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Career Management Peculiarities in Educational Institutions

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Abstract

Education is the most important component of career planning. Proper education allows the individual to have a strong foundation for a future successful career. It is interesting what are the peculiarities of career management in education field? Thus, our article deals with a comparative analysis between the education field, of career management and the public sector and private sector employers. We have formulated the following hypotheses: Hypothesis HP1: Have you ever participated in qualification raising courses with the help of the organization (without or with financing) that were related specifically to your work to perform? (Q)7 affects the forms of raising qualifications by the respondents – as an individual and as a group (Q8), also whether they were promoted after upgrading the qualification (Q9); Hypothesis HP2: (Q13) Vertical and horizontal career growth of employees affects a respondent's career movements inside and outside the organization (Q14) Hypothesis HP3: Employment Field Q1 affects Have you heard whether your colleague's career is moving forward with the help of other influential people? Q23. In educational institutions, the peculiarities of career growth have been highlighted, such as a high number of employees who were accepted at work by means of a job contest, lower expectations of career growth, which have reduced the desire to be employed in the field of education. The promotion of employees is not always objective, raising professional qualifications is not accompanied by work and career promotion and increase

in wages. Our conclusions and recommendations will have a beneficial impact on improving the education sphere.

Keywords: Career, management, business career, Educational Institutions, human resources management

Introduction

Career management problems are equally important for any type of organizations. In our case, we have selected the employees from the public and private sector and also from educational institutions., Career management policy is directly related to the motivation policy. The overall development of the staff should be the interest of each field, what is the most important-measures taken should be based on the principles of justice. Our research has revealed problems in all three areas which creates a feeling of hopelessness and an employed person is often alienated from the organization. Mistakes made in the career management mostly affect the organization's unity, teamwork and development. Our special interest was the study of peculiarities in educational institutions.

Literature review

One of the key steps in the human resource management is a proper selection of staff and the career management that can not be performed without properly established criteria. (Kharadze, Natalia; Gulua, Ekaterine, 2018). In (Kharadze, Natalia; Gulua, Ekaterine, 2018) most universities, perception of the existing criteria of lecturers' assessment is vague which leads to a negative influence on the formation of an organizational culture. (Gulua, Ekaterine; Kharadze, Natalia, 2018) as it makes conflict situations inevitable. We have already conducted researches on this. (Kharadze, Natalia; Gulua, Ekaterine, 2018) where the personnel management problems were identified. Our research was related only to employed students, focusing on their personal development plan. (Gulua, Ekaterine; Kharadze, Natalia, 2018). There was also an unpleasant plan on the part of the organization to add to the care problems of the employed people's self-development (Kharadze, Natalia; Gulua, Ekaterine, 2016); (Pirtskhalaishvili, Dea; Dugladze, Davit, 2018) We have examined in details the factors that work on self-development, such as the correct management of time (Ekaterine, Gulua; Natalia, Kharadze, 2017); (Kharadze, Natalia; Dugladze, Davit; Pirtskhalaishvili, Dea, 2018) Where we focused on free time management (Kharadze, Natalia; Gulua, Ekaterine; Duglaze, Davit, 2017).; (KHARADZE & DUGLADZE, 2018) It is interesting to know about the works of our department professors on organizational culture where they talk about the connection between the organizational culture and the development of labor resources. (Paresashvili, Nino, 2016). While there are problems with unemployment in the country (Paichadze Nugzar, 2018) it is especially important to implement a proper personnel policy, to consider the world practice and adjust it to the Georgian reality, to improve the

legislative basis (Nugzar Paichadze, 2018). The wrong personnel policy directly affects the development of the economics (Nugzar Paichadze, 2014)). How efficient is the management of the organization is reflected on its success (Amkoladze, Gocha; Gabrichidze, Amiran; Giorgobiani, Maia; Zedgenidze, Merab; Kharadze, Natalia, 2014) ; (Amkoladze, Gocha; Gabrichidze, Amiran; Giorgobiani, Maia; Lomsadze-Kuchava, Maia; Kharadze, Natalia, 2014) The right and fair management of the human resources makes fewer problems for the organization and it avoids conflict situations (Nikvashvili, 2016) Our colleague (Paresashvili, Nino, 2018) writes about the eternal problem of the conflict and gives recommendations to avoid it. We came to the conclusion that unfair personnel policy is the basis for all types of problems in an organization.

Research Methodology

The research was conducted in the "Human Potential Management" laboratory at the Faculty of Economics and Business of Ivane Javakhishvili Tbilisi State University and was organized by its manager and founder, an associate professor Natalia Kharadze. During the preparation of the questionnaire the works published at different times by the well-known specialists in the field were used. The questionnaire included 32 questions and 125 options for an answer. 560 respondents participated in the survey.

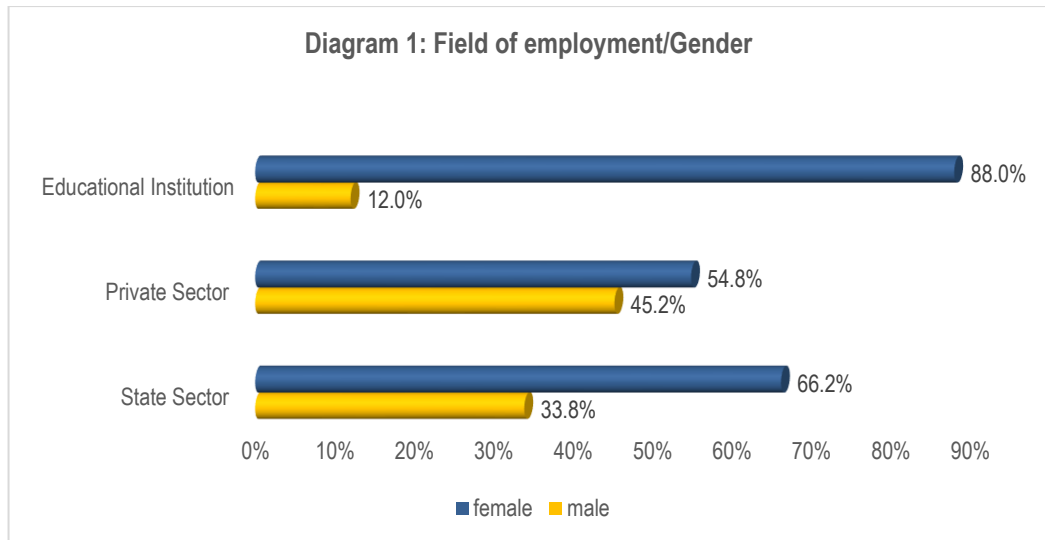
SPSS statistical program was used for statistical processing and data analysis by which the existence of the connection between the variables and its reliability, the formulation and inspection of hypotheses according to the study issues were determined.

The following statistical procedures and methods were used in analyzing the statistical data: Descriptive statistics, Graphical analysis, Correlation and Regression analysis, Chi-squared tests, various means of Dispersal analysis.

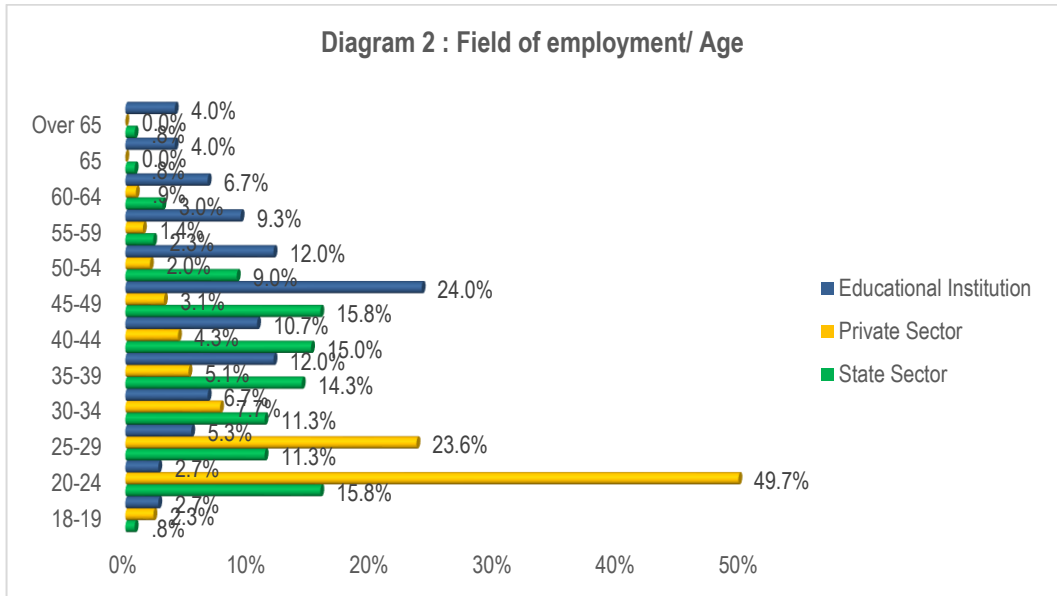
Research Analysis

One of the directions of our research is to identify the peculiarities of career management issues in the educational space. For this the respondents of one organization of education were involved in the survey. This is enough to make parallels between the employed people's problems connected with their career in the public or private sectors that deal with career. First of all, we should note that the number of the men from the interviewed respondents by us in educational sphere was 12% and the women were 88%, while there is no such distinction in the ratio of the respondents surveyed in the private sector and from the surveyed respondents 54.8% were women and 45.2% - men. As for the public sector in this case from the interviewed respondents 66.2% are woman and 33.8% - men. (see Diagram 1) As the data has shown, the public sector is less attractive for men and even more they categorically evade the educational sphere. There are many reasons, though one might be a lower pay. In the education system, men fail to satisfy their own ambitions, first of all, to keep a family. Since the last century, the field of education was

considered as a place of employment for women and we were less likely to meet men here. (Kharadze, Natalia; Kakhaber, Chikhradze, 2015) They were mainly employed in terms of physical education. The similar trend is maintained today. The personal development of women is characterized by the peculiarities and is influenced by our traditions (Kharadze & Gulua, 2018) From the state it is necessary to make young people interested and to work on breaking the old stereotypes.

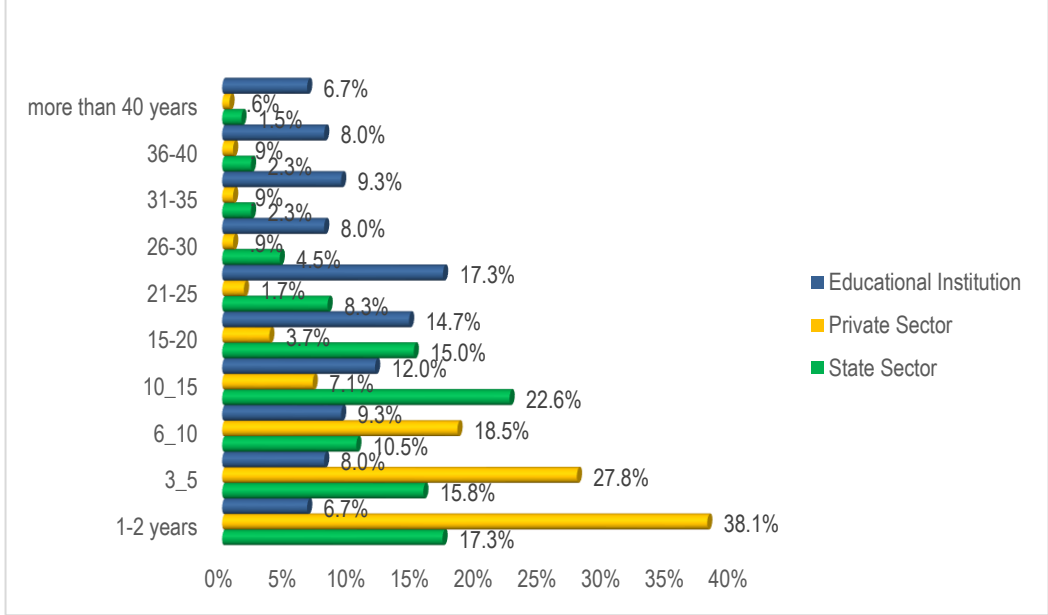


Out of the interviewed respondents in 20-24 age group 15.8% are employed in the public sector, 49.7% in the private sector and 2.7% in educational institutions, as for the 25-29 age group, 11.3% of the surveyed respondents are employed in the public sector, 23,6% in the private sector and 5,3% in educational institutions. With the increase of the age the picture is radically changed, in particular, in 45-49 age group when respondents are at the stage of maintenance from the interviewed respondents 15.8% are in the public sector, 3.1% in the private sector and 24% in educational institution, also in 50-54 age group 9% are in the public sector, 2% in the private sector and 12% in the educational institution, with the increase of the age the number of respondents in the educational institutions is significantly increased (see Diagram 2) As it seems educational field is not attractive for men. Social background does not allow them in spite of their vocation to be employed in the educational institutions, we think that this problem requires an attention. Staff aging process cannot endure the criticism, generations are less likely to change. It is important to increase the motivation of highly qualified staff, to use important initiatives to make young people interested. (Nugzar Paichadze , 2013)



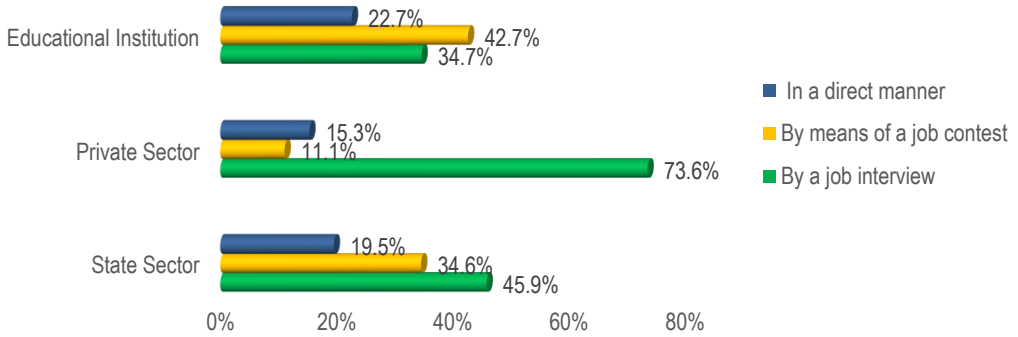
The fact that the aging process is very high in the learning institutions, is clearly shown in the research, in particular, the respondents with more than 40 years of work experience are 0.6% and this is natural because the private sector was formed during the period of the post-soviet space, on the other hand, in learning institutions 6,7% from the interviewed respondents have more than 40 years of work experience, also the number of people with 36-40 years of work experience is significantly higher in learning institutions and equals 8% while in the public and private sectors this indicator is 3,2% in total, and those who have 31-35 years of work experience in educational institutions are 9,3% and 3,2% both in private and state sectors. With the decrease in work experience the number of employed people in learning institutions also decreases, in particular, the respondents who have 3-5 years of work experience in education system are 8%, 27,8% in the private sector and 15,5% in the public sector while in the public sector the number of those with 1-2 years of work experience accounts for 17,3%, 38,1% in the private sector and 6,7% in educational institutions. It is clear that the education field is not fascinating for job seekers. In addition, other studies have shown that in some cases the people employed in education field try as much as possible to maintain their positions and not to be replaced with young people because their age limit does not allow them to continue their activities in other fields. It is natural that in this respect the state must take a number of measures. It is important the teachers with merits to have benefits, their pensions to be increased and be able to take advantage of other useful activities. The retirement process is naturally painful and requires a psychological preparation, but both the organization and the state should care about it together not to become it a tragedy. (see Diagram 3)

Diagram 3 : Field of employment/Work experience



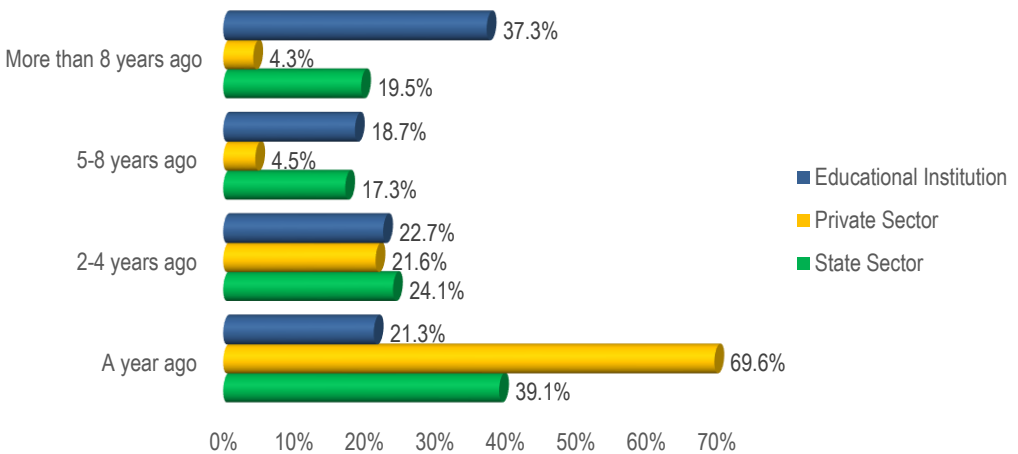
Educational institutions are not an attractive area, and it is confirmed by the fact that the highest rate of appointing people in a direct manner in educational institutions is 22.7%, while this indicator is 15.3% in the private sector and 19.5% in the state sector, the highest number of the people appointed by means of a job contest is in educational institutions and it equals 42.7% while this indicator is 11,1% in the private sector and 34.6% in the state sector. (See Diagram 4) At first glance the fact of appointing people by means of a job contest in the educational institutions is a positive indicator, however, there are problems, in the private sector there are not sharply established criteria for evaluation. Last year the Human Potential Management Laboratory devoted the study to this issue in which we were examining the assessment criteria of the professors, only students participated in the study and we analyzed their data. It is important to develop a flexible and objective system of staff assessment in the learning institution that excludes nepotism and discrimination which is the basis for a conflict in the organization. (Paresashvili, Nino; Maisuradze, Teona;, 2017)

Diagram 4 : Field of employment/You were accepted to work

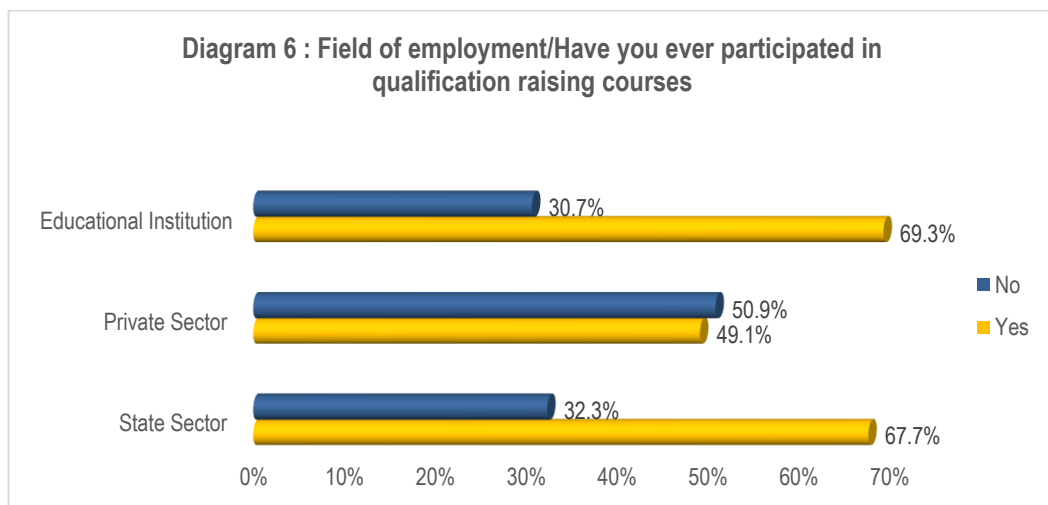


It is noteworthy that employees in the educational establishment have less opportunities of being promoted and improving their material welfare. The research has shown that the facts about the promotion of the respondents more than eight years ago are the most prevalent in the education system and is 37%, while this indicator is 4,3% in the private sector and 19.5% in the public sector. There are less possibilities for advancement in educational institutions, and maybe this is one of the reasons for why young people have less desire to be employed in these institutions. (See Diagram 5)

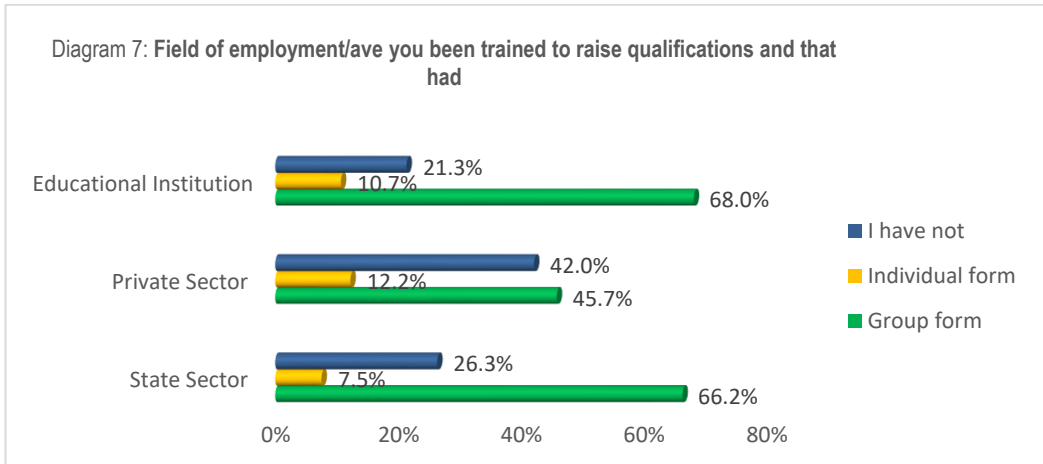
Diagram 5 : Field of employment/When was the last time you got a promotion



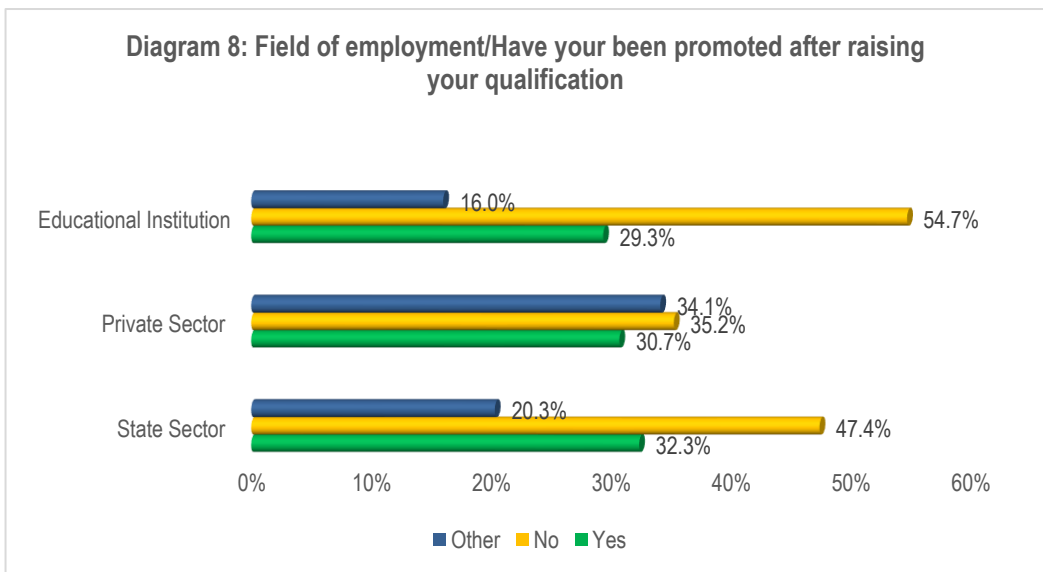
Great attention is paid to education reform in Georgia, after independence from the Soviet system education system has suffered from numerous fluctuations in the independent country. The post-Soviet system of education demanded a renewal and a number of reforms were made, though there were systemic shortcomings, and for many reasons, one of them was insufficient financing, the reform was not completed. The staff needed permanent retraining. Respectively, the survey has confirmed that 69.3% of the respondents from the educational institutions attended qualification improvement courses and 30.7% did not, the high level of attending qualification raising courses is in the state sector and the similar position was indicated by 67.7% and in the private sector – by 49.1% (See Diagram 6). It is also an important problem whether they attend these training courses for the right purpose and if they correspond to the performance of the tasks that should be done by the respondent.



According to the survey, in the educational institutions as well as in the public sector there are many cases of qualification raising in a group form, namely 68% of the surveyed respondents in educational institutions and 66.2% in the public sector raised their qualifications in a group form (see Diagram 7) which indicates to the government expenditure.

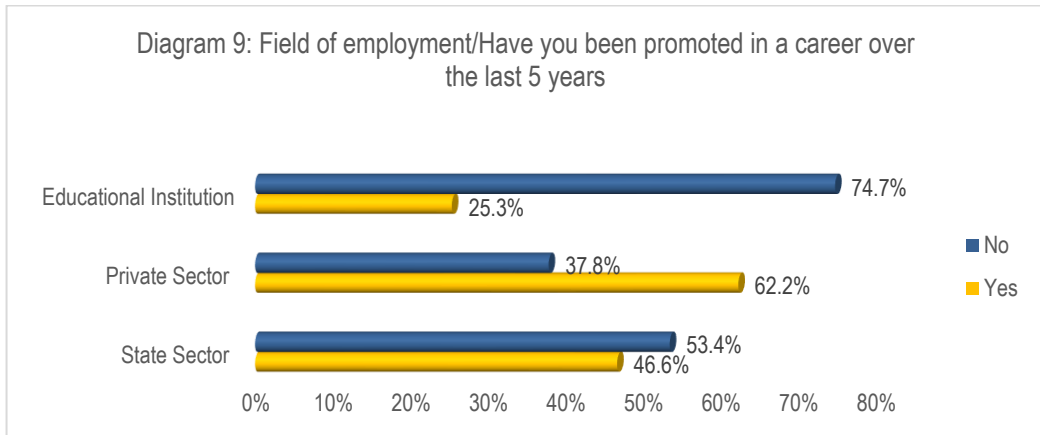


Raising qualifications in educational institutions is least followed by promoting the respondents. The study showed that 54.7% remain in their own positions after qualification raising, while in the public sector this indicator is 47.4% and 35.2% - in the private sector. The fact that the qualification raising is not followed by career improvement proves that their income is not increased. In the education system, attending such courses successfully serves only for maintaining the place. This is one of the reasons for why education sphere is not attractive to young people. (see Diagram 8)

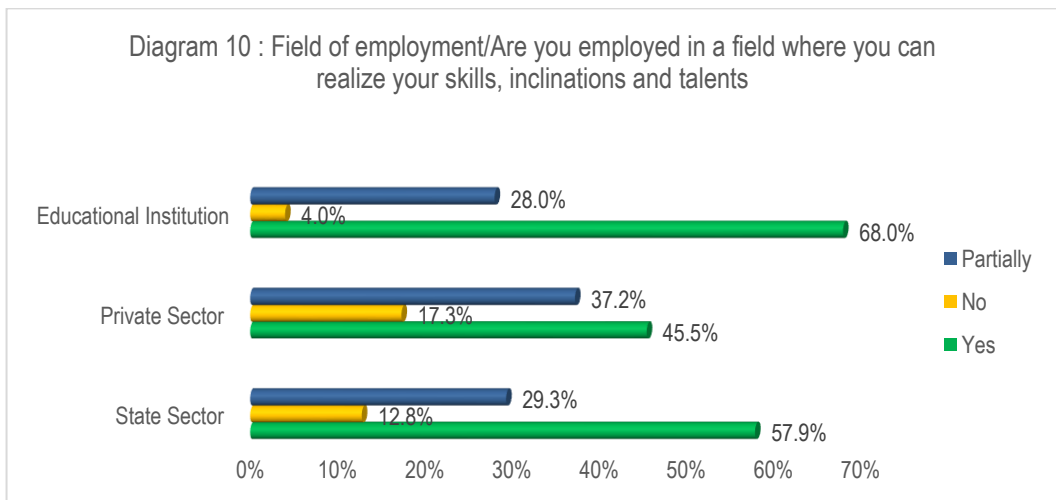


The survey data showed that after the qualification improvement in the educational institution only 25.3% of the respondents surveyed had a career movement while 74.7% of the respondents had not. In the public sector, the indicators were distributed

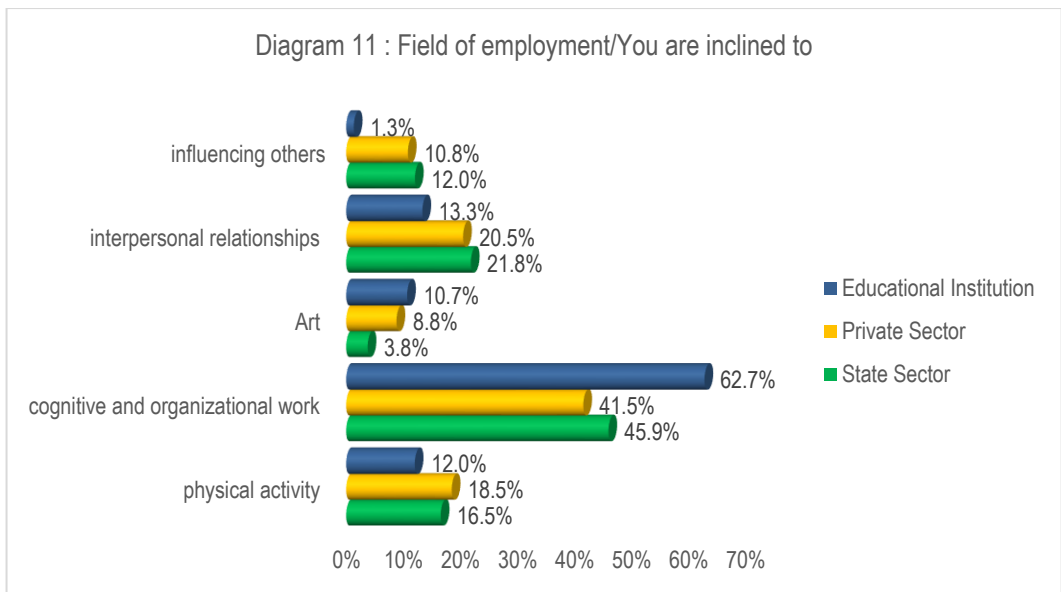
in the following way: 46.6% had an advancement in the career after qualification raising while 53.4% had not, and in the private sector these indicators are - 62.2% and 37.8%. (See Diagram 9) The least expectation of advancement is in education field. It is important for the state to take measures and legislative amendments to grant sharp privileges to the staff of the educational system that are constantly focused on improving their skills and increasing their qualifications. Equalization or a small difference in salaries creates the feeling of a discrimination.



In any field and especially in the educational space, it is important to select such staff who has a tendency towards these professions. The education system is a delicate organism, working with young people requires specific skills and during selecting the staff special attention should be paid to these skills. It is a pleasure to note that the most percentage - 68% in the educational institutions have indicated that they can use their skills, only 4% are not able to use their skills and it is important to think about the reduction of this percentage. (See Diagram 10)



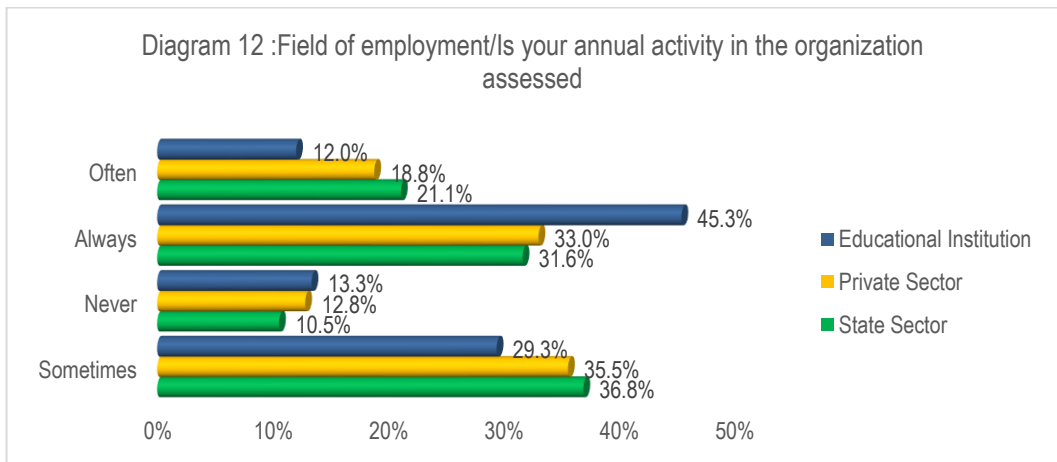
The human resource tendencies are crucially important in raising the effectiveness of their labor. The study has found that 12% of the respondents surveyed in educational institutions had an inclination to physical labor, 62.7% of the respondents surveyed in the education field have an inclination to cognitive and organizational activities, and only 13.3% indicated that they have an inclination to interpersonal relationships. It is impossible for the people employed in the education field not to be particularly attracted to communicating with people and not to have the similar habits. Otherwise, it will be impossible to have a positive impact on younger generation and their correct development. In the qualification raising programs it is important to take the shortcomings into account and retrain the employees in the educational institutions in this regard. (See Diagram 11)



In educational institutions it is important to evaluate the personnel’s activities systematically. This assessment system should be based on multilateral data and include both the assessment of the audience and the results achieved by the listeners. Regrettably, the research has shown that only 45,3% in the educational institutions report their annual activities are assessed and in case of more than half of the respondents, this kind of assessment is rare and occasional. It is important to pay attention to the assessment management system. In this regard, the most positive indicator was reported by the respondents employed in the public sector, their 21.1% reported they are assessed annually (See Diagram 12).

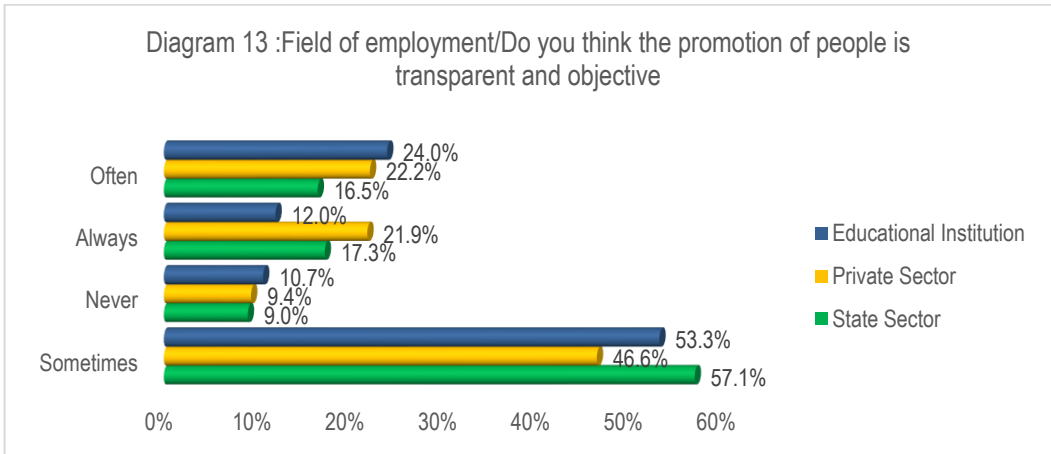
One of the most important parts of the plan for working with staff is to plan how to use the personnel. When selecting a work place for a particular individual, qualification characteristics should be taken into consideration as well as a person’s mental and physical load and a candidate’s possibilities in the given field. During the

personnel planning the requirements towards the applicant should exclude professional diseases, traumas during his/her future activities. In parallel to the growth and development of organizations, human resource management programs, practice and procedures should be changed and developed. Otherwise, there will be a disproportion in the development of personal and material factors of production, which will negatively affect the effectiveness of human activities (Paichadze, Chokheli, Keshelashvili, Kharkheli, Tielidze, & Tchuradze, 2017).

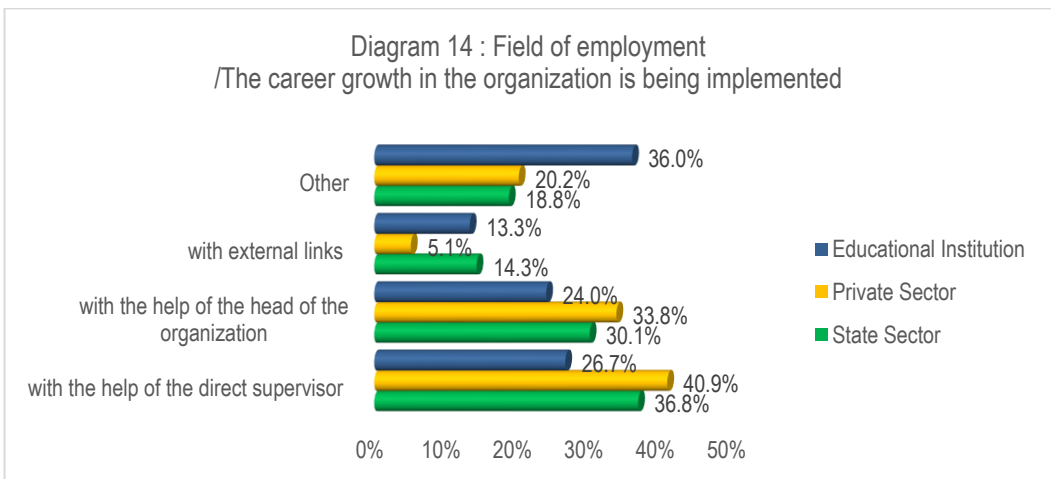


The unexpected indicators were observed in people's sense of justice during promoting people. 12% of the respondents in the learning institutions indicate that this process is always transparent. This indicator is 17.3% in the public sector and 21.9% in the private sector, 10.7% of the respondents in learning institutions, 9.4% in the public sector and 9% in the state sector categorically never consider this process to be transparent and objective (See Diagram 13). The sense of justice is the lowest in educational institutions. Then it is followed by the public sector and finally the private sector. We can assume that one of the reasons for this kind of mood in the education system is the existence of improper evaluation criteria.

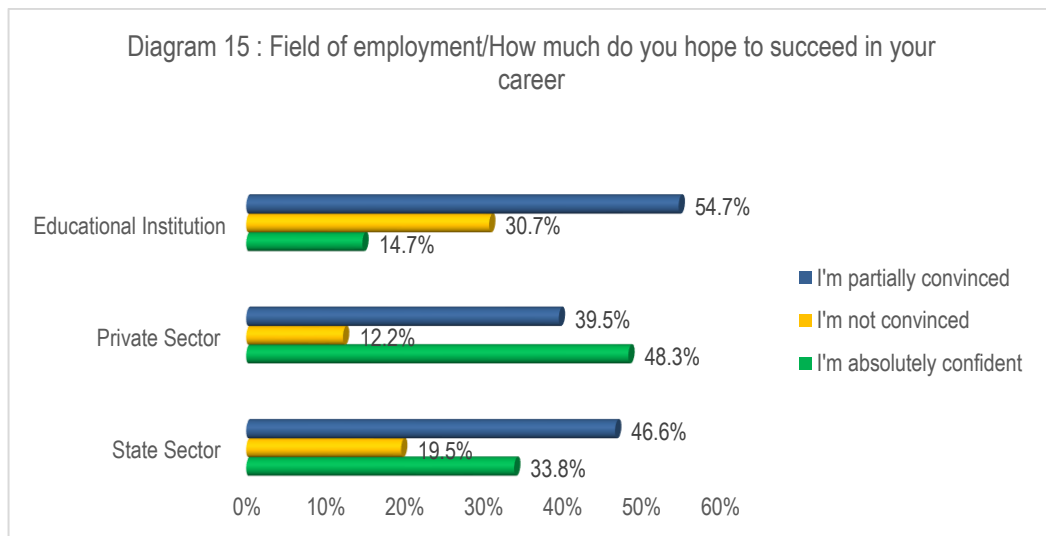
In the process of selecting personnel it is important to use the following principle: active participation of organization members in forming criteria for staff selection. That is why students' opinions, such as the main resource of the university, cannot be ignored. From the basic principle of staff selection, it is important to have complexity, which implies comprehensive examination and assessment of the personality of the candidate during the selection of personnel. In our reality it is important not to violate a principle such as refraining from taking a new worker if the organization has internal resources and there is no need to fill it out from outside! We will be able to avoid conflicts in such a way (Paresashvili, Nino, 2018).



The respondents' responses about which person promotes the staff also determine the attitude towards career management. As it turned out 36% of the respondents in the education system did not answer the question while 18.8% in the public sector and 20.2% in the private sector avoided responding to this question. 13.3% from the employed people in the educational space indicate the necessity of external links for career advancement and approximately the same indicator 14.3% report this in the public sector while the private sector is much more independent in a decision making process. In the promotion process, the role of the direct supervisor is the least indicated in educational institutions and this indicator is 26.7%. (See Diagram 14) The data indicates to an unhealthy process. The most informed person about a colleague's activities and opportunities in the education system should be exactly a personal supervisor. Unnecessary interventions in the education field harm the image of the organization and complicate the attitudes between employees, which often lead to conflict situations.

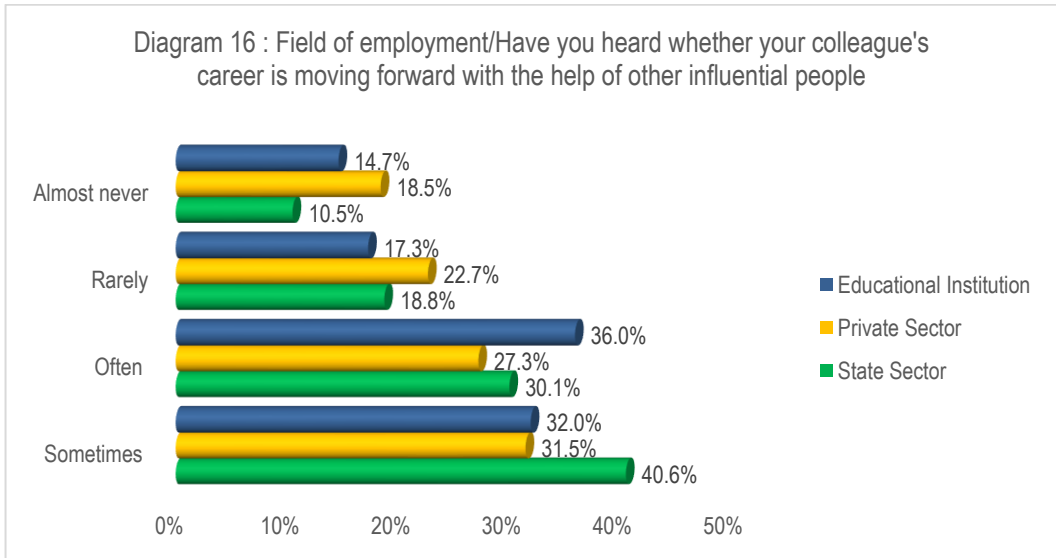


The chances of success by means of career growth are the least indicated by the respondents employed in the field of education. 54.7% of the interviewed respondents are partially convinced that they will succeed, 30.7% are not sure about this and only 14.7% believe that they will succeed. There is not such a feeling of hopelessness in any field. 46.6% of the respondents employed in the state sector are partially convinced in their success, 19.5% are not sure about this, and only 33.8% are sure that they will succeed by means of their career growth. In the private sector the same figures are as follows: 39.5%, 12.2% and 48.3% (see Diagram15).

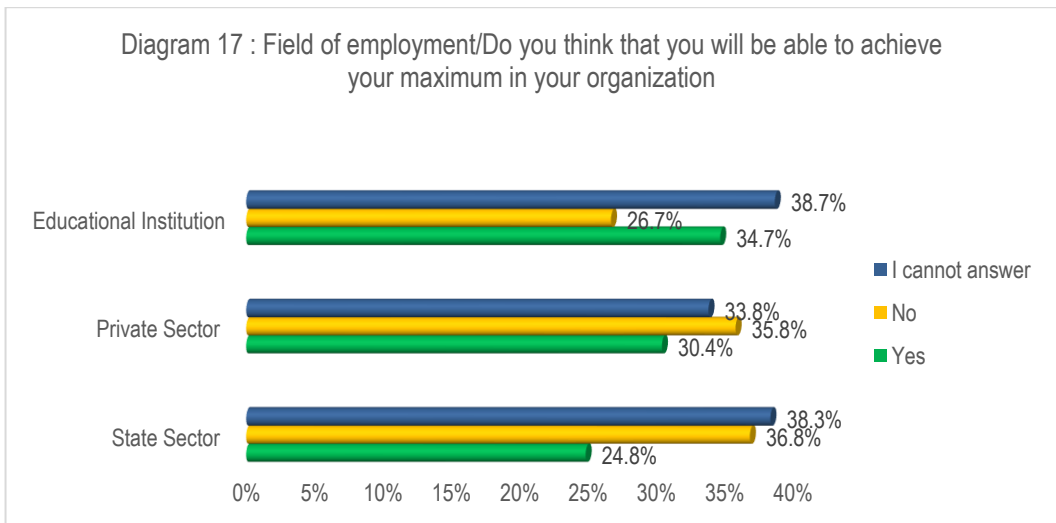


14% from the interviewed respondents in the learning institutions indicate that they have never heard about the intervention of an influential person in promoting their colleague and 36% indicate that they have "often" heard about such facts. As for the private sector, 18.5% of the interviewed respondents have never heard and 27.3% have often heard about this. In case of the public sector, the data is as follows: 10.5% and 30.1%. (See Diagram 16)

Unfortunately, the highest indicator is in educational institutions. We may assume that the respondents employed in the field of education have the closest connection with each other and have more information about each other's capabilities. Workers in learning institutions are familiar with their colleagues' scientific works, have information on various specific activities and colleagues easily evaluate each other's capabilities, thus making unfair decisions raises doubts. This is also affected by the high rate of the established, widespread nepotism in the country.



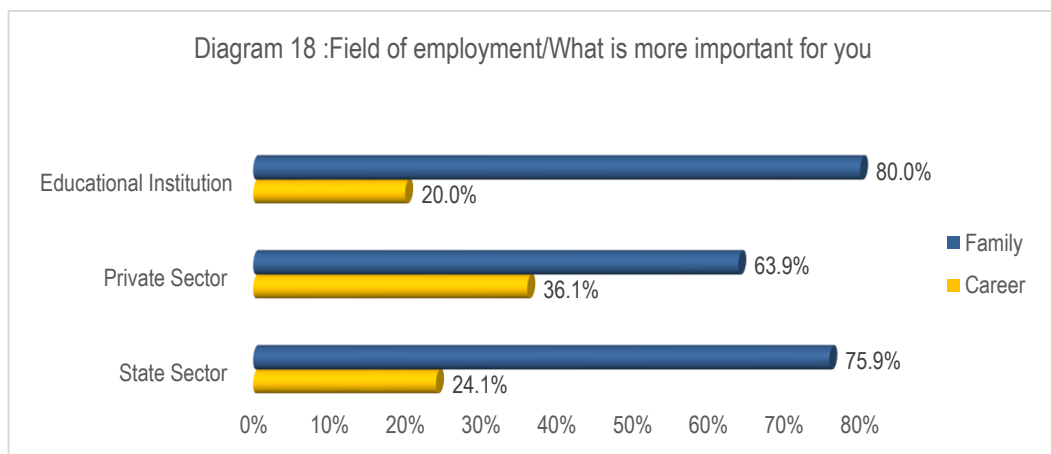
34.7% of the respondents working in educational institutions think that they will reach the maximum of their opportunities in the organization. 38.7% find it difficult to answer this question, which can also be considered as a negative signal and 26.7% think that in the organization they will not be able to realize their capabilities and achieve a maximum of their capacities. In total, 65.4% are desperate and do not see the chance to succeed in the future.(SeeDiagram17)



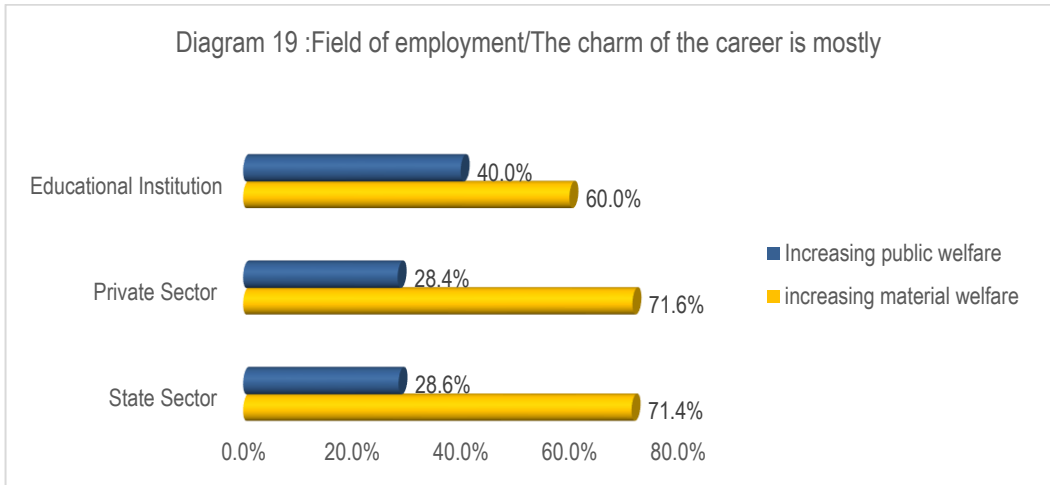
We have interesting information on how the respondents employed in different sectors make a choice between a family and a career. It turned out that 80% of the surveyed respondents in the learning institution prefer the family and only 20% prefer their career. Because of the influence of Georgian traditions, the field of

education has always been associated with the place of women's employment. A woman's main duty in the family - to bring up her children was close to the education field. This attitude is still maintained nowadays. Thus, educational institutions are the choice of respondents. Thus, the respondents' choice in learning institutions is understandable.

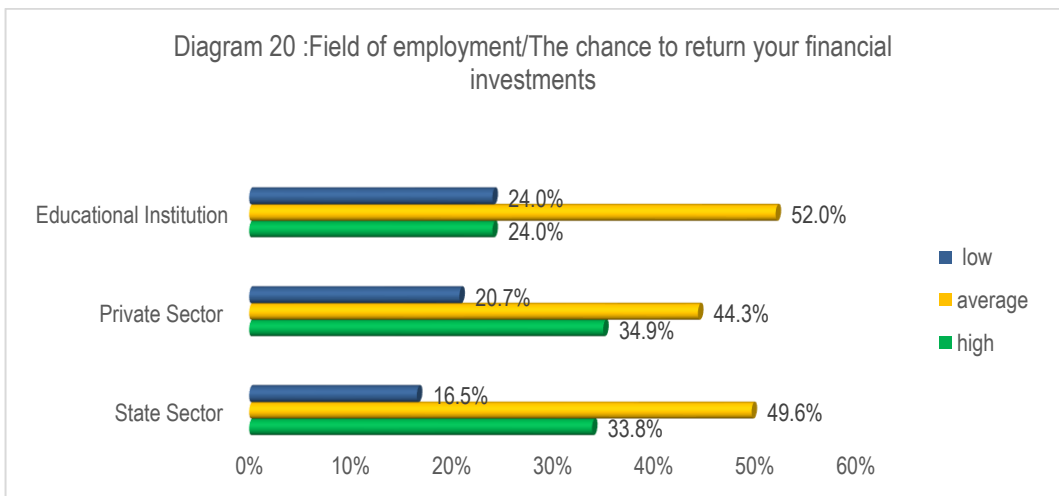
In case of the respondents employed in the public sector the data is slightly changed and 75.9% prefer the family and 24.1% prefer the career. As for the private sector, the highest indicator of the respondents - 36.1% prefers the career. (see Diagram 18) Such an approach is clear, as the employees in the private sector perceive the organization and activities they create as "the children and family" - they create, increase and care for its maintenance. While their work is not or less perceived as the family for the employees in the public sector and in their case the career advancement is satisfaction of their ambition or in many cases increasing recognition.



The survey has found that almost the same number of the interviewed respondents in the public and private sector think that the charm of the career is their material well-being and this number is 71.4% in the state sector and 71.6% in the private sector. As for the employees in the education field and our respondents, 60% of them believe that the career charm is increasing the family well-being and only 40% think about the growth of public welfare. In fact, these figures themselves are not bad because 30-40% of the employees who think in accordance with country interests should have a positive impact on the general situation in the organization as well as in the country. But about how honest the answers are we can judge on the basis of country's development and public attitudes depending on whether or not the democratic values are quickly established around us and ugly cultural values-destroyed. Here, naturally, I mean nepotism. (see Diagram 19)

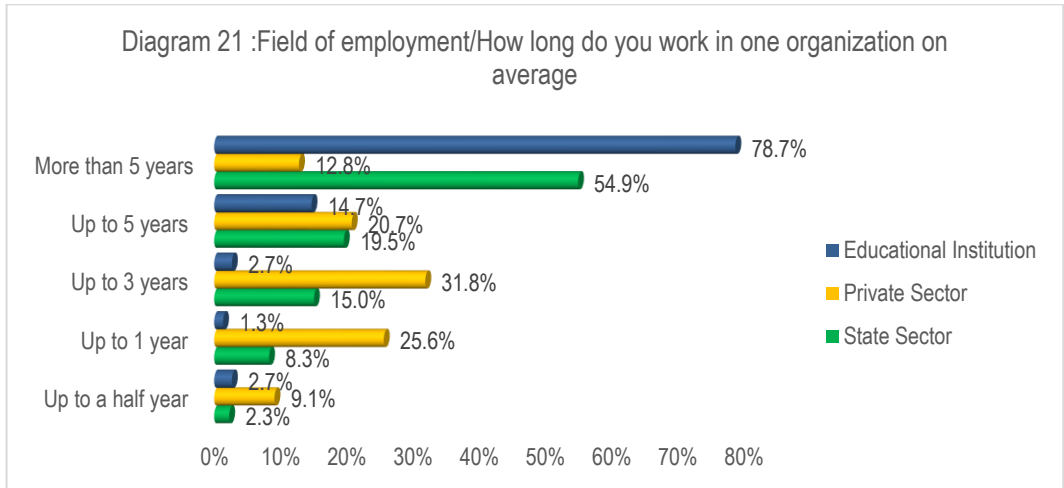


In the process of self-development people need to return investments made in education. Unfortunately, the survey has confirmed that only 24% of the respondents employed in the education system have high expectations to return these funds, 52% of the respondents have average expectations and 24% have low expectations. In case of the respondents interviewed in the state sector, data is improved and 33.8% of the respondents indicate high expectations, 49.6% have average and 16.5% have low expectations. While the respondents' data in the private sector is even better and is as follows: 34.9%, 44.3% and 20.7% (see Diagram 20). As we can see the respondents' expectations in the education system is the most negative, that is why this field is less attractive.



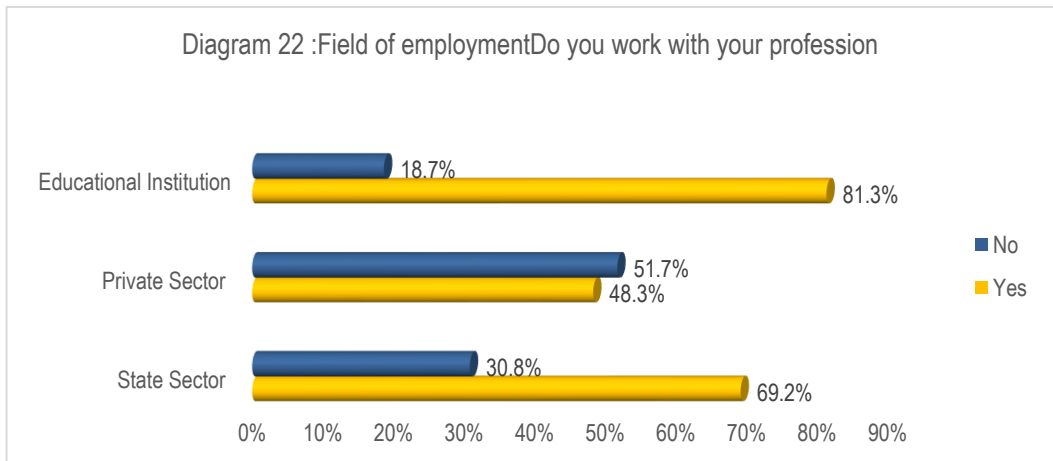
The highest percentage of work experience from one-to-two years has been observed by the private sector employees and this indicator is 66.5%, in the state sector the same indicator is 25.6% and in educational institutions - 6.7% and 78.7% of the

respondents in the learning institutions have more than five years of work experience in one organization, 12.8% in the private sector and 54.9% in the state sector. (See Diagram 21). According to the data, the respondents are still most firmly in educational institutions.

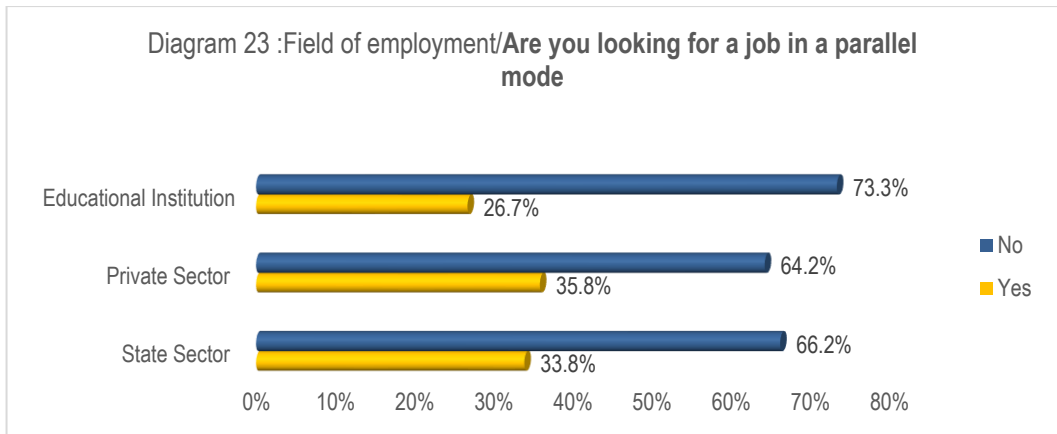


Employment by profession allows employees to use their capabilities fully if he/she has a profession chosen according to his/her own inclinations. The study has shown that 81.3% of the respondents in educational institutions work by their professions and 18.7% do not. In case of the respondents in the private sector 48.3% work by their professions and 51.7% - in the state sector (see Diagram 22)

Working by the profession indicates that the respondents correctly developed individual careers. The education field is distinguished by the most positive indicators in this case. However, in the education field 18.7% of the respondents who do not have a relevant profession for this field is high.



It is noteworthy that in any field the respondents are not satisfied with the existing situation and are looking for work. The highest number 73.3% was observed in educational institutions, 64.2% are dissatisfied with the occupied position in the private sector and are looking for work and 66.2% - in the public sector. (See Diagram 23) The picture is rather noteworthy. In all three sectors the signs of dissatisfaction emerged that can have many reasons.



Formulating hypotheses and testing the reliability of the model according to the employment field using the complicated statistical procedures.

Hypothesis HP1: Employment Field Q1 affects Q4 work experience

We used Pearson’s Correlation Analysis to determine the strength of the connection between the variables of this hypothesis. We got the correlation coefficient 0,111. By means of the correlation, it was determined that between these variables there is a weak positive attitude. (See Table 1)

Table 1: Correlation		Q1 Field of employment	Q4 Work experience
Q1 Field of employment	Pearson Correlation	1	.111**
	Sig. (2-tailed)		.008
	N	560	560
Q4 Work experience	Pearson Correlation	.111**	1
	Sig. (2-tailed)	.008	
	N	560	560

** . Correlation is significant at the 0.01 level (2-tailed).

We established a statistically important link on 0.01 level by the Chi-squared test, between Q1 employment field and Q4 work experience. (See Table 2)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	183.765 ^a	18	.000
Likelihood Ratio	168.598	18	.000
Linear-by-Linear Association	6.933	1	.008
N of Valid Cases	560		

Consequently, the hypothesis HP : the employment field Q1 affects Q4 work experience, has been confirmed.

Hypothesis HP2: The employment field Q1 affects Q20 By whom the career of the respondents is advanced.

We used Pearson’s Correlation Analysis to determine the strength of the connection between the variables of this hypothesis. We got the correlation coefficient 0,083. By means of the correlation, it was determined that between these variables there is a weak positive attitude on 0.05 level. (See Table 3)

		Field of employment	Q20 The career growth in the organization is being implemented
Q1 Field of employment	Pearson Correlation	1	.083*
	Sig. (2-tailed)		.048
	N	560	560
Q20 The career growth in the organization is being implemented	Pearson Correlation	.083*	1
	Sig. (2-tailed)	.048	
	N	560	560

*. Correlation is significant at the 0.05 level (2-tailed).

By the Chi-squared test statistically we established a statistical link on 0.05 level between the employment field Q1 and Q20 by whom the career of the respondents is advanced. (See Table 4)

Chi-Square Tests

Table 4: Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.417 ^a	6	.000
Likelihood Ratio	24.200	6	.000
Linear-by-Linear Association	3.895	1	.048
N of Valid Cases	560		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.29.

Consequently, the hypothesis HP2: the employment field Q1 affects Q20 by whom the career of the respondents is advanced, has been confirmed.

Hypothesis HP3: The employment field Q1 affects Q23 Have you ever heard about an interference of an influential person into your colleague’s career advancement.

To test the hypothesis we used the Chi-squared test. As a result, the statistical connection between variables has not been determined because the indicator is over 0,05. (See Table 5)

Table 5: Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.278 ^a	6	.159
Likelihood Ratio	9.434	6	.151
Linear-by-Linear Association	2.324	1	.127
N of Valid Cases	560		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.05.

Consequently, Hypothesis HP3: The employment field Q1 affects Q23 Have you ever heard about an interference of an influential person into your colleague’s career advancement, has not been confirmed.

Conclusions and recommendations:

In the educational institutions the following career growth peculiarities have been identified: here the share of choosing people by means of a job competition is high, job and career expectations are low which reduced the attraction to the given field. The promotion of colleagues is not always objective, professional qualification raising as a rule is not accompanied by the job and career advancement and respectively, the pay rise, which reduces the interest in upgrading professional qualification.

Based on the analysis of the conducted research, the relevant bodies and the management of the learning institution should take effective measures to solve the problems.

It is interesting to study the criteria of staff assessment in the leading educational institutions in the European countries and to implement them. Without modern approaches the educational establishment will become even less attractive, the frequent trials indicate to a serious problem that should become the object of the main research.

It is interesting to conduct a joint research with our colleagues and share ideas.

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