

# **SOME ASPECTS OF THE MOTIVATION OF TEACHERS IN THE UNIVERSITY (BASED ON MATERIALS FROM RUSSIA AND THE CZECH REPUBLIC)**

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## Abstract:

In the context of growing competition among universities in the struggle for entrants, as well as the increasing importance of international educational ratings, higher education institutions face the challenge of improving the qualifications of the faculty and, consequently, the need to introduce modern motivation systems that enhance the quality of education provided by the staff of training Institutions. The effectiveness of teachers often becomes one of the key criteria for assessing the quality of education in an institution, so effective motivation programs become key to a modern higher education institution. Taking into account the fact that the motivation of teachers is based on non-material incentives, the article concretizes them, reveals the most significant ones that would be more in line with the priorities of higher education and the goals of universities.

## **Introduction**

Purpose of work is a generalization of the theoretical foundations and practices of motivating teachers in universities in models of implementing HR strategies. It is proposed to build a technology for building labor relations between university staff and its management based on an intangible motivation system that takes into account the motives for choosing a profession as a place of work, the motives for choosing a particular institution and the motives for the professional activity of the teacher.

The cardinal changes that have occurred in recent decades in a number of countries, the global trends associated with globalization and the rapid spread of information and communication technologies, the formation of a "digital economy" - all these processes inevitably affect the vocational education system and determine the prospects for reforming the higher school. Teachers as a central part of the educational process affect these changes. The effectiveness and effectiveness of their work depends on the development of universities, their competitive advantages. Therefore, organizations should improve the system of personnel management and employee motivation.

The purpose of the publication is based on an analysis of the available scientific literature and the results of the practice of personnel management in universities. The methodological basis of

the study is the systemic and dialectical approaches, general scientific and special methods. The theoretical significance of this work is due to the lack of comparative analogies and statistics of the Czech Republic and Russia. The empirical base used in this scientific work can be used as a material for further in-depth development of the problematic issues and the concretization of the motivational factors of the teachers, the development of a development program for the personnel management system of universities. The statistical data of the Russian Statistical Agency and Czech statistics were used in the work. As an empirical base of the research, unstructured interviews of teachers who works in Institution State Educational Institution of Higher Education Moscow Region „University of technology” (Russia) and Institute of Regional Development and Banking Institute – AMBIS (Czech Republic). The authors of this article also analysed a large amount of information about the management of personnel in various. General approaches to the personnel management were reflected in the book "Personalistika pro manažery a personalisty" (Šikýř, 2012), and also in the collective monograph "Features of human capital management in the interests of innovative development of the region" (Averkin et al, 2014) in which M. Abrashkin took part. Information on their activities and work with personnel was taken from open sources of information and based on the results of studies of graduates of bachelors and specialists who prepared the final papers under the guidance of the author of the article.

### **1. The role of university teachers' motivation in the overall concept of personnel management**

In the context of global competition, the international competitiveness of each country is increasingly less dependent on mineral resources, the level of spending on wages and on other production factors. The fundamental basis of the long-term unique advantages in the competitive struggle that a country can achieve or increase are its human resources, i.e. people, their desire to achieve their goals, their knowledge and value system, their creative and innovative abilities. These factors make it possible to ensure economic growth and welfare of the country. Of particular relevance is the management of personnel in universities, as the economies of many states is now based on "knowledge".

Decisions in the field of personnel management in higher education institutions are influenced by a number of factors, many of which neither the managers of personnel departments nor other employees of firms can exert significant influence. These factors can be due to both intra-organizational processes and the external environment. For example, these are the issues of filling the deficit of teachers (Kyriacou & Kunc, 2007) or limited career opportunities (OECD, 2005). Many of them, influencing the university and methods of personnel management, have a rather clearly expressed intercountry character, that is, it reflects the established traditions of a particular society. For example, poor knowledge of English by teachers in Russia is the norm, while in the Czech Republic this is unacceptable. At the same time, there are a number of factors affecting the management of personnel, which are due not so much to the specifics of a particular country as to the organizational culture.

Differences in approaches to human resource management can also be explained using a model that compares competitive and constructive flexibility. The concept of competitive flexibility is that. That national competitiveness is best achieved by minimizing managerial prerogatives and with a minimum level of legislative regulation and no obstacles to the flexibility of the workforce. Constructive flexibility, by contrast, seeks to ensure flexibility, without causing conflicts between organizational units and society. Here, employees have broad legal rights and protection, and employers' social costs may be higher than in countries that tend to be

competitive. All universities are in need of attracting, motivating, attesting and controlling the teaching staff. However, practice in different countries is different. The main differences in the practice of human resource management in different countries are determined by different cultural, legal and economic factors. Cultural factors include attitudes toward work, ideas about the relationship of an employee with his working group, the notion of fairness and honesty in various labor situations, as well as the role of wages and other types of material compensation as motivation factors. Legal factors include laws and instructions on providing equal employment opportunities, dismissal, health and safety at work, protection of temporary workers and part-time workers, and many other key factors determining labor relations. Economic factors include the level of unemployment, the rate of economic growth or the degree of rigidity of competition in the domestic market. Intensive competition forces the company to apply flexible labor practices and constantly seek new methods of managing human resources that could strengthen the company's competitive position.

The system of relations with employees, including the degree of state participation in resolving labor disputes and conflicts, the level of trade union movement, the existing relationship between trade unions and employers, the role of the state in providing vocational training. If the state pays little attention to training of workers, companies that need skilled labor have to devote more resources to their training and education than companies operating in countries with a developed state system of vocational education.

In Russia, the system of personnel management in the university has not yet fully adapted to a market economy. It inherited a lot of bureaucracy and superfluous functions. For example, the use of "labor books", a lot of socially useful unpaid work by teachers. The situation in the countries of the European Union is different. At present, European countries are increasingly striving to harmonize existing employment practices in all member countries of the European Union, and the notion of joint decision-making has already been established in most countries.

Nevertheless, in spite of the fact that a large number of laws have been adopted that regulate the management of personnel and human resources, including in higher education institutions (for example, the standards of health and safety at work, the provision of equal opportunities in employment for women, as well as the required minimum Guarantees of employment), national labor laws and business practices vary from country to country. The most significant differences are observed in the recruitment and dismissal of staff, conditions of employment, rules for securing temporary work, the possibility of receiving maternity leave, for family reasons, for training, as well as for the acceptance and dismissal of employees. Currently, European countries are continuing to work to bring together the national practice of human resources management in the countries of the European Union.

## **2. Features of the university teachers' work**

Multidimensionality of the teacher's work is determined by high requirements for knowledge of the taught subject; To the formation in the students of professional qualities in the chosen direction of training, their ability to work in modern conditions; To systematic training of the teacher (Rimska, 2006). From the point of view of the scale of the organization of labor (individual, collective, social), a number of characteristics of the labor characteristics of university teachers are revealed. The individual work of the teacher is determined by the curriculum, work programs, the requirement for educational standards, is controlled by the heads of the department, faculty, administration of the university. The forms and methods of labor organization are largely determined by the teacher himself, which is confirmed by numerous

sociological studies conducted in various universities of Russia. All this requires the teacher to thoroughly prepare for general theory and specialized knowledge. He must plan his educational, pedagogical work, conduct educational and methodological development, engage in research work. This implies the need for the teacher to be able to normalize, control and take into account his work.

A feature of the teaching work is also its distribution in time. By the time of implementation, the teacher's work can be divided into two parts: normalized and non-standardized. The ratio between the two components for different teachers will be different. It depends on the ability to organize their work, the desire to participate in public life of the department, faculty or university (Bakuradze, 2005).

The standardized work of the teacher is limited to the time spent in the student and pedagogical team for the purpose of conducting training sessions, participation in the meetings of the department, councils, commissions, that is, limited to the time of performing the basic functions of the teacher. Unlike workers of other fields of activity, teachers do not have clear boundaries between standardized work and free time. Teachers of universities are one of the categories of specialists who have a large and intractable portion of the unregulated time, and working hours are closely related to the off-job.

An important component of teaching work, especially in higher education, is methodical work. Methodological development is necessary in the process of transfer of knowledge, contribute to increasing the level of mastering of the material, since they help to systematize knowledge and facilitate the process of mastering discipline. The scientific activity of the teacher is one of the main elements of the structure of his work, focused on specific results that affect the quality of education

The scientific activity of the university teacher, like his time, is subject to standardization. Planned research works are carried out by teachers in the preparation of training sessions and maintaining the level of professionalism. Planned scientific activity of the teacher is stimulated by payment. Unscheduled developments should be considered separately. A feature of the present time is the almost compulsory availability for the teacher of a scientific degree, if he plans further career or scientific growth.

It should be noted that recently the content of teachers' work has not changed in essence, but there have been changes in the methods of transferring special and scientific knowledge to students, this cannot be ignored in the design of the incentive system for teachers at universities. So, with the emergence of new forms of education (accelerated learning, in-depth study of individual disciplines for participation in competitions for training in universities of foreign countries, distance learning, etc.), the teaching method with the use of information technologies comes to the fore. The knowledge of the teacher of a foreign language and the possibility of teaching it are welcomed by the leadership of higher educational institutions, especially in Russian universities working in the world educational market.

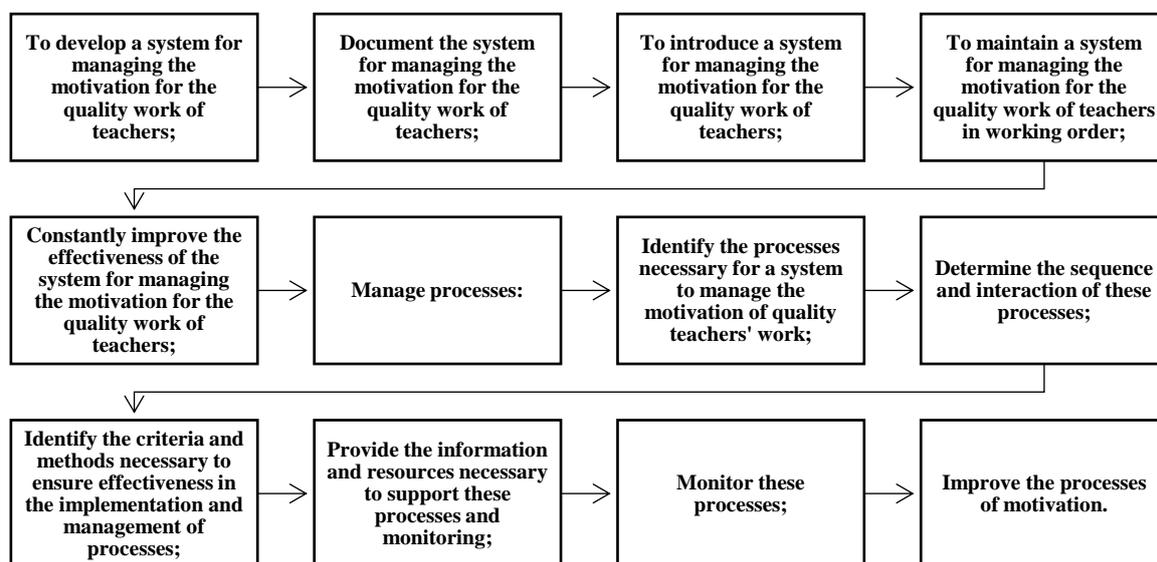
### **3. Management of the university teachers' motivation**

One of the principles for the success of an educational institution in ensuring quality and effectiveness is the continuous involvement of personnel in quality activities. The key function in achieving the necessary quality of training is the motivation of all the staff of the university, and first of all, the leaders and teachers.

In order to develop and implement an effective system of motivation, it is necessary to realize three stages: to diagnose the motivational environment of the university, to develop a system of motivation in which to use the material and moral means of motivation, to regularly monitor and correct the motivation system. Thus, the educational institution must have a program for the development of a motivation system for the work of teachers. To meet the needs of students, their parents, employers, the state and society as a whole, it is necessary to increase the motivation of teachers for quality work within the competence approach. Management of work motivation is a purposeful activity that involves determining the main directions of the motivation system, as well as the means, forms and methods of managing it.

In our opinion, the general requirements for a motivation management system can be presented in the form of figure 1. The organization must first identify motivational factors, then make documents in the university about motivation and in the end determine whether these motivations contribute to the achievement of the organization's main goals.

**Figure 1:** *The process of managing the motivation of university teachers*



*Source: authors*

Policies in the field of managing the motivation of teachers should be based on the basic (system, feedback, normative, variability, innovation, reflexivity) and specific (synergy, contextual specificity) principles. Many teachers receive not large salaries. So, among specialists from other sectors of the economy, they receive the least, often some workers with secondary education receive more salaries. Many teachers also have academic degrees, but they do not go to work in the real sector of the economy: factories, offices, services, etc., although they could receive more money there. This fact indicates that the monetary factors for teachers are less significant than non-monetary ones.

#### **4. Non-material motivation as the main factor in the work of university teachers**

The analysis of wages, as well as analysis of a number of works (Zamfir, 2011; Vasilenko, 2009; Grudzinsky, 2003) proves that the main source of motivation for teachers are not monetary factors. In the authors' opinion they can include:

1. Motives of external self-assertion (self-affirmation through external positive evaluation of others). This is the motive of prestige. In this case, the teacher is engaged in the introduction of innovations for the sake of a positive public response to his work. Creating cognitive activities of students, the level of mastering knowledge is not the main goal of the teacher, but a means of achieving the goal - a positive evaluation of his work. In such cases, there is a tendency to turn the use of new, effective methods into an independent task that is subordinated not to the goals of learning, but to the goals of personal success.

2. Professional motive. He acts as a desire to teach and educate students. For this type of motivation, the direction of the innovator's activity toward students is typical. The teacher wants to innovate in the pedagogical process in order to:

- desire to achieve better mastering by students of knowledge and skills;
- the desire to stimulate students to greater activity;
- desire to reveal the individual characteristics of students;
- the desire to develop the creative abilities of students.

In each lecture, such a teacher seeks opportunities for personalized instruction.

3. Motives of personal self-realization. In the self-realization potentially exists for all people, but not for all manifests itself in professional activity. Teachers who aspire to self-actualization prefer creative kinds of work that open up clear opportunities for self-development. Lectures for such a teacher - this is an occasion to realize yourself as a person and a professional. Each time the choice of the best variant of the method, always realized taking into account the interests of students, is carried out. The activity of this teacher is distinguished by a high level of receptivity to innovations, a constant search for oneself in this new one, the need for a qualitatively different vision of the various forms of pedagogical reality. Often the teacher sees himself as an actor who is preparing to play a new role.

In addition to individual characteristics (creativity, volitional qualities, self-esteem, degree of openness to the new, etc.), social factors influence the success of the activity. The success of innovation is determined by the ability of the teacher to take into account and control the features of interpersonal relations in the team. Of great importance is the creation of the so-called innovative climate, without which innovation activity breaks through its path with difficulty.

The recognition process will be effective if the following main tasks are being accomplished:

- Recognition of the work of teachers who have achieved significant results, with a view to further stimulating their activities.
- Interest of the top management of the university in the results of the teacher's work.
- Extracting the maximum effect by popularizing the results of the work of individual teachers who have been recognized.
- Ensuring the process of increasing labor activity and the quality of activities that are the goal of management.

Along with the motives mentioned above, related to the content of teaching work, the motivational core also includes motives that characterize the importance of such working conditions as university stability and the intellectual environment. Any employee wants to have good working conditions, get a good salary, be appreciated by management, have good relations with colleagues, etc., which is organizationally characteristic for organizations of all other kinds. In general, the motivation of teachers can be divided into three large blocks (Figure 2), which are related to the profession, professional development and a specific organization.

**Figure 2:** Structure of motives of labor of the personnel of the university

Motives for choosing a profession as a place of work	Motives for choosing a particular institution	Motives of professional activity
<ul style="list-style-type: none"> <li>• Material benefit</li> <li>• Forced the circumstances</li> <li>• Desire to continue a family dynasty</li> <li>• Prestigious profession</li> <li>• The desire for self-education</li> <li>• Possibility to engage in scientific activities</li> <li>• Aspiration to fulfill a spiritual mission</li> <li>• The desire to be in an intelligent environment</li> <li>• Interest in teaching activities</li> <li>• The desire for self-fulfillment</li> <li>• The desire to transfer knowledge and experience</li> <li>• Enthusiasm for the subject area of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• University close to home</li> <li>• Tips and advice from friends</li> <li>• Image and prestige of the university</li> <li>• Corporate culture and a favorable psychological climate</li> <li>• Decent pay</li> <li>• Opportunities for career advancement</li> <li>• Stability and reliability of the university</li> <li>• Realization of scientific and pedagogical potential</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiration to engage in science</li> <li>• Mutual understanding in the team</li> <li>• Striving for communication with young people</li> <li>• Satisfaction with the results of labor</li> <li>• Material benefit</li> <li>• Prestige of teaching work</li> </ul>

Source: authors

Given the fact that the organization should influence the motivation of the staff and strive to achieve final results, the authors of the article suggest a form of motivational program (Table 1). This program should take into account the mission of the organization, its objectives, development priorities, focus on clients (students), as well as to enable teachers for self-fulfillment.

**Table 1:** The form of the motivational program for university teachers

Goals of motivation	Factors of motivation	Forms and methods of activity	Expected Results
<b>Understanding and acceptance of mission and corporate values</b>	Do a worthwhile, interesting job; Be a leader in the professional community; Have good relations with colleagues	Development of corporate culture	Harmonization of mutual interests, establishment of cooperation, "team spirit"
<b>Inclusion in the management system</b>	Be informed about the results of their work; Participate in decision-making	Coordination with employees of decisions made at the workplace in the working group	Involvement in the affairs of the university, taking responsibility for the results of activities
<b>Increase of labour activity</b>	Have good working conditions and social security	Implementation of social programs	Satisfaction with living conditions in the work collective
<b>Ensuring Job Satisfaction</b>	Have a good salary	Improvement of the system of material remuneration	Payment in accordance with the individual contribution of the employee to the results of the work of the collective

**Table 1:** *The form of the motivational program for university teachers*

<b>Goals of motivation</b>	<b>Factors of motivation</b>	<b>Forms and methods of activity</b>	<b>Expected Results</b>
<b>Flexible adaptation of working time to the needs of staff and university</b>	Have the opportunity to independently manage the working time	Introduction of individual working hours schedules and working time recording systems	Effective use of working time
<b>Ensuring job satisfaction</b>	Have good conditions in the workplace	Equipment of workplaces taking into account ergonomic and psychological elements of working conditions	Quality work execution
<b>Satisfaction of the need for self-fulfilment in professional activity</b>	Have a stable reliable job, have the opportunity for professional growth and advancement through the career ladder	Personnel programs for personnel training, career planning, creation of a reserve	Intra-University mobility and flexibility in the application of professional qualifications
<b>Satisfy the need for respect and recognition</b>	To be appreciated by management	The introduction of the system of business evaluation of personnel and labour achievements, the improvement of the system of moral encouragement	Achievement of high labour results, development of personal potential of employees

*Source: authors*

Thus, given the importance of teachers, many universities require a reorientation of campaigns to HR strategies in universities. This particular relevance is presented for the universities of Russia, where general approaches to increasing the prestige of teachers have not yet been formed.

## **Conclusion**

One of the integral components of the development of the university is to increase the efficiency of its employees. Since teachers are the main personnel in the university, it is required to improve the tools of their material and non-material motivation.

Thus, in the current conditions of functioning of a higher school there are many motivating factors that influence the scientific and pedagogical activity of teachers and their satisfaction with work. Our study of professional motivation has shown that the university teacher has to work in a contradictory situation, when the expressed interest in the content and process of labor is faced with its low payment. The very process of activity, connected with its diversity and intellectual complexity, with the possibility of creativity and constant self-development, remains attractive for the overwhelming majority of teachers.

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