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D.Zh. Belkhozhayeva¹, A.M. Vartanyan²

¹ *Innovative Eurasian University, Kazakhstan*

² *Yanka Kupala Grodno State University, Republic of Belarus*

REMUNERATION OF TEACHERS OF HIGHER EDUCATION: COMPARATIVE ANALYSIS

Abstract

The relevance of the research topic and the identification of an unsolved problem. Compliance with the above conditions necessitates the development of such a remuneration system so that it is able to form among the teaching staff of universities the level of labor efficiency that is necessary for the implementation of both the goals of the university and the goals of employees. A very extensive experience of stimulating the labor activity of university teachers has been accumulated in foreign countries, therefore, it seems appropriate to study and analyze it in order to be able to extrapolate positive experience in stimulating the labor of some states to others. The article is devoted to a comparative analysis of the systems of remuneration and incentive of the teaching staff of higher educational institutions of Kazakhstan, Belarus and foreign countries. In particular, the foreign experience of paying and stimulating the work of university teachers from countries such as Germany, Great Britain, USA, Canada and Japan is considered.

Keywords: labor, labor remuneration, salary, teaching staff, higher educational institutions.

Д.Ж. Белхожаева¹, А.М. Вартамян²

¹ *Инновациялық еуразия университеті*

² *Янка Купала атындағы Гродно Мемлекеттік университеті*

ЖОҒАРЫ МЕКТЕП ОҚЫТУШЫЛАРЫНЫҢ ЕҢБЕГІНЕ АҚЫ ТӨЛЕУ: САЛЫСТЫРМАЛЫ ТАЛДАУ

Аңдатпа

Зерттеу тақырыбының өзектілігі және шешілмеген мәселені бөліп көрсету мақсатында, жоғарыда аталған шарттардың сақталуы жоғары оқу орындарының профессорлық-оқытушылық құрамында жоғары оқу орнының мақсаттарын да, қызметкерлердің мақсаттарын да іске асыру үшін қажетті еңбек тиімділігінің деңгейін қалыптастыра алатындай еңбекақы төлеу жүйесін әзірлеу қажеттілігін негіздейді. Шет елдерде жоғары оқу

орындары оқытушыларының еңбек белсенділігін ынталандырудың өте кең тәжірибесі жинақталған, сондықтан кейбір мемлекеттердің еңбегін ынталандыру мәселелерінде оң тәжірибені экстраполяциялау мүмкіндігі мақсатында оны зерттеу мен талдау орынды болып көрінеді. Мақала Қазақстан, Беларусь және шет елдердің жоғары оқу орындарының профессор-оқытушылар құрамының еңбекке ақы төлеу және еңбекті ынталандыру жүйелерін салыстырмалы талдауға арналған. Атап айтқанда, Германия, Ұлыбритания, АҚШ, Канада және Жапония сияқты елдердің ЖОО оқытушыларының еңбегіне ақы төлеу мен ынталандырудың шетелдік тәжірибесі қарастырылды.

Түйін сөздер: еңбек, еңбекке ақы төлеу, жалақы, профессор-оқытушылар құрамы, жоғары оқу орындары.

Белхожаева Д.Ж.¹, Вартанян А.М.²

¹ *Инновационный Евразийский университет*

² *Гродненский государственный университет имени Янки Купалы*

ОПЛАТА ТРУДА ПРЕПОДАВАТЕЛЕЙ ВЫСШЕЙ ШКОЛЫ: СРАВНИТЕЛЬНЫЙ АНАЛИЗ

Аннотация

Актуальность темы исследования и выделение нерешенной проблемы. Соблюдение вышеуказанных условий обуславливает необходимость разработки такой системы оплаты труда, чтобы она была способна формировать у профессорско-преподавательского состава вузов тот уровень эффективности труда, который необходим для реализации как целей вуза, так и целей работников. В зарубежных странах накоплен весьма обширный опыт стимулирования трудовой активности преподавателей вузов, поэтому представляются целесообразными его исследование и анализ в целях возможности экстраполяции положительного опыта в вопросах стимулирования труда одних государств на другие. Статья посвящена сравнительному анализу систем оплаты и стимулирования труда профессорско-преподавательского состава высших учебных заведений Казахстана, Беларуси и зарубежных стран. В частности, рассмотрен зарубежный опыт оплаты и стимулирования труда преподавателей вузов таких стран, как Германия, Великобритания, США, Канада и Япония.

Ключевые слова: труд, оплата труда, заработная плата, профессорско-преподавательский состав, высшие учебные заведения.

Introduction. Nowadays, the main source of income of workers, including those in higher education, is wages, that is the share of employees expressed in monetary equivalent in the part of national income directed to personal consumption and distribution by quantity and quality of labor spent by a particular employee in social production [1, p. 60].

Labor remuneration, being the key objective of labor activity, has a stimulating effect on employees in accordance with a number of conditions [2, p. 21-23]: the presence of a direct correlation between the labor activity of employees and remuneration; specificity, transparency and openness of labor remuneration principles; stability and adequacy of criteria for assessing the labor activity of employees; contractual principle of labor remuneration. Decent remuneration stimulates university teaching staff to strive for continuous improvement of personal qualification and professional skills and participation in educational, scientific, organizational and educational work of the university.

The purpose of this article is to analyze the experience of the organization of payment and incentives for the teaching staff of higher educational institutions in foreign countries.

Discussion. The teaching staff of universities is a key element of higher education, because the quality of training of specialists and the effectiveness of economic activity of the country in the future as a whole depend on the qualifications of teachers, their professional competence, working and living conditions, human and moral qualities, general culture. It can be said that the work of a higher school teacher is a work of high complexity, as it includes not only teaching activity, but also research, organizational and educational. Having such diverse components, the work of the teaching staff of higher education institutions, logically, should be paid accordingly.

In a large number of Western countries, the profession of a university teacher is prestigious and, if not the most profitable, then financially quite stable.

In Kazakhstan, one of the most pressing socio-economic problems today is the crisis of social and labor relations, which is manifested in the low level of evaluation of highly qualified intellectual labor and the transformation of the financial result of labor (wages) into a means of survival. This crisis is observed in many sectors of the economy, but most acutely in higher education.

The development of an effective system of labor remuneration is a rather difficult task, and its solution in higher education is associated with a number of peculiarities [3, p. 19-20]:

1) The labor intensity of the education sector. Due to the specificity of the education sector there is a predominance of living labor costs, therefore, the share of labor costs and social services of employees in its cost is high.

2) The complexity of labor rationing due to the complexity of reflecting its structural elements and its practical underestimation. Intellectual labor is much less amenable to rationing and regulation in itself, besides, one cannot ignore the fact that the duration of teaching labor goes far beyond the average working day.

3) The multifunctional nature of pedagogical labor, which manifests itself in the complexity of measuring quantitative and qualitative indicators of teachers' labor due to the large number of goals of the educational process of equal importance.

4) The individuality and collectivity of teaching labor. The system of remuneration of labor incentives should take into account both the results of a particular teacher and the whole team to achieve the goals of higher education institution.

5) The creative nature of teaching labor, which requires additional efforts and resources from teachers.

6) The necessity of continual improvement of professional and qualification level. It is the qualification category, determined by education, experience and acquired titles, that largely determines the size of a teacher's salary.

The amount of labor remuneration of higher education employees is influenced by numerous factors, which are divided into two groups: external and internal factors of labor remuneration [4, p. 298]. External factors of labor remuneration include: state regulation of labor; labor legislation of a given country; minimum wage; tax system of labor remuneration regulation in the country. Internal factors include the following: education of the employee, the presence of a title, degree; work experience; financial situation of the educational institution.

In recent years, the issue of the level of wages of higher education employees has been in the center of attention not only in Kazakhstan, Belarus, but also in a number of foreign countries. Currently, the level of salaries of teaching staff in Kazakhstan is incomparably lower than in most foreign countries.

Higher education institutions of foreign countries have quite a lot of experience in using various systems of incentives and remuneration of teaching staff. Let us analyze the systems of remuneration of university teachers in such countries as Germany, the USA, Japan, Great Britain and Canada.

Remuneration in the sphere of higher education in Great Britain is characterized by several features. Financing of higher education institutions and colleges is made separately from financing

of primary and secondary education and without involvement of local governments. The Higher Education Funding Council is the body that distributes central government funding to universities. However, the council does not determine the number of staff in universities and does not directly fund staff pay. These decisions are made by universities and colleges themselves.

Pay issues in higher education are resolved through negotiations. The Joint Negotiating Committee for Higher Education Employees, which includes the Association of University and College Employers, the Association of University Teachers (trade unions), the Scottish Institute of Education, and the National Association of Further and Higher Education Teachers, has the authority to conduct these negotiations. Salaries, as well as the criteria of remuneration and incentives in British universities largely depend on the research activity of teaching staff, which is monitored on a regular basis [5, p. 412].

Universities try to motivate their employees to research activities by creating a modern and comfortable research environment. According to Times Higher Education, the average annual salary of a lecturer in the UK is £79,000. Senior academic staff earn an average annual salary of £83,000. The average salary for a professor is £91,891 and associate professors typically earn £64,356. This is a typical annual salary with housing, transportation, and other amenities. Faculty salaries can vary widely depending on factors such as experience, skill level, gender or region [6].

Salaries at the US universities are governed by the respective regulations of higher education institutions, which are essentially advisory in nature. The conclusion of an academic contract with a teacher, as well as the establishment of the appropriate level of salary are purely individual in nature. The current situation in the labor market at the time of negotiations is also taken into account [7, p. 98].

In the USA all teachers of higher education institutions are divided into 4 categories: instructor; senior lecturer; adjunct professor; professor. The activity of higher education teachers in the USA has three directions [8, p. 118]: 1) teaching (there is a normative load for each teacher according to the number of subjects taught per semester or academic year); 2) research work with mandatory publication of its results, presentations, etc.; 3) organizational and administrative work (work in various committees, supervision, etc.).

The system of calculating teachers' salaries in the United States is quite complex and depends on many factors. Thus, in addition to academic degrees and work experience, the salary is influenced by such factors as the type and form of ownership of the university or college (teachers of private educational institutions can receive tens of thousands of dollars more per year than their colleagues from public educational institutions) and the state. A distinctive feature of the American system of labor remuneration is the dependence of a teacher's salary on the disciplines taught. Thus, the highest salaries are paid to teachers of legal, technical, medical, physical, economic, mathematical and IT disciplines. Teachers of natural sciences, psychology, agriculture, architecture, geography and pedagogical disciplines are somewhat lower paid. The lowest remuneration is paid for teaching philological, linguistic, humanitarian disciplines, as well as disciplines related to culture, art, service and tourism. In addition, consultations and lectures in other universities are paid, and many universities provide their teachers with a wide social package (pension contributions, various types of insurance, benefits, etc.) and additional paid vacations of up to one year for writing a thesis or a book. In addition to salaries, the budget of an educational organization includes funds for business trips and participation of each teacher in at least two conferences [8, p. 118].

The American Association of University Professors tracks academic pay in the country. According to their 2016-2017 study, the typical full professor's full-time income is \$102,402. Assistant professors earn an average of \$69,206 and associate professors earn an average of \$79,654 [6].

Statistics Canada reports that for the 2020-2021 academic year, the average salary for full-time academic professors in Canada (for all ranks) was \$135,451. The highest salaries in 2017-2018

were for professors (average of \$160,183), followed by associate professors (\$125,358) and assistant professors (\$103,023) [6].

In Western European countries, faculty members are assigned the status of civil servants, thus the level of teachers' salaries is regulated at the state level. Since universities in France are public, the staff of these educational institutions are civil servants and the state itself establishes the amount of remuneration for them. There are pay scales depending on grade and seniority. However, depending on the grade and level of academician, the remuneration of a full-time assistant / associate professor (maître de conférence) can vary from 25,225 to 53,828 euros per year. In addition, depending on grade and seniority, full-time professors (professeur des universités) can expect to earn between €36,560 and €73,343 per year. [6].

As for the system of remuneration of university teachers in Germany, it should be noted that the entire teaching staff is divided into 3 categories (W1, W2, W3), each of which has a fixed monthly salary without seniority bonuses. Teachers' salaries consist of two parts - mandatory (salary) and additional or incentive payments. The receipt of these additional payments, their amount and frequency depend directly on the efficiency of a particular teacher's work and his/her contribution to the development of the educational institution. The possibility of receiving such payments on a regular basis has a rather strong stimulating effect, as they are taken into account in the calculation of pension payments and, accordingly, significantly affect its size.

There are three types of additional (incentive) allowances [9, p. 75-76]:

1) For administrative work. Such additional payments are assigned to deans of faculties, deputy deans, directors of university laboratories, centers, etc.

2) For loyalty and dedication to their educational institution. Such additional payments can be assigned, for example, if a teacher, having received a favorable job offer from outside, refuses it and reports it to the management of his/her institution. Loyalty payments are usually given to the most prominent teachers and academics who often receive invitations to work from various organizations, including those outside Germany, but do not accept them. A loyalty allowance may also be given to a higher-ranking faculty member as compensation if he or she is officially employed in a lower position (e.g., if the required rate is not available).

3) For special achievements. Such allowances are usually of a short-term or one-time nature. Reasons for additional payments for special achievements may be scientific discoveries and achievements, fulfillment of a public or private order, publication of a textbook, successful scientific leadership, etc.

However, it should be noted that the additional payments, while not mandatory, are mainly of an incentive nature and are made only to W2 and W3 faculty members. In Germany, members of the teaching staff are also civil servants, hence the amount of remuneration is set by the state. German academics are considered civil servants and therefore their remuneration is set by state law. Junior academics (Junior Professors) earn between €4,713 and €5,301 per month. Full professors (Professur) earn from 5343 to 7578 euros per month, and associate professors (dozent) earn from 5365 to 6676 euros [6].

In the Netherlands, the collective labor agreement of Dutch universities (CAONU) contains a uniform wage scale for academic salaries. The biggest influence on remuneration is seniority. Naturally, salary increases as experience increases, and gender does affect compensation. Male faculty members earn an average of 4% more than female faculty members. According to the Collective Labor Agreement of Dutch universities, junior lecturers (universitair hoofddocent) are paid between 4800 and 9400 Euros per month, while professors (Hoogleraar) are paid between 5400 and 9400 Euros per month [6].

In Denmark, salaries are set by contractual agreement between academic unions and the government. An academic's remuneration is calculated based on a combination of length of service (years since receiving a doctoral degree) and position. The average monthly salary for an associate professor is DKK 38,344. Professors earn an average of DKK 58,236 per month compared to DKK

44,4204 for associate professors. In addition, taxes in Denmark range from 40 to 50 percent, depending on income.

Swiss professors are the highest paid in Europe. An assistant professor at a university such as Universite de Lausanne or ETH Zurich earns between 126,000 and 159,000 Swiss francs per year, while a full professor earns between 150,000 and 172,000 Swiss francs [6].

In Finland, faculty income is set by the collective labor agreement. The employee's salary level itself is determined by two criteria: job responsibilities and individual performance. A professor earns between 5170 and 9326 euros per month, while assistant professors/ associate professors earn between 3709 and 6051 euros [6].

Before analyzing the system of remuneration and incentives in higher education institutions of Japan, it is advisable to consider some features of the remuneration system, characteristic of this country as a whole and related to its culture and traditions [10]: 1) Dependence of the amount of wages on the length of service - almost everywhere the amount of wages automatically increases with each year of labor experience. The decision to increase the size of wages for each specific employee is made either by the management of the organization or by a special motivational service, if any. 2) Dependence of wages on age - the younger the employee is, the lower the amount of his/her wages. As an employee grows older, gets married, has children, his/her expenses increase, and accordingly, his/her salary increases. 3) Dependence of the amount of wages on the performance of both a particular employee and the organization as a whole. 4) The system of lifetime employment of workers, especially in large enterprises and public institutions.

As for the system of remuneration and incentives in higher education institutions of Japan, which have the status of national institutions, it is distinguished by the following features [11]: the amount of basic monthly and annual salaries is regulated by the tariff scale, according to which there are 14 levels of salaries; a wide system of incentive bonuses for different categories of teachers: bonuses for different performance results, bonus for position, bonus for overtime work, bonus for overtime work on vacation, bonus for night work, bonus for participation in the

The top 10 countries with the highest faculty salaries are compiled based on faculty experience and level of education. Academic salaries can vary greatly depending on rank, country, and institution. Professors at universities often fall into one of three categories: assistant professor, associate professor, or professor. Ultimately, most universities follow the order of academic ranks: lecturer, senior lecturer, reader, and professor. Salaries and salary ranges vary widely from country to country.

Thus, teachers of higher education institutions in developed foreign countries generally have a sufficiently high level of remuneration, which stimulates them not only to fulfill their direct labor duties in good faith, but also to devote time to improving and developing their professional and creative potential.

In Kazakhstan and Belarus, the problem of teachers' remuneration has been quite acute for many years. Researchers note that Kazakhstan and that Belarus turned out to be a country where faculty members receive less than the average GDP per capita - only 60%, while in the USA, Australia or Germany higher education teachers receive twice as much GDP per capita. However, until today there have been no cardinal changes in the amount of remuneration of university teaching staff. On average, a full-time lecturer receives \$3,500 per year, a senior lecturer receives slightly more - \$4,500, an associate professor - \$7,500, and a professor - \$9,000. To this amount may be added from time-to-time bonuses for one-time assignments, research grants. Another way to increase the size of your income is to take an additional position, which entails an increase in working hours.

In Kazakhstan and Belarus, teachers are mostly forced to work extra hours, which distracts them from scientific and research work. This circumstance negatively affects not only the standard of living and psycho-emotional state of the teaching staff, because in such conditions employees have to look for ways to increase their income often at the expense of their health, which negatively

affects the work of higher education institutions and the labor market in higher education in general. The activity of higher school teachers in Kazakhstan and Belarus in modern conditions is characterized by the following negative features: the departure of the most qualified teachers from education to other sectors of the economy due to insufficient social and financial assessment of their work, worsening living conditions; reluctance of young specialists to receive postgraduate education and to start their professional activity as higher school teachers, which leads to the "aging" of the cadre of teaching staff of higher education institutions, and to the "ageing" of the teaching staff of higher education institutions.

The problem of low incomes of the teaching staff of higher education institutions in our country is one of the main problems in the sphere of socio-economic relations. The solution of this issue is strategically important, as it is within the framework of higher education that the human resource potential of the whole country is formed, and it is in our interests to provide necessary and adequate financial support to higher education teachers so that they could fully focus on the main tasks of their activity-teaching and research.

Conclusion. Thus, we can conclude that the world experience of applying various systems of remuneration and incentives of labor causes the interest and desire of higher education teachers to improve their professional and qualification level, which can have a positive impact on the results of the university in particular and the system of higher education as a whole.

An effective system of remuneration and incentives for university teachers, despite the large number of means, forms and methods of implementation, should meet the following conditions: flexibility, that is, providing university management with the possibility of financial incentives for teachers by redistributing funds, as well as the ability to respond timely and adequately to changes in the labor market; openness and transparency, that is, demonstrating to employees the relationship between remuneration and the results of their work; social orientation, which means that the system should provide for a system of social guarantees to protect the interests of workers.

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