

DEVELOPMENT OF METHODOLOGICAL SUPPORT FOR ASSESSING THE PERFORMANCE OF EDUCATIONAL INSTITUTION EMPLOYEES

^aNATALIA A. BEZRUKOVA, ^bDMITRY YU. VAGIN, ^cJULIA N. ZHULKOVA, ^dNADEZHDA L. SINEVA, ^eELENA V. YASHKOVA, ^fANNA V. KHIZHNAYA

^a*Lobachevsky State University of Nizhny Novgorod, Gagarin Avenue, 23, Nizhny Novgorod, Russia, 603950*

^{b, c, d, e, f}*Minin Nizhny Novgorod State Pedagogical University, Ulyanov str., 1, Nizhny Novgorod, Russia, 603005*
 email: ^abezrukova1905@mail.ru, ^b403485@mail.ru, ^czhulkova@mail.ru, ^dsinevanl2015@gmail.com, ^eelenay2@yandex.ru, ^fxannann@yandex.ru

Abstract: Relevance of the topic of this paper consists in growing importance of assessing efficiency of work activities of educational institution employees. It is one of the fundamental and challenging tasks that managers of higher educational institutions have to face. The objective of this research is to determine approaches to the procedure of assessment and to develop their substantial content. The materials outlined in the paper can be of use for managers of various levels for organizing and subsequently performing employee assessment measures within efforts to enhance competitiveness of higher educational institutions in relation to their own employees, consumers of educational services, and the public in general.

Keywords: state budget-funded educational institutions, educational services, employees, personnel, performance, assessment of performance, performance-based contract.

1 Introduction

According to the Federal law "On education in the Russian Federation" (2012), and Resolution of the Government of the RF "On approval of the nomenclature of positions of pedagogical workers of organizations performing educational activity and positions of heads of educational organizations" (2013) which regulate names of positions of specialists, personnel of higher educational institutions can be conventionally subdivided into the managerial one (directly the head, managers, deputies, and others) and the academic teaching staff (subordinate employees). The importance of an employee for an institution is determined by the effectiveness (efficiency) of the employee's work, with various factors affecting each individual employee, regardless of the category he or she belongs to. So, given the variety of specific features of activities and, simultaneously, the shared point of improving their efficiency, it will be relevant for an educational institution to implement a system for assessing effectiveness of activities of its employees. Such a system can be developed as an in-house project and as an outsourced one. Whatever the case, it is not only the relevance of appraisal conducted but also the psychological climate among the employees that depend on the developed criteria and the techniques used. Subsequently, directly during assessment of the employees' work, the question of how efficient the work of the educational institution employees is will have to be answered.

For higher educational institutions, the process of working on the personnel assessment criteria, as well as results of the conducted assessment of the employees' performance, will contribute to identifying "bottlenecks" in the progress of the institutions in general, of their individual units, and specific workers. Its findings will lead to the possibility of creating a set of measures to enhance efficiency of activities of the higher educational institutions.

2 Literature Review

Aspects of performance of higher school employees are explored by many Russian scientists. Among the multitude of works dealing with this range of topics, let the scientific papers of the following authors be noted specifically. So, N. V. Churdikova and E. L. Sokolova (2019) determine features of work of the academic teaching staff and detail approaches to assessing its efficiency. N. N. Kochetkova, N. A. Iglina, and T. V. Ryabova (2018) pay attention to questions of transparency in remuneration, shaping the employees' loyalty, as well as their commitment and work satisfaction. E. V. Myalkina (2019)

considers the education quality diagnosing system based on Minin University. Notably, these authors pay attention to the fact that teachers' work and pay results must take into account not only the opinion of the very teachers but also the one of actual consumers of the educational services – students (Derenko, 2018; Kochetkova et al., 2018).

Many works discuss the possibility of signing performance-based contracts based on which conditions and opportunities can be created for a fair salary system for higher school teachers (Balatsky, 2018; Danchevskaya, 2018; Chigisheva, 2021; Strielkowski & Chigisheva, 2019; Nutrikhina, 2018; Shapkin & Shkolyar, 2020) they also address some disadvantages in teachers' compensation plan (Shibanova & Kochanzhi, 2020).

Special attention should be paid to the work of S. V. Sharova and D. I. Kutsikova (2018) where the authors present an approach to assessing the quality of publication activities of higher educational institution teachers based on expert methods. They also suggest further criteria for assessing teachers' methodological work.

Alongside this, the presence of urgent debatable questions within this topic should be noted because a number of authors (Kislov, 2017) are active voicing their opinions on some most critical aspects related to compensation of the academic teaching staff. According to the authors, some of them are quite justified and require immediate action.

3 Research Methodological Framework

The objective of this paper consists in developing an integrated approach to assessing performance of employees of educational institutions.

Tasks of this paper include considering the existing approaches to performance assessment, compilation of the list of criteria, and lines for its improvement. The latter have to take into account the possibilities of using not only universal but also individual indicators for assessing performance of employees, depending on their positions and duties carried out.

Methodological basis of the research relied on the methods of analysis and synthesis, generalization and abstraction, content analysis, situational approach, and studying works on pedagogy.

4 Results and Discussion

Currently, the problem of assessing activities of the academic teaching staff of educational institutions is becoming increasingly discussed, which is associated with higher importance of competence, loyalty of the personnel and some other factors holding a special significance in conditions of continuous industry-specific changes and resource limitations. Objective evaluation of the existing ones and elaboration of new approaches to appraisal of activities of the staff of higher educational institutions are determined by the necessity of creating solutions in line with the development strategy of the institutions.

Some attempts of creating scientifically grounded criteria for assessing workers in various branches of industry and economy are known to have been made within labor psychology at the beginning of the previous century. For this purpose, they analyzed a worker's professional activities and singled out professionally important qualities, i.e., those influencing the worker's performance according to the principal characteristics. Further on, these qualities were used in compiling job profile diagrams – standards and requirements for jobs backed up scientifically. They are a sort of the master model of a specialist. There are job profile diagrams for virtually all the known occupations. So, for example, the following qualities belong to the professionally important ones for the above teachers: knowledge of their subjects and techniques of teaching;

comprehensive knowledge and a broad outlook; the high level of intellectual development; good memory; developed communication skills; elocution; organizer abilities; love for children; friendliness and tactfulness; developed charisma, and others (Frolov, 2018). Moreover, importantly, implementing such an efficient tool for diagnosing the quality of education as a teacher's job profile diagram is the objective necessity during the periods of distance learning (Zhghenti, 2020).

Having studied scientific works on the topic in question, the authors have come to the conclusion that there are a number of principles which allow enhancing the reliability (i.e., relevance, clarity, transparency, and objectivity) of assessment. Firstly, it is essential that assessment of employees' work be integrated. Secondly, criteria for assessing activities have to be selected skillfully. Thirdly, the assessment procedure has to contribute to the objectivity of evaluating employees' work.

As an example, let several variants of appraisal of the work of pedagogical staff be given. The first variant relies on the assumption about two principal kinds of assessing the workers are known and used: the direct one representing the results achieved by them, and the indirect one characterizing rating teachers' activities according to qualities influencing their achievement of results. The latter includes measuring the qualification level, professional skills, business qualities, and their professional excellence level. For assessing employees' work and performance, it is expedient to use integrated assessment taking into account not only their work results but also features of their work behavior (here, the assessment by students is applicable, too) and their professional achievement extent. The principal objective of assessment consists in making a particular employee interested in improving efficiency of his or her work by influencing the employee's behavior, as well as in seeking personal development, acquisition of qualifications, and in undertaking responsibility for the quality of performed work (based on assessment of students' knowledge, among other things) (Danchevskaya, 2018; Kochetkova et al., 2018; Ponachugin, 2020).

Usually, assessment of employees is conducted annually in the form of performance appraisal, and its findings can be used for enhancing the stimulating role of compensation. However, most frequently, the data are required for reports but not for provision of material incentives for the employees (as the majority of cases go).

In practice, the first criteria elaboration variant is applied quite frequently, with each institution establishing its own criteria depending on the sphere of activity. For example, to find out general appraisal of an employee's professional excellence, they can use criteria subdivided into the following groups:

- appraisal of pedagogical workers' business qualities (independence in work, readiness to undertake responsibility, any disciplinary penalties, interaction with other employees for completing tasks, establishment and maintenance of work relations with colleagues);
- assessment of employees' level of knowledge and skills (the relevant education, experience of work in the specialization, knowledge of specific features of their occupation and specialization);
- evaluation of the level of mastering adjacent occupations (readiness for continuous skills enhancement, the quantity of adjacent occupations mastered).

The results can be measured using a scoring system and affect the salary (its variable component) directly.

The second variant consists in measuring efficiency of work activities, which is performed proceeding from the three principal approaches to HR management – the economic, organic, and humanist ones (Makarova, 2011).

Based on these approaches, there are the following principal performance assessment concepts as applied to activities of education workers:

- economic efficiency allows substantiating results of activities of an educational institution in general by comparing savings (profit) and costs (investments). Here, it is standard economic indicators that are principal;
- social efficiency creates the possibility of measuring the social nature of work of higher school employees. In this case, the principal indicators include: the average salary of one employee; the relative share of the employee payroll in the revenue of the educational institution; salary growth rates for individual categories of employees; the work discipline level; personnel turnover rate; and losses of working time;
- organizational efficiency measures the level of organization of work. Its principal indicators are the following: reliability of an employee's work; the level of a teacher's potential; the quality of their work, including modern information technologies implemented in teaching (Vayndorf-Sysoeva & Pchelyakova, 2021; Černý, 2021); the use of experience of other higher educational institutions in their work (Chelnokova & Tyumaseva, 2019), and a number of associated indicators (rating the quality of work of the higher educational institution management (Sedykh & Zhitkova, 2021), among which there are the uniformity of teachers' load throughout the year and the increment rate of the teaching staff;
- assessment according to the final results allows identifying results and pattern of work of all institution employees over time. Meanwhile, the principal criteria are: the scope of services sold (revenue); income and profit of the institution; and profitability level of educational programs carried out at the higher educational institution (Shishkina, 2019);
- productivity management is the basis for planning and analyzing the use of work of higher educational institution employees. In this group, the principal indicators are the average number of staff broken down according to categories; work time losses;
- quality of employees' labor life. Among the principal criteria of this group, one can mention the following: a positive effect on personal life; loyalty to the institution and enhancing its level; no apathy for work; development and efficient use of work (intellectual work included; for example, when implementing individual projects); employees' participation in life of their institution (exclusively upon their wish); existence of a real possibility of advancing along the career ladder; progress in making one's career; positive social and psychological relations with other members of the staff; decent working conditions; employees' economic well-being (including that ensured by performance-based contracts); lack of excess stress at work, and some others.

In the third variant, employees' work motives can be taken as the basis for assessing their efficiency (Anokhin, 2018; Zhukovskaya, & Peshekhonov, 2018; Ponomareva & Akifyev, 2018). Generally, motivation is considered as a total of the external and internal process drivers determining the quality and forms of an employee's activities while also adding to them some focus on achieving the set objectives. At the beginning of working along this line, one has to find out (e.g., by personal interviews or (which is more preferable) an anonymous questionnaire survey) the value orientations of work activities of the employees. It is expedient to bring down findings of the conducted questionnaire survey (preferably, an anonymous one, without any follow-up questions which could allow identifying a particular person) in the form of a table giving the ratio of positive answers to the total quantity of the surveyed ones (e.g. in percentage points). Such visualization of the survey results will clearly highlight the unfulfilled motivation factor, which will allow working in the found focus area persistently and developing an action plan to remedy the flaws.

In the opinion of the authors of this paper, the above approaches to appraisal of work of higher educational institution employees are rather basic, i.e., they need elaborating and making more precise within the activities of a specific educational institution.

The authors believe it essential to note that for higher educational institutions, it is expedient to develop such an assessment system as to contain no controversies associated with a particular employee's possibility and necessity to correspond to all of or greater part of the criteria. The very procedure will only have practical meaning in the case when a number of conventionalities are observed. Among them, there can be: engaging the personnel into developing the scale for assessment, carrying out blind crossover assessment, compiling individual assessment systems for workers of various categories, and other tools for managing efficiency of their activities.

Moreover, depending on their categories and positions held, employees can also be eligible for the universal criteria of assessment (labor utilization rate, productivity factor, quality factor of the works completed) and a number of others depending exclusively on their job duties. The assessment will be the most objective in the case when its underlying criteria are economically substantiated, transparent, clear, and made known to the employees' on time.

5 Conclusion

Assessment of performance shows the educational institution managers a clear picture as for the extent of correspondence of the employees of all categories to their positions. It measures efficiency of work, expertise, and competence levels of each of them in fulfilling the assigned functions. Using all of the presented approaches or some of them for assessing activities of higher educational institutions frequently leads to a negative attitude of their employees and reduce their work efficiency.

For improving the system of assessing activities of scientific and pedagogical workers of higher educational institutions, some adjustments to the system are suggested in the part of correspondence to its principal objective, enhancing performance. In its turn, this will have an effect on the employees' salary level, their career growth, positions held, and successful work of the personnel in general.

As further recommendations for working within the topic in question, one can note the existence and, consequently, more detailed study of fulfillment of one more approach relying educational institutions obtaining two effects, the economic and the social one. So, for assessing performance, criteria can be used which depend on the activity profile of the very institution and of a particular employee and target measuring the economic (the level of achieving objectives; scope and quality of work, etc.) and social effect (personal features; concealed opportunities which will be able to render working at the institution more efficient, and so on).

Literature:

1. Anokhin, E. V.: *Assessing the Quality of Work of Higher Educational Institution Employees*. Management in Russia and Abroad, 4, 2018. 95-103 pp.
2. Balatsky, E. V.: *The Institution of Performance-based Contract of Employment in Science: Problems and Solutions*. Lawyer of a Higher Educational Institution, 3, 2018. 13-32 pp.
3. Černý, M.: *WEB Analytics as a Tool for Monitoring Study Process of High School Online Course*. Ad Alta: Journal of Interdisciplinary Research, 10(1), 2021. 50-58 pp.
4. Chelnokova, E. A., Tyumaseva, Z. I.: *Tutor System in Educational Practice in Great Britain*. Vestnik of Minin University, 7(2), 2019. Art. No. 6. doi: 10.26795/2307-1281-2019-7-2-6. Available from <https://vestnik.mininuniver.ru/jour/article/viewFile/986/723>
5. Chigisheva, O. P.: *Modern approaches to evaluation of scientific activity performance in domestic universities*. In Educational environment in the information age: a collection of papers. Moscow: Institute for Strategy of Education Development of the Russian Academy of Education, 2021. 570-578 pp.
6. Churdikova, N. V., Sokolova, E. L.: *Performance of the Academic Teaching Staff of Higher Educational Institutions: the Concept and Approaches to Assessment*. In Yu. Yu. Loghinov

- (Ed.), *Relevant Problems of Aeronautics and Space: A Collection of Materials of the 5th International Scientific and Practical Conference Dedicated to Cosmonautics Day*. In 3 volumes. Krasnoyarsk: Federal state budget-funded educational institution of higher education "Academician M. F. Reshetnev Siberian State University of Science and Technology", 2019. 355-356 pp.
7. Danchevskaya, A. V.: *Performance-based Contract of Employment as a Promising Tool for Raising the Remuneration Level for the Academic Teaching Staff*. Labor Motivation and Pay, 1, 2018. 38-50 pp.
8. Derenko, N. V.: *Consideration of Students' Opinion about the Quality of the Educational Process in the Performance-based Contracts of Employment of the University Teachers*. In Higher Education, Social Sciences, and National Security: A Collection of Scientific Works. Irkutsk State University, Institute of Social Sciences; Sociological Laboratory of Regional Problems and Innovations, Public Chamber of Irkutsk Region, Commission for Science and Education. Irkutsk: Irkutsk State University, 2018. 202-209 pp.
9. *Federal Law dated 29/12/2012 No. 273-FZ (version of 02/07/2021) "On education in the Russian Federation" (as amd. effective on 01/09/2021)*. 2012. Available from http://www.consultant.ru/document/cons_doc_LAW_140174/
10. Frolov, A. G.: *Job Profile Diagram of a Teacher*. School of Science, 10(10), 2018. 52-62 pp.
11. Kislov, A. G.: *On Assessing Performance of Higher Educational Institution Teachers (Reading the Colleagues' Book)*. Contemporary Higher Education: Innovative Aspects, 9(1), 2017. 10-21 pp.
12. Kochetkova, N. N., Iglina, N. A., Ryabova, T. V.: *Managing Performance of the Academic Teaching Staff of Higher Educational Institutions*. Russian Economic Online Journal, 2, 2018. P. 42-62. Available from http://www.e-rej.ru/Articles/2018/Kochetkova_Iglina.pdf
13. Makarova, T. P.: *Enterprise Personnel Management Culture*. Bulletin of Bryansk State University, 3, 2011. 100-104 pp.
14. Myalkina, E. V.: *Diagnostics of the Education Quality in the Higher Educational Institution*. Vestnik of Minin University, 7(3), 2019. Art. No 4. doi: 10.26795/2307-1281-2019-7-3-4
15. Nutrikhina, T. V.: *Ensuring Improvement of the Professional Education at Higher Educational Institutions by Means of a Fair Compensation System for the Academic Teaching Staff*. In Reserves of Improvement of Professional Education at Higher Educational Institutions: Materials of the International Scientific and Methodological Conference. Siberian State Transport University. Novosibirsk: Siberian State Transport University, 2018. 114-117 pp.
16. Ponachugin, A. V.: *Preparation of Bachelors in the Field of Applied Informatics*. Vestnik of Minin University, 8(1), 2020. Art. No. 4. doi: 10.26795/2307-1281-2020-8-1-4
17. Ponomareva, I. K., Akifyev, I. V.: *Development of the System of Motivation for Teachers of Russian Higher Educational Institutions*. State and Municipal Administration. Scientific Transactions, 1, 2018. 44-49 pp.
18. *Resolution of the Government of the RF dated 08/08/2013 No. 678 "On Approval of the Nomenclature of Positions of Pedagogical Workers of Organizations Performing Educational Activity and Positions of Heads of Educational Organizations"*. 2013. Available from http://www.consultant.ru/document/cons_doc_LAW_150570/
19. Sedykh, E. P., Zhitkova, V. A.: *Model of an Automated System for Assessing the Effectiveness of the Activity of Heads of Educational Institutions of the City of Nizhny Novgorod*. Vestnik of Minin University, 7(4), 2019. Art. No. 1. doi: 10.26795/2307-1281-2019-7-4-1
20. Shapkin, V. V., Shkolyar, L. V.: *Is the Performance-Based Contract of Employment of a Higher Educational Institution Teacher Efficient?* Lawyer of a Higher Educational Institution, 5, 2020. 32-37 pp.
21. Sharova, S. V., Kutsikova, D. I.: *Improvement of the Technique for Assessing the Performance of the Academic Teaching Staff of Higher Educational Institutions*. In Principal lines of Innovation Development of Industry at the Modern Stage: Materials of the International Scientific and Practical

Conference: a Collection of Papers. Moscow: Nauchniy Konsultant LLC, 2018. 216-221 pp.

22. Shibanova, A. A., Kochanzhi, I. D.: *Improvement of the Salary System as for Teachers of Higher Educational Institutions*. Russian Journal of Labor Economics, 7(7), 2020. 609-616 pp.

23. Shishkina, N. A.: *The Economy of Education: Profitability of Educational Programs*. The Theoretical Economy, 3(51), 2019. 83-88 pp.

24. Strielkowski, W., Chigisheva, O.: *Research and Academic Leadership: Gaming with Almetrics in the Digital Age*. In: Strielkowski W. (eds) Sustainable Leadership for Entrepreneurs and Academics (pp. 307-313). Springer Proceedings in Business and Economics. Cham: Springer. 2019. Available from https://link.springer.com/chapter/10.1007/978-3-030-15495-0_32

25. Vayndorf-Sysoeva, M. E., Pchelyakova, V. V.: *Prospects for Using the Digital Footprint in Educational and Scientific Processes*. Vestnik of Minin University, 9(3), 2021. Art. No. 1.

26. Zhghenti, I. V.: *Building a Job Profile Diagram for a Social Institution Teacher in the Process of Distance Learning*. Humanity Space, 9(3), 2020. 174-187 pp.

27. Zhukovskaya, E. P., Peshekhonov, A. M.: *The Integrative Model of Developing Motivation for the Innovative Activity of Higher Educational Institution Teachers*. In Problems of Efficient Integration of Innovation Potential of the Modern Science and Education: A Collection of Materials of the International Scientific and Practical Conference. Moscow: LLC United Editorial, 2018. 150-159 pp.

Primary Paper Section: A

Secondary Paper Section: AE, AM