientific research; most of the scientific ideas are not brought to an industrial design, and not only because of the lack of such an opportunity, but also because universities do not see the real prospect of their implementation.

In such conditions, it seems critically necessary to introduce a well-thought-out and orderly talent management system, which will significantly increase the motivation of faculty and other employees in the universities under consideration, transferring it to another, higher level in accordance with Maslow's pyramid. Talent management is designed, on the one hand, to identify the potential of an individual and build a plan for individual development, and on the other, to raise the level of awareness of the organization about the available talents and the talent management system itself. In some studies, there is an idea that the concept of talent management is vague and there is a concern that it simply replaces the concept of "human resource management" (Iles, 2010), but the focus in talent management allows identifying the above differences.

Human resource management is the process of managing all personnel within an organization, which includes a set of actions aimed at the development of employees (Armstrong, 2006), as well as all practices that are related to the management of the company's personnel (Bodor, 2014). It is more focused on such functions as attracting, developing, training and retaining personnel, to maintain the entire system, while talent management is responsible only for a certain part of it. This is a kind of additional management process that provides various opportunities for employees who are considered talented. In other words, it is for those who regularly demonstrate their outstanding abilities and achievements, as well as potential for further development. Thus, talent management is included in human resource management as one of its processes. Both processes aim to “find the right people in the right positions at the right time” in accordance with the organization’s strategy (Fochler, 2016).

The formation of a talent management system involves three main stages:

1. Search for employees with high potential in the team. At this stage, an employee assessment is used to identify talented employees, which allows confirming or denying the employee's potential.
2. Implementation of the development program (the process of continuous learning and development of talents). After assessing, for the further formation of the talent management system in relation to managerial positions, those who can be enrolled in the talent pool for further training and development are selected.
3. The use and retention of these staff at the university (differentiation and inspiration of people).

Talent management, built on the basis of the world's best practices, being aimed at enhancing employees motivation, has as one of its main goals the formation of a culture of participation in the university, when each employee does not only fulfill his job responsibilities in good faith, but is also sincerely interested in improving performance the university as a whole, followed by the formation of a culture of corporate citizenship that best suits the role of the university in the triple helix (Stangis, 2017). In such conditions, the university takes an active position, along with representatives of the state and civil society, together with them formulating values that can ensure sustainable development and protect the interests of all stakeholders (Blass, 2007), and laying these values in the basis of corporate governance. This would enable emergence and development of the culture of participation, with further transition to corporate citizenship and, thus, sustainable loyalty of employees and their high performance.

CONCLUSION

The analysis conducted in frames of the presented study indicated that, despite declared orientation on innovative HRM practices, both reference university (Akhmet Yassawi University) and two other Kazakh universities – Al-Farabi Kazakh National University, Gumilyov Eurasian National University – lack well thought-out and strategically aligned HRM practices, while the attempts of ‘patchwork’ implementation of some individual HR practices common for world practice. In turn, this fact leads to mediocre level of faculty’ and other employees’ satisfaction with workplace conditions, incentives, and prospects.

With this in mind, it is proposed the mechanism for implementation of HRM practices, with the aim of individualized approach to each employee to raise his/her participation attitude, satisfying higher-level needs, and enabling modern corporate culture, benefiting both universities and society as a whole.

It can be noted that such initiatives are justified from the point of view of achieving the strategic goals of the university. They should be welcomed by management and are reflected in strategy, HR policies, and plans of working with human resources as a critical organizational resource.

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