

Assessment Of University Personnel Activities in Remote Format

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Annotation

One of the important issues of the functioning of universities is the quality of knowledge received by students. In the context of the global crisis of the COVID-19 pandemic, the question of the quality of educational services and an adequate assessment of the activities of university teachers is acute. In front of the management of universities, the question arises, "how to assess the quality of work of the teaching staff and their willingness to quickly adapt to today's changes and the need to work in an online format?"

It is necessary to analyze the existing practice of assessing the activities of teachers and propose an effective algorithm for assessment procedures in crisis. Since the assessment of the quality of work is one of the elements of the personnel management system, it also occupies a special place in the personnel controlling system, and therefore the development of an instructional information document will solve this problem.

The article examines the impact of the global crisis of the COVID-19 pandemic on the quality of teaching in universities and proposes an algorithm for assessing the effectiveness of the teaching staff in universities in Kazakhstan.

Keywords:

Knowledge quality, performance assessment, assessment algorithm, personnel controlling, world crisis, personnel controlling model, personnel management system, personnel potential, assessment procedures, certification, methods, monitoring, result, distance learning.

1. Introduction

In the context of the global economic crisis caused by the COVID-19 pandemic, the issue of providing distance learning in universities has become an important and urgent issue. In reality, there is not only the problem of transition to this format of education, but also the unwillingness of the educational environment itself to openly declare the existing problems in the higher education system in providing educational services in different formats. Problems arise not only among students, but also among the teaching staff and the administration of the university, which, due to the one-sided formation of their professional skills, do not consider distance learning as a new format of teaching. The realities of today suggest that perhaps this form of education can become the main one in the next two or three years, and maybe even decades. [1]

The problem of working in the online format of educators gives rise to the idea of how to assess the quality and effectiveness of the activities of university employees working remotely. Of course, you can take into account how the global company Google solves this problem. Since 2012, they have been using the OKR (Objectives and Key Results) system proposed by Rick Klough, a Google Ventures partner, to assess performance, which is based on the format of remote work. Is it possible to adapt the system for assessing the quality of the work of this company for the universities of the Republic of Kazakhstan?

The OKR system defines goals and key results by which you can judge the achievement of goals, which must be accurate and measurable. It is also worth noting that this system is used only for control, therefore, in the algorithm for evaluating the effectiveness of the teaching staff, it can be used as an element of collecting information about the result of the teaching staff's work.

In personnel management, there are many methods of performance assessment, which can be divided into traditional and non-traditional. The traditional ones include: the method of standard

assessments, the comparative method, the method of management by setting goals, the non-traditional methods of assessment include: the 360-degree method and psychological methods. Each university selects the assessment methods it needs in order to assess the quality of university employees. Since in connection with the pandemic, most of the population has been transferred to a remote mode of work, the universities of Kazakhstan are no exception. It is necessary to understand how to evaluate the performance of an employee now, to apply well-known methods of assessment, or to consider the possibility of creating a new method of assessment using the existing experience in this area.

It is necessary to find answers to such questions: what assessment methods are more effective in the university environment; how to build a rating system remotely; how to control the results of teaching activities; and whether personnel control will solve this problem if this system is created at the university.

Therefore, in our opinion, it is necessary to start by analyzing the feedback of the teaching staff and students on the quality of conducting classes in this format, to understand whether consumers and providers of educational services are satisfied. On the basis of the data obtained, propose an algorithm for assessing the activities of teachers, which will not only carry out accounting and control, but also make it possible to make forecasts and prospects for further improving remote learning, as well as make effective management decisions aimed at high-quality management of university personnel.

2 Materials and methods

To determine the impact of the remote learning format on the quality of educational services, the following methods were used: questionnaires, comparative analysis and social survey. For this purpose, published social polls have been studied and questionnaires have been processed on the quality of distance learning in Kazakhstani and Russian universities in recent years [2], and methods for assessing teachers in Kazakhstan universities have been analyzed. With the help of a questionnaire, the most effective methods for assessing the quality of work in offline and online format, according to teachers, were determined. The factors influencing the quality of educational services in the universities of Kazakhstan are determined. An algorithm for assessing the quality of the work of teachers in an online format is proposed using it in the personnel controlling system of a university.

3. Literature Review

Many works have been devoted to the problems of distance learning and assessing the effectiveness of teaching activities. At the present stage, the most interesting in the study of the above-named research were the works of the following authors: A.A. Stupin (2012), FD Konobevtsev, NI Laas (2019), GI Vakhabov (2020), DS Ilyasov (2020), Yu.N. Moskvich (2021), D.I. Saprykin (2020), N.P. Narbut (2020), D.M. Dzhusubalieva, G.B. Zhumabekova (2016), M.K. Agzamova, S.S. Zartanov, Z.K. Abdrakhmanova (2017) A.I. Trubilin, O. V. Grigorash (2011) G.K. Zhanabergenova, E.E. Shvakov (2020), N. Abduvaxopova (2021), A.O. Abdrakhmanova (2012) A.S. Seytbattalova (2007), G.T. Balakaeva, A. Sh. Tokmagambetov (2015), N.T. Sailaubekov, G.T. Mynzhanova (2019), M.V. Kurbatova, IV Donova (2017) and data from sociological surveys conducted in Kazakhstani and Russian universities.

The presented studies on the use of distance learning and the possibility of assessing the quality of the teaching staff do not fully consider the Kazakhstan education market, therefore, it

is necessary to study in more detail the reasons for the negative attitude to distance learning and which mechanism for assessing the quality of teaching staff activity will be most effective for developing the potential of the university.

The main direction of this study is to analyze the impact of distance learning in universities on the performance of teaching staff in the Republic of Kazakhstan, based on personal data and conducting social surveys, with conclusions and recommendations on the issue under consideration.

In order to build an algorithm for assessing the activities of the teaching staff and determine the possibility of its application in the personnel controlling system, it is worth understanding what "personnel controlling" is and what its purpose is.

Personnel controlling allows you to integrate all aspects of university personnel management to achieve a synergistic effect. According to many researchers in the field of HR and quality management systems, personnel controlling is an innovative tool that is most in demand during the transition to the information society, aimed at improving the quality of management decisions based on the inextricable link between knowledge, processes and university activities. Analyzing different definitions of "personnel controlling", we came to the conclusion that: "Personnel controlling is the formation of an information management system based on the developed quality standards of work and business processes that increase the efficiency of managerial decisions in the personnel management system of a university".

The study of foreign and domestic models of personnel controlling made it possible to classify the models according to the functional criterion, of which there are a sufficient number today. In our opinion, special attention should be paid to the personnel controlling model in which an algorithm for describing business processes related to the provision and implementation of the personnel management system is presented. The advantage of this model is a clear description of all business processes, dividing them into main and auxiliary ones, drawing up a competency profile, distributing responsibilities among university employees, establishing performance indicators (the possibility of using grading and KPIs).

Personnel controlling is designed to solve two primary tasks - to implement "targeted personnel planning" and "planning personnel activities", one of such activities is the assessment of the quality of teaching staff.

The issue of assessing the quality of the work of the teaching staff has a special specificity and a differentiated approach. To understand the specifics and features of assessing the quality of the work of the teaching staff, we will consider the functioning education system of the Republic of Kazakhstan.

The education system of the Republic of Kazakhstan is today in the phase of deep transformative processes. The organizational basis of the state educational policy is the implemented State Program for the Development of Education of the Republic of Kazakhstan in 2011-2020, which defined Kazakhstan as an educated country, with a green economy and highly qualified labor force, and today Kazakhstani education is experiencing similar difficulties with the EEC countries of reforming and responding to the challenges of our time.

Over the past 10 years, the number of universities has significantly decreased, mainly due to the policy pursued by the Ministry of Education and Science of tightening requirements for them. Figure 1 provides information on how the number of universities is changing until 2020.

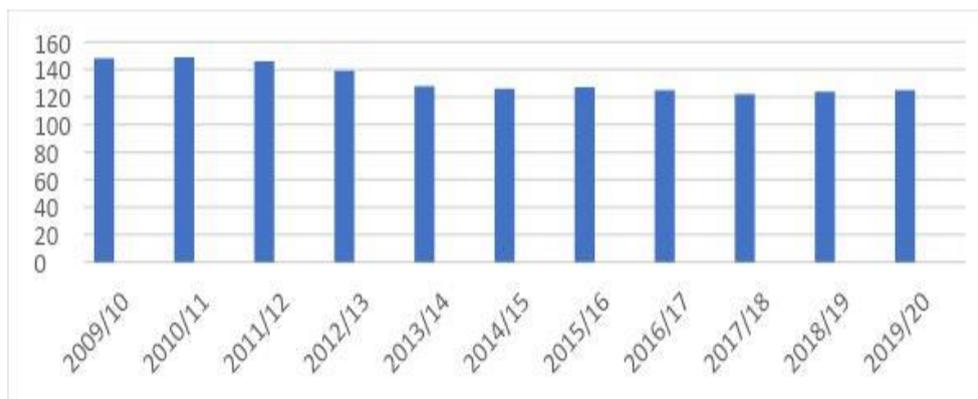


Figure 1 - The number of higher educational institutions in the Republic of Kazakhstan in 2009-2020 [1]

So, from Figure 1 it can be seen that, starting from 2010, the number of universities is gradually decreasing. In 2020, there were 23 fewer of them than in the 2010 academic year, but there is a slight increase in the last two years. The trend of optimization of universities will continue, in accordance with the policy of tightening the requirements for the quality of higher education. It is assumed that in the near future, there will be no more than 100 of them throughout Kazakhstan.

The largest number of universities is in the cities of Almaty (28 units), Nur-Sultan (11) and South Kazakhstan (9), East Kazakhstan (8), Karaganda (7) regions. At the same time, the largest number of academies functions in the city of Almaty (13 units). This is primarily due to the continuing trend of concentration of scientists and researchers in the southern capital [2].

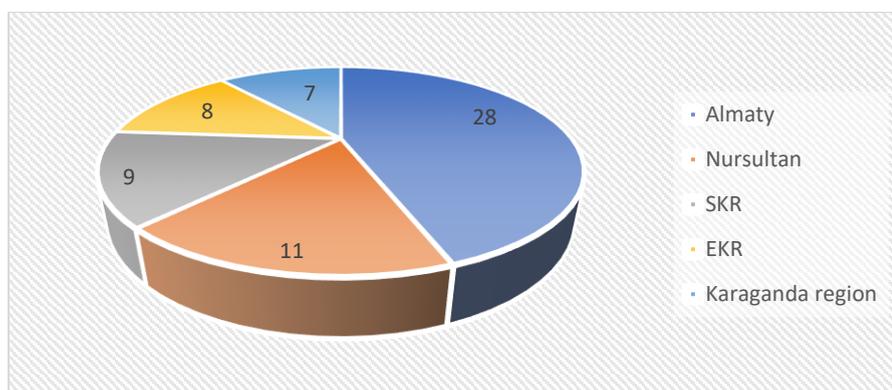


Figure 2 - the number of universities in the Republic of Kazakhstan

The teaching staff is the main human capital, requiring a training and development system, investment and an appropriate system, both remuneration and responsibility for the quality of work. Raising the status of a university teacher is one of the decisive factors in ensuring the high quality of Kazakhstani education. The state program for the development of education in the Republic of Kazakhstan defines specific directions for the formation of a positive image of a teacher and his motivation for professional self-education.

The dynamics of changes in the teaching staff and the number of students in universities is shown in Figure 3.

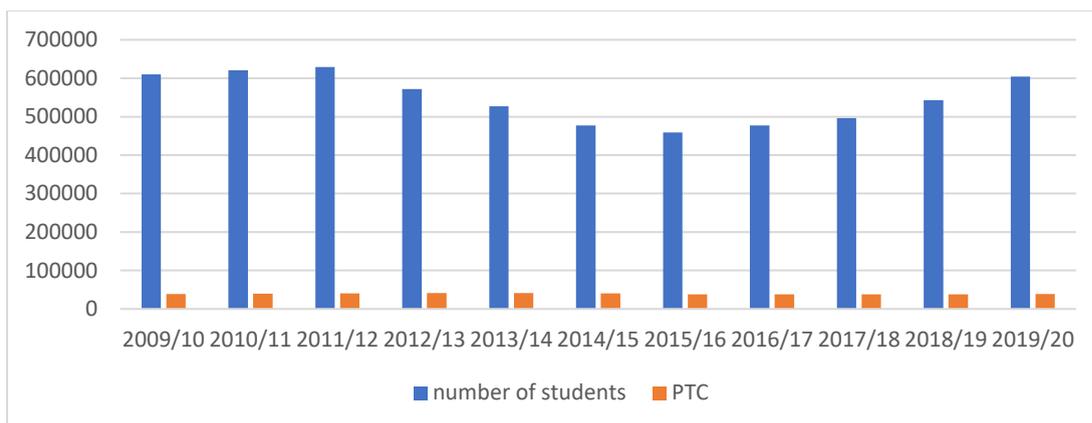


Figure 3 - The number of students in universities and teaching staff in the Republic of Kazakhstan in 2009-2020 [1]

The total number of full-time faculty of universities of the Republic of Kazakhstan in the 2019-2020 academic year was 38,470 people. This indicator in comparison with the 2019 account year (38275) increased by 195 people. The indicator of the number of foreign scientists attracted to the country's universities has been reduced by 368. This trend is associated with objective reasons, the problem of COVID 19, optimization of the network of universities and the lack of preparedness of the educational space of Kazakhstan to work in the online format [4].

The competitiveness of the national economy of Kazakhstan in the context of globalization is impossible without the training of highly qualified personnel who have both basic academic knowledge and practical experience in modern conditions. Higher education is one of the most important subsystems of the country's social sphere, providing a process for a person to acquire systematized knowledge, skills and abilities in order to effectively use them in professional activities. The position of universities in the market is inextricably linked with the study of the competitiveness of the services they provide, which must meet the main criteria confirming the level of quality of education.

Qualifications and intellectual potential are of particular importance for assessing the quality of the work of the teaching staff of the university. Therefore, in the personnel controlling system, in order to develop these criteria, it is necessary to update the methods for assessing university personnel, or to combine existing ones in order to enhance the competitiveness of educational services.

In our opinion, in order to determine the competitiveness of educational services, it is necessary to determine what place the system for assessing the quality of the work of the teaching staff occupies in the personnel management system of the university.

Any assessment implies, as a starting point, some sample or model with which to compare. To assess the activities of the teaching staff, the personnel controlling system of the university can be guided by the existing system, which includes: professional knowledge, skills, experience, personal and working qualities that a scientific and pedagogical worker should have.

However, it is not entirely correct to describe the system of personnel controlling of a university only through the assessment of scientific and pedagogical personnel, therefore it is worth remembering that a simplified scheme of personnel controlling consists of elements that ensure the functioning of this system, these include: personnel audit (information collection), monitoring the state of human resources, decision making (goal setting), planning, coordination of participants.

In our opinion, the simplified scheme of personnel controlling should be supplemented with such important elements as monitoring and control, and a particular importance should be given to the system of assessing the results of teachers' performance, with the development of recommendations for making managerial decisions on personnel. To assess the quality of the activity of a university teacher, different methods are used, the most common multidimensional data analysis, including such activities as educational, research, organizational and methodological work. Comprehensively assessed in the course of certification data and taking into account the opinions of students make the assessment of the teacher's activities complete.

Assessment of the quality of the university teacher's activity based on the methods of multivariate data analysis, proposed by the authors Marukhina O.V., Berestneva O.G., Bobrova M.V. propose a cluster approach using factor analysis, which includes: assessed qualities, principal components, factor loadings and factor coefficients. [3]

According to Petruk G.V. One of the important modern approaches to personnel assessment is the competence-based approach, which allows you to give the most objective idea of the professionally important qualities of university employees. Based on the specifics of the teacher's pedagogical activity, it is necessary to highlight the assessment criteria, which are based on the structural components of the professional competence of a university teacher.

Despite the variety of methods used to assess teaching staff in the practice of Kazakhstan universities, the main purpose of the applied procedure is to identify the compliance of the quality of the teacher's work in the classroom with the modern requirements of educational standards. However, in recent years, the issue of the autonomy of universities and the gradual departure from the standard method of assessing the effectiveness of teachers' activities has been raised.

As a result, after understanding the need and choosing a model for personnel controlling, taking into account the specifics of the educational service provided, it is worth considering what elements will be included in this system and what place will be in it for assessing the quality of the teaching staff's work. Perhaps, when finding positive answers to the questions below, the university will be able to simulate its personnel controlling system:

- whether it will be possible to introduce our own system for assessing the quality of the teaching staff, different from others;
- whether bodies (possibly public or private) will be created to license the activities of teachers (now in Kazakhstan it is absent);
- whether an information support system is needed for the smooth operation of the personnel departments of the university (personnel controlling);
- will the autonomy of universities allow creating a powerful educational environment and ensuring the quality of educational services, etc.

To answer these questions, we have developed a questionnaire. The obtained results are processed and presented in the results section.

Do not forget that the assessment system should take into account different circumstances that may arise during the provision of educational services. An example is the global economic crisis caused by the COVID-19 pandemic. The educational environment faced the need to switch to a remote learning format, which caused dissatisfaction and criticism from both consumers and educational service providers - teachers. Also, the management of universities faces the question of how to assess teachers in this situation, and how to make adjustments to the existing assessment systems correctly.

The question arises whether it is possible to assess the quality of teachers' work in a remote format using existing methods, and if so, how to implement it in practice? To receive an answer, you must:

- conduct questionnaires on the methods and methods of attestation carried out in a remote format;
- analyze the results obtained;
- to offer universities the most effective methods for assessing teachers working in a remote format.

4 Research results.

In the course of research and obtaining data on the identified problems and the questions posed, we came to the following results.

The results of the analysis of a sociological survey on the transition to a remote mode conducted in Russia and Kazakhstan, allow us to draw the following conclusion: that the quality of remote education is worse than that of traditional full-time education. Students turned out to be much more loyal to online learning. In particular, 55.4% of students and 87.4% of teachers felt that they had less free time due to the transition to a remote form of education. This form is recognized as inconvenient by 47.7% of students and 53.8% of teachers. Only 35.8% of students think that online is not convenient for teachers. The share of teachers who answered that it is uncomfortable for them to teach online is much higher - 62.1%. It is better to study in classrooms, 69.6% of students and 85.5% of teachers prefer full-time form to remote. [2]

In order to answer the above formulated questions: is the existing assessment system effective in universities; Is it necessary to change it with a remote training format and is it necessary to have personnel controlling system in universities that will control this problem? We have developed two questionnaires (Appendix A, Appendix B), processed and obtained the following results.

Let's start with the results of the "Assessment of the quality of the teacher's work" questionnaire. The questionnaire consists of 15 questions, which includes questions of satisfaction with the existing assessment system and understanding of the need for personnel controlling for the university. The survey involved 43 respondents and the following results were obtained:

Information about the procedure for assessing teachers in 86.04% are communicated to the participants in this process, but 13.96% answered that they did not know anything about it. What is the reason that they are not informed, as a rule, these are new teachers, or invited teachers to conduct classes in a modular fashion. The overall results for 5 questions of the questionnaire are presented in Table 1.

Table 1-answers to the questionnaire "Assessment of the quality of the teacher's work" (1-5)

Question \ Answer	Yes	No	Don't know
Do you think you are sufficiently informed about the faculty assessment procedure at your university?	37	6	-
Do you think that information posted in public places at your institution describes the way in which teachers are assessed at the institution?	28	15	-
Do you think that the system for assessing the quality of	30	13	-

teaching staff work at your university differs from other universities?			
Do you think that it is necessary to license the activities of the teaching staff?	12	8	23
Is there information on the procedure for passing the assessment of the performance of the teaching staff (position, described business process, procedure)?	20	6	8
Note - compiled by the author			

The results shown in Table 1 allow us to conclude that, in general, the respondents are familiar with the assessment process, however, there is a question that does not give an unambiguous answer yet, this is the question of licensing the activities of teaching staff. Almost 54% of respondents (23 people) doubt, perhaps this is due to a lack of understanding of how this will be implemented in practice, whether an appropriate independent body will be created for this, or will it again be under the control of the Ministry of Education, which will introduce new rules and restrictions in implementation of teaching activities.

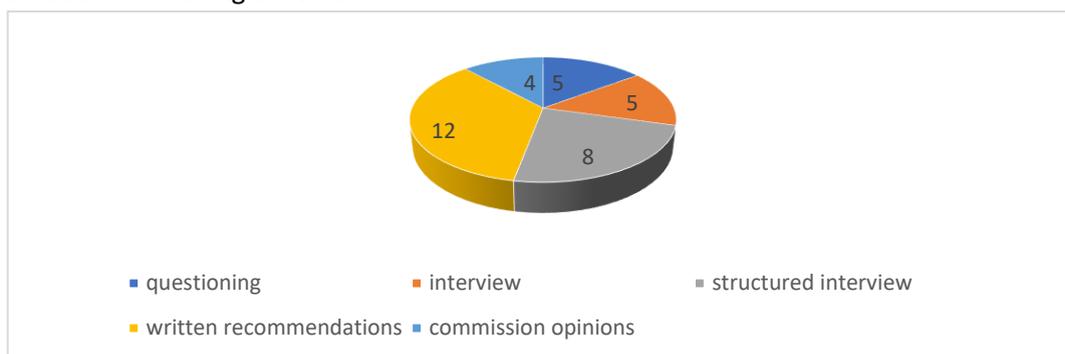


Figure 4 - methods of assessment procedures.

When answering the question about the methods of passing the assessment procedures in your university, the following results were obtained (Figure 4): the largest share of 28% are written recommendations, this is due to the fact that they are given by direct supervisors who see the result of work and can evaluate the work of the teaching staff. Most often, written recommendations are given by the heads of the department or programs, leaders of educational programs, or deans of schools and faculties.

The results of answering questions about the opportunity to appeal the results of the assessment if you are not satisfied with the results and whether you are satisfied with the conditions for organizing the assessment of teachers in your university, make you think about the problems of feedback and openness of discussion of the results of the assessment. 44% of respondents (19 people) answered that they did not have the opportunity to appeal the results of the assessment, and 30% (13 people) did not apply, considering it senseless. About 60% of respondents (26 people) are not satisfied with the conditions for organizing the assessment of university teachers, as for the competence of the assessment commission, they often speak of subjectivity and bias. Perhaps, therefore, it is worth considering the creation of a body that will not only license the activities of teachers, but also carry out an independent assessment. The results of the responses are presented in Table 2.

Table 2 - answers to the questionnaire "Assessment of the quality of the teacher's work" (7-8,15)

Question \ Answer	Yes	No	Didn't apply I am at a loss to answer
Do you have the opportunity to appeal the results of the assessment if you are not satisfied	11	19	13
Are you satisfied with the conditions for organizing teacher assessment at your university?	12	26	5
Are you satisfied with the competence (professional literacy, knowledge and skills) of the evaluation committee during the certification period?	8	12	13
Note - compiled by the author			

The results of the application of methods for assessing the quality of the work of teachers that are used in the university are presented in Figure 5.

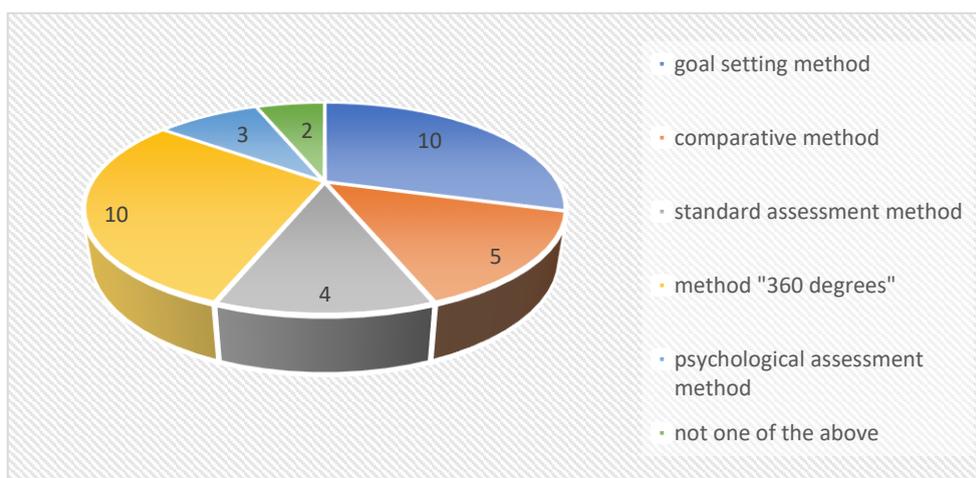


Figure 5 - Methods for assessing performance.

Basically, the method of traditional assessment prevails - "The method of setting a goal" 19% of the respondents noted its use in the university, and the unconventional method of assessment - "360 degrees" 23% of the respondents. In general, we can say that each university is trying to create its own assessment system using different methods.

The frequency of the assessment in almost all universities is the same - once a year, and the main purpose of the assessment is the respondents define: "staff reduction and staff optimization" - 42% (18 respondents) Figure 6.

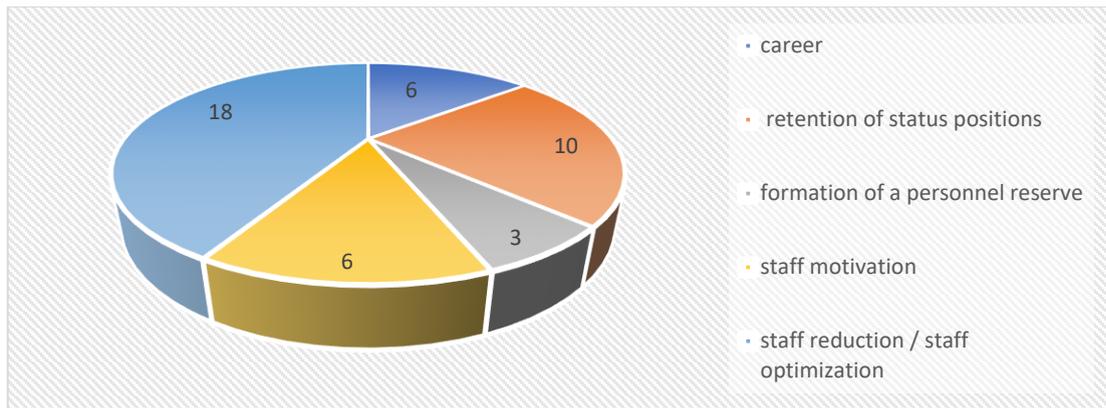


Figure 6 - Reasons for the assessment.

As for the personnel controlling system, the respondents participating in the survey, and these are the teaching staff of such universities as UIB, AlmaU, Turan noted that they do not know what kind of system it is 72% (31 people).

An urgent issue is the availability of the autonomy of the university, which will create an independent system for assessing the quality of the teaching staff. The results of the answer to this question are presented in Figure 7.

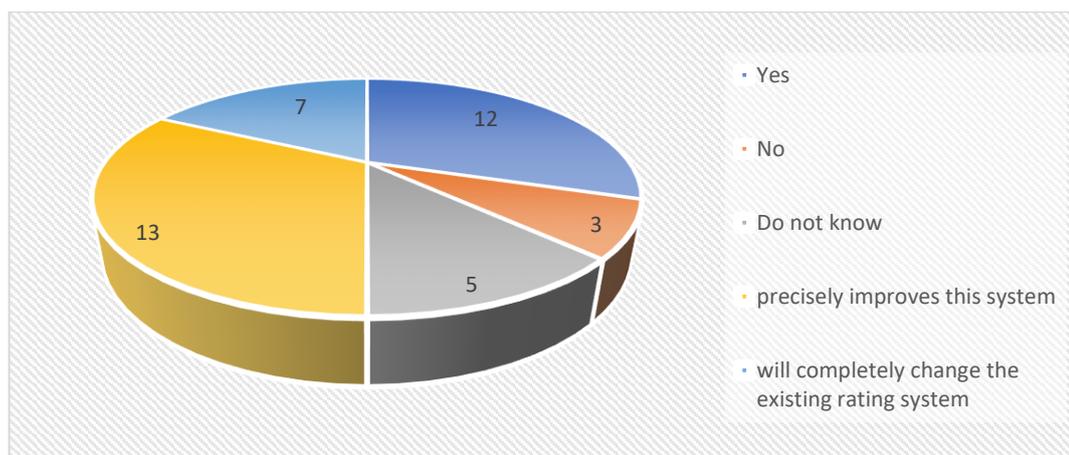


Figure 7 - University autonomy and an independent system for assessing the quality of activities.

The second questionnaire was aimed at identifying the opinions of university employees working remotely and using online technologies over the past two years. 47 university employees took part in the online survey (result of questionnaire B).

The data obtained indicate that the majority of the respondents already have sufficient work experience to point out the positive and negative aspects of the remote format of teaching students and performing work.

5. Discussion

Many of the problems of distance learning are reflected in the system of assessing the work of teaching staff. To assess the quality of the teaching staff, it is advisable to develop criteria by which this procedure will be organized. Perhaps it could be the following set of criteria:

- 100 percent completion of the academic load;
- participation in the promotion of the educational program;
- active work with students of SRWS;
- advanced training (trainings, master classes, courses) - scientific research activities (articles, monographs, scientific researches).

Remote learning is effective when organized correctly. The main problem for teachers is what to do in case of technical problems, because his absence during the lesson is not fully acquired knowledge. How to regulate further work, track whether the teacher completed the lesson that did not take place on schedule? Sometimes it just can't be done. After all, the larger the university, the greater the composition of the teaching staff and the transfer of classes can create chaos in the

educational process. Failure to complete the study load, that is, the planned number of contact hours will not be worked out in fact. This will lead to the fact that the teacher's score on the first criterion will not be high.

Participation in the promotion of educational programs involves active interaction with practitioners, experts and other institutions of the external environment, which is difficult to do online. But there is a possibility of remote interaction only at the level of agreement and the provision of a set of documentation confirming the tactical and strategic objectives of promoting the educational program. Preparation of documents takes more time than we would spend in an offline format. It is necessary to introduce digital signatures confirming the legitimacy of a document. Since the second criterion requires more time, there is a likelihood of untimely performance of the assigned tasks. Either method will score lower than the graded instructor would expect.

The third criterion of SRWS can be highly appreciated if the activities are thought out in terms of providing technical means, an effective remote platform and other elements that contribute to the conduct of scientific student events.

The fourth criterion for advanced training can also be highly appreciated if educational platforms present programs that meet the demand and the availability of free time for teaching staff, because based on the survey, many show that the workload of teachers has become maximum, sometimes they do not have time to check assignments.

The holding of conferences faces the same problems as the third criterion - NIRS. As for scientific research, writing monographs and textbooks will run up against the problem of the teaching staff's lack of time for this work. Therefore, if the teaching load is large, then the effectiveness of this criterion will not be high.

Since not all criteria can show good results, you should consider a simplified system for assessing the work of teaching staff, which may include:

- results of the questionnaire "Teacher through the eyes of students";
- written recommendations from leaders (program leaders, school deans);
- general achievements for the academic year.

The results should be consolidated into a single database; therefore, it is necessary to consider the use of an effective software application that can be easily modified when the information, educational environment changes.

In our opinion, the results of the questionnaire "Teacher through the eyes of students" are subjective in nature, therefore, it is worth revising in detail the content of each question included in this questionnaire. It is also worth taking into account the criticism of students that the questions are sometimes formulated very cumbersome and not clear, therefore it is difficult to answer and some does not always want to. It should be simple and really confirm the effectiveness of the teacher's activities.

For the second factor, you can offer a standardized feedback form with a set of elementary assessments, for simplicity and long-term completion of this position. It may be appropriate to apply the KPI system, which will allow the leaders to record the achievement of the teaching staff throughout the academic year. At the end of the reporting period, the quantitative results obtained can be used by the programs-leaders, deans of schools to form written conclusions on the effectiveness of the teaching staff.

General achievements for the academic year may be specific, taking into account the characteristics of the educational service provided. It is necessary to take into account in what area the training of specialists is carried out, practice is important for medical workers and what tools were used to master it, in technical universities, how realistic it would be to work out practical skills in the use of technical means and equipment, etc. Therefore, each university under “general achievements” can present its own special set of criteria, which will emphasize its peculiarity, specificity and problematic nature of managing the educational process in a remote format.

5. Conclusions

In conclusion, I would like to note that the system for assessing the quality of the teaching staff activity in a remote format may not differ much from the traditional one, but there are features that are worth paying attention to and working them out. To develop a unified system for assessing the quality of personnel work in universities, it is necessary to take a fresh look at the control system, and consider the possibility of introducing a personnel controlling system, in which it is necessary to include all elements of the university's personnel management system, taking into account the specifics of the university's activities and the peculiarities of training specialists. However, do not forget that the HR controlling system will be effective in solving the following key problems:

- autonomy of universities, under insignificant control of state structures. Reforms in the higher education system should change their vector, if they were previously carried out from top to bottom without taking into account the readiness for implementation, now everything should come from universities, having developed the best practices to apply them in the field of education, an example can be the same system for assessing the quality of university staff;
- to develop a system of criteria to determine the effectiveness or ineffectiveness of the education system and methods for assessing the activities of university employees;
- to create a unified information system for wider access to information on the qualitative characteristics of university employees for such categories of users of educational services as students, parents, employers;
- to revise the current system for monitoring the performance of university employees, which is reduced only to administrative control over the implementation of decisions made. Transform this system, taking into account the specifics of the university's activities and changes in the educational environment;
- improve the system of academic integrity and eliminate corruption at the universities;
- to solve the problem of the quality of teaching in universities, taking into account the requirements of employers and consumers of educational services, providing better training of personnel and increasing the level of educational and methodological support of the university environment.

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