

# Neoliberalism in Education, Performativity and Fabrication in Performance Management: Globalization and Pakistan Education

Narjis Unar

Institute of Health Medicine - Pakistan

Email: [nnarjisunar@yahoo.com](mailto:nnarjisunar@yahoo.com)

<https://orcid.org/0000-0001-8252-5588>

Shahnawaz Tunio

College of Education, Zhengzhou University/Henan - China

Email: [shanitunio@hotmail.com](mailto:shanitunio@hotmail.com)

<https://orcid.org/0000-0003-3814-5865>

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## **Abstract**

The worldwide knowledge economy refers to Globalization, which exceeds the marketplaces for things and finance into marketplaces for technology, a novelty in finance and knowledge workforces. These intellectual assets in the information era are becoming rapidly competitive, and the function of education is observed very strictly. The sophistication of educational procedure and the prominence of education to everyone has enhanced the distinction and test of valuation. The role played by higher education in different parts of the world differs due to their system's history, traditional features, structure and liabilities of their faculty, their experiences, participation and pupils' characteristics. There is a great force for intense scrutiny of education, specifically within the nations. International actions also amend education techniques; traditionally, states did not help to provide explanations of numerous worldly developments and variations in higher education. Market concerned with restructuring in the field of education resounding a swing from the welfare state to a performative state. Globalization has utmost, similar, and very long-lasting effects on Pakistan, its society, its thinking process and its ideology as the rest of the world is undergone recently. This Globalization also has put eminent out-turns on the educational system of Pakistan. On the one hand, this wave of Globalization, with the help of information technology, has created higher education in Pakistan as netting of knowledge; on the other hand, it has changed the shape of the previously prevailing higher education system, on account of Neoliberal developments.

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**Keywords:** Neoliberalism, Performativity and Fabrication, Performance Management, Globalization.

**Introduction**

Educational systems vary from country to country; meanwhile, global forces struggle to alter the nature and motive behind higher education globally. Worldwide markets are operating the procedure and moving the scope of higher education, producing new opportunities for those students who remained lagged due to various reasons, i.e. economic, cultural and social (Thompson & Jones, 2021). Those students were traditionally barred from formal education and ought to contribute well, particularly in higher education in great quantity. Institutes are now compelled to contest with one another and private benefactors for clients in the open market nationwide and globally (Nakar & Olssen, 2021). Such dogma recently has put deep implications for the teaching faculty. Teachers' performance is counted now by an organized system of checking and reportage. Nowadays, education performance is measured gradually in terms of economic parameters. Neoliberalism in the educational sector encourages the marketization of policies and the handing over of services to private ownership as opposed to government management in education (Santos, 2022).

**Globalization**

Global powers have far deep influence over higher education, such as bulk enrollment & matters of admittance, privatization & cost-effectiveness, and accountability & decentralization, which Globalization may amalgamate. The term globalization has sometimes not been positively viewed, but its modern use is broader and lacks definite boundaries. Such as Goel et al. (2021) explains that Globalization is a notion that states press together the entire world and strengthen awareness of the globe as a complete. Martin (2022) viewed Globalization indicates a procedure through which nations of the world combined by way of movements of capital, labour, services, goods, and ideas. Globalization becomes a cause of intensification of connectivity amongst the nations locally and internationally and is joined by many as a unit. Though some intellectuals focus on its economic and political facets, others consider Globalization a source of integration and its significance for social and cultural implications (Wiseman, 2022). The post-secondary level of education is predominantly considered an entry-level of the world economic market. It is considered that the induction of education into GATS (General Agreement on Trade in Services) via WTO (World Trade Organization) somehow has moved the higher education to the private sector from the government sector. Consequently, the economic and political effects of Globalization are ample visible on higher education (Güven, 2022).

Hence, alterations in policies like more focus and funding on research in science and technology, expansion of relations with corporations and reduction in public funding in higher educational institutes. Nowadays, Universities have become an epic point of the free market brought by Globalization with serious complications and substantial costs. Neoliberal ideas can help to describe the alterations of educational policy and the part of teachers' and pupils' attitudes in reaction to the global powers (Liu, 2022).

**Neoliberalism**

It is taken as Globalization is a vehicle of neoliberalism. However, this connection is not

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unavoidable. Reasonably, it is an outcome of economic as well as political decisions. Neoliberal states Globalization is a discourse about development and a mounting wave which elevates all the boats; it is a discourse which takes benefit of the historical process of Globalization to give value to economic remedies through which way to drive the economy (by free trade, removing state regulation, etc.) and suggesting how to alter politics, culture and education. In terms of education, it encourages the marketization of policies and the handing over services to private ownership instead of government management (Freire et al., 2022).

### **Neoliberalism and Education**

Globalization has a far-reaching impact on higher education, which can be traced through neoliberal philosophy; it covers market dogmas, institutional economies founded on entrepreneurialism and cost recovery, managerialism and accountability. The idea of corporate cost-cutting and commercializing universities is driven by neoliberal managerialism in higher education. The neoliberal economy's program is to curtail government services' funds worldwide (Santos, 2022). The neoliberal agenda for education is to weaken the grip of public control while, on the contrary boosting the process of privatization in education and more dependency on the marketization forces. Worldwide curtailment in public financing is upsetting the educational institutions and higher education system (Torres-Olave & Bravo González, 2021). Neoliberal forces believe that the states are less effective than the markets, so it is presumed that goods and services formerly thought in the public domain ought to be kept in the private domain, and also, the capital may be at the liberty of markets. Neoliberalism exhibits three folds in higher education, i.e. commercializing, corporate & privatization (Knöpker & Costa, 2021).

Recently, researchers have been concerned about higher education, and their research revolves around the alteration brought about by neoliberalism. Under consideration, changes caused by neoliberalism in higher education are technological transmission, educational stratification, growth of managerialism and privatization, specifically, embracing the applications and standards of the private sector, for instance, commercialization, accountability, corporatization, research, curriculum rationalization, etc. (Peters & Green, 2021). Most importantly, the students are considered consumers and clients; a globally rapid shift in classroom settings is consumerism and corporatism trends in higher education. Again, neoliberalism is behind the contemporary swing to provide funding to hard and applied sciences, the sectors diligently attached to the market, in higher education and far from the other subjects, i.e. humanities & social sciences (Um & Cho, 2022).

Higher education institutions in developing countries may accept neoliberalism and see students as customers rather than learners. This is uncomfortable with humanistic and critical teaching philosophies, which see learning as contextualized within a caring atmosphere. In this setting, children develop into successful, lifelong learners who can positively impact society (Mac, 2022). Although humanistic educational theories like Freire's pedagogy of caring and Vygotsky's social-constructivist approach seem to appeal to academics and students, we contend that neoliberalism and its related problems predominate in higher education. One may consider how neoliberalism has affected educational participants and the pressures it has placed on academics and students while

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analyzing the influence of neoliberalism on educational participants (Borba & Clapis, 2021). From the literature, it seems there are educators in higher education who are drawing on alternative philosophies to resist the neoliberalism paradigm, restoring the student to being a learner instead of a consumer and the teacher to being a facilitator of learning and knowledge, supporting the student in their growth and development (Angel-Alvarado et al., 2021).

Last but not least, students in Pakistan embody neoliberal ideas by becoming education consumers. The idea that education is an “economic transaction between a buyer and seller” with the student being “always right in the market” has replaced the earlier notion that education engages and empowers students to become citizens who contribute to self and society for the greater good. As a result, some students ask their professors what they might contribute in exchange for the tuition they have already paid to the university (Haidar et al., 2022).

### **Performativity and Teachers’ Role**

The outcome of modern education trends is that education administration has grabbed new authority through its conciliation with the market and supposition of fresh management discourses. The application of input-output methods creates the entire system of the institute or educational organization under strict surveillance from the permanent central pivot. The economists or system regulators consider society an organic, cohesive totality (Daliri-Ngametua & Hardy, 2022). They assume that the total truth can be excreted; consequently, new monitoring and controlling methods have taken place, and ‘performativity’ is one of them. A teacher’s main duties are information sharing, education, and teaching students life lessons. Teachers generally intend to transmit information about the particular curriculum and teach pupils the particular syllabus (Bertram & Mxenge, 2022).

Performativity in the context of students’ academic attainment refers to the adoption of certain methods for gauging and exhibiting student performance and the restructuring of one’s professional identity to best support such methods. Performativity functions mainly in two techniques; firstly, the institutes and teachers have to strive hard through disciplinary judgments by which they may be upgraded or promoted (Ro, 2022). Performance quality and attaining standards are necessities in Pakistan. Secondly, being a part of the change in schooling, education and the power of capital enlargement, ‘performativity’ offers a sign method that is a representational system of education which is the self-referential and more concrete shape for consumption (Sullivan et al., 2021). Hence, it is the need of the hour for Pakistan to implement these strategies in Pakistani educational institutions.

### **Performance Management**

It is quite hard to find the exact definition of performance management. A few definitions are given below to grasp the performance management term. Ro (2022) describes the pivotal purpose behind the performance management system as safeguarding; the organizational and individual objectives are aligned, and individuals’ everyday activities favour the organization’s goal. Sullivan et al. (2021) state that performance management is a comprehensive and perpetual system. Moreover, traditional features of performance assessment are role explanation, coaching and continuing communications which are planned to support the workforce for advancement and to improve performance. However,

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Vakkuri et al. (2021) described both public and private sectors' performance management systems as a wide-ranging aim likewise, enhancing individual job aims which are aligned with the aims of the organization; raising organizational as well as individual performances; making better cross-communication among the employees and employer to resolve misunderstandings regarding job goals; boosting the morale and motivating the employees for better performance; providing career development plans; arranging training for knowledge and skill development; evaluating job performance genuinely and, give constructive and timely feedback; offering the unlimited opportunity to the employees for legalizing and defending decisions made by personnel management.

### **Globalization and Pakistan Education**

Information and Communication Technology (ICT) caused these revolutionary changes. It has brought numerous changes in Pakistan's Higher Education system as well. Such advancements, likewise digital broadcasting, email, the internet, and other speedy sources of communication in ICTs, have broadened the quality and standard of education. Similarly, such advancements have challenged developing countries like Pakistan (Katpar & Almas, 2021). International standards decide the universities' rating and ranking according to the admissibility and utility of Information Technology in education. And the majority of the developed world has acquired an approach to ICTs.

On the contrary, developing worlds like Pakistan has lagged in ICTs. Consequently, Pakistan always secures a bottom position in the ranking of world universities which have improved higher education (Faizi et al., 2021). These ICTs yield a lot in teaching and training knowledge from the world market. The USA occupies the biggest world market share in this regard. America is capable enough to assert a great share of international students who spend more than \$11 billion on living and tuition expenses. Furthermore, fifty-five per cent of these international students originate from developing countries, likewise Pakistan (Asghar & Amjad, 2022).

HEC (Higher Education Commission) is solely responsible for seeing Pakistan's international criteria for higher education. For many years, HEC striving hard to meet the country's international education criteria. The basic priority of HEC is to expand the excellence of universities & more research should be done according to international standards (Hussain et al., 2022). Every year HEC awards scholarships to deserving candidates. It is paramount to develop the standard quality of education compared with the rest of the world in Pakistan, providing equal enrollment to all segments of the society without prejudice so that the gulf between the rulers and the ruled may be reduced (Qureshi & Malik, 2021).

### **Conclusion**

Teachers' autonomy has worn at the cost of managerialistic liability, frequently developing stress in educational institutes. Thus, teachers have converted into technicians related to applying the concepts of others instead of using their own teaching experience and intellectually interrogating the context where it is necessary. There are various advantages of neoliberalism. For instance, consumers have a great choice to choose the best available product, and a similarly competitive atmosphere leads to quality enhancement. But the adverse impacts are augmented likewise, deteriorating condition of public funding short of existing means to

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pursue other sectors, the advancement of profitable educational programs and funding for higher education has transferred to market-oriented research instead of undergraduate-level education. Before accusing of recent challenges caused by neoliberalism in higher education, the issue is that neoliberalism encounters the restraints that higher educational institutes face destroying education quality. On the contrary, to emphasize the economy of higher education categories, definite valuation steps and accountability could be utilized more efficiently and comprehensively in the fourth coming time to increase higher education.

### **Managerial Recommendations**

This paper recommends that colleges and higher education institutions emphasize alternative ideologies that foster and encourage college students and their learning. Applying ideologies that are a viable alternative to neoliberalism can help institutions reclaim their original function as a hub for knowledge and the development of social citizens. The institution, its professors, and its students can rediscover the goal of education as one where everyone contributes to learning and teaching for the benefit of society thanks to Vygotsky's social constructivism and Freire's pedagogy of the heart. While these ideas can aid in providing support and caring for students, further study on how educators can continue to support students in the face of tremendous financial, psychological, and emotional challenges from casualization and job losses would be beneficial. Additionally, research should be done on protecting students against the negative effects of the neoliberal agenda in higher education in developing countries such as Pakistan.

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