

Contemporary Issues in Business, Management and Education 2013

Motivating university teachers through prism of their remuneration

Martina Blašková^{a*}, Rudolf Blaško^a

^aUniversity of Žilina, Univerzitná 1, 010 26 Žilina, Slovakia

Abstract

Paper deals with the motivation of university teachers. The work of university teachers is very demanding – their effects on students, laic and professional public, employers, incubators of innovation etc. is a reflection of their knowledge, skills, experience, and above of all: their motivation. In addition, teachers are confronted with ideas, knowledge, and motivation of students on the each lecture or seminar. Therefore, it is necessary to influence desirably the motivation of university teachers, act upon it systematically, ethically and constructively. Literature and practice consistently present that motivation is linked to remuneration. Therefore, the content of paper consists in a definition of motivation, motivating and remuneration, and mutual relations between the motivating and the remuneration. We can understand remuneration as a separate function of human resource management, while its outputs and effects only indirectly affect the work motivation and satisfaction, or remuneration can be seen as a motivating tool, as a complex system elements that affect together the motivation of university teachers in terms of remuneration for performed (past) work, and at the same time, in terms of perspective (forward) commitment for expected work. In the methodological part of paper, considered theoretical views are supported by results of own questionnaire survey conducted at the University of Žilina (Slovak Republic) in 2013 which aimed to reveal a deeper understanding of the university teachers' motivation. 86 university teachers and managers participated in the survey what represents 13.13% of all teachers. The results show that motivation is shaped by numerous organizational motivators. Generalizing ascertained data, the remuneration, understood complexly as a system of efficient motivators, takes an important position in the motivating university teachers and managers. In the concluding part of paper, we can point that it is important to connect remuneration and motivating into an active multilayer managerial-leadership dimension of human resource management.

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Selection and peer-review under responsibility of the Contemporary Issues in Business, Management and Education conference.

Keywords: university teachers; motivation; motivating; motivators; remuneration; survey.

* Corresponding Assoc. Tel.: +421-41-513-4455
E-mail address: martina.blaskova@fri.uniza.sk

1. Introduction

Currently, the attention of the public, and especially of the scientific community, is increasingly turned to the subject of the patterns of functioning of the universities. The ambition or a simple desire is to help the management at the universities, faculties, institutes and departments to define key possibilities of improving the education provided for the students and the overall functioning of the university as a creator of new values, new scientific knowledge and new pragmatic inspirations and, in particular, innovations for the manufacturing and non-manufacturing organizations (private and public sector organizations). Several scientific works can be assigned to this, e. g. publications of Boyer (1990), Turek (1997, 2008), Black & Howard-Jones (2000), Ellington (2000), Elton (2006), Lueddeke (2008), Kucharčíková (2008), Clark & Andrews (2010), Slavík (2012), Kozubíková (2013), etc.

Quality education offers such service that anticipates the needs of future prosperity, career opportunities of students in the area of employment and entrepreneurship, but also confirms positive values (Pavúrová, 2008, p. 108). We believe that at the universities, as well as in other organizations, the most important source of innovation or, on the contrary, a source of failure, is actually the human potential – teachers, scientific researchers, staff, and managers. Their skills, competence, enthusiasm, perseverance, and passion, along with unceasing joy of learning new facts, *multiplied by their motivation*, are the source, the pillar, an indispensable basis and capacity of the quality of the university.

From a comprehensive perspective, the universities are linked to the dynamics of life of the whole society and the whole country. They are the generators of *future states*, i.e. thought (future innovations, more sophisticated procedures than current procedures, etc., invented by university students and based on the knowledge and wisdom they gained from their university teachers), and material (future tangible results of current and future knowledge and progress which the students and other new academics implement and introduce to the life). Obviously, universities cannot stay out of line with the current thinking on social responsibility and sustainable development. These institutions are not only organizations but also a key figure in the education of people as citizens, professionals, and executives (Ceulemans & De Prins, 2009).

The change in direction for the institution in terms of policies to promote a move from an emphasis on research towards the incorporation of learning and teaching on an equal basis is often discussed. The perceived change in emphasis to make learning and teaching comparable in importance with research had yet to impact most people. Whilst acknowledging the move towards evidence-based learning and teaching reflective of organizational policies promoting change, also suggested is that embedding the change may take some time (Clark & Andrews, 2010, p. 7).

On the other hand, society hopes that teachers will not neglect their teaching responsibility but rewards them almost entirely for research and publications. Chlichés such as “good research and good teaching go together” notwithstanding, professors often find that they must choose between teaching and research-oriented activities when allocating their time. Rewards for good teaching usually are limited to outstanding teacher awards, which are given to only a small percentage of good teachers and which usually bestow little money and fleeting prestige (Kerr, 1975, in: Matteson & Ivancevich, 1989, p. 406). From this point of view, it is necessary to consider an implementation and facilitation of remuneration of university employees (teachers, scientists, and managers) as a particular tool of motivating them. All the given challenges are closely interrelated, since as long as employees are positively and appropriately motivated, it will be easier for the university to recruit and retain them. Financial remuneration has an irreplaceable role in the system of motivating employees, and educating employees also represents one of significant possibilities how organizations (universities) can motivate them and enhance the human potential at the same time (Kachaňáková, Stachová & Stacho, 2013, p. 30).

It means it is needed to devote adequate attention to the motivation of university teachers and managers. The work of the teachers/researchers is extremely difficult. Their motivation is constantly confronted with the ever increasing demands of the university management, society management (the ministry), students, employers, other universities and the general public (domestic and foreign). For this reason, *the aim of this paper* is to examine the motivation of university teachers from the point of view/through the prism of their remuneration. To achieve this aim, the article will present an analysis, synthesis and comparison of our own views and the views of the others of the concept of motivation which is in mutual relation with remuneration (in general and applied to the conditions of university teachers). Practical and result focused part of the paper presents the results of the conducted sociological questioning (conducted with the use of the questionnaire technique) aimed to examine the motivation of university

teachers (at the University of Žilina). The results are commented and generalized based on the use of the methods of statistical investigation and assessment. On their basis and with the use of induction and deduction, the application part proposes elements which have the potential to strengthen the motivation of university teachers and managers.

2. Motivation and motivating

Change of the managerial approach with an emphasis on motivation and motivating of human potential allows better implementation of strategy and plans of the organization (Kerestešová, 2012, p. 116). This points an importance of motivation also on the side of university teachers. Generally, motivation is some driving force within individuals by which they attempt to achieve some goal in order to satisfy some need or expectation (Mullins, 1991, p. 298). Employee motivation can be also defined as an individual's willingness to exert effort to achieve the organization's goals, conditioned by this effort's ability to satisfy individual needs (DeCenzo & Robbins, 1999, p. 100). Milkovich and Boudreau understand motivation more broadly: "Motivation is the drive that energizes, sustains, and directs a person's behaviour. Motivation derives from perceived relationships between behaviours and the fulfillment of values and/or needs," (1988, p. 165).

The following definition appears similar to this and it presents that the motivation is a process of mental control which not only determines the direction of human activity but also the amount of energy dedicated to the implementation of this objective (direction). It is an internal process which determines the effort to reach certain goal (Alexy, Boroš, & Sivák, 2004, p. 197). This view is closely related to the view of Fuchsová and Kravčáková according to whom the action and behaviour of an employee is motivated in the dimensions of the direction, intensity and persistence, or stability. These features of motivation reflect the orientation of the activity, the amount of energy the employee is willing to expend in order to achieve the objective, the strength to overcome obstacles which is connected with effort and time (2004, p. 15). In this field, it is standard to distinguish between intrinsic and extrinsic sources of employee motivation. Intrinsic sources are to do with the nature of the work itself (the extent to which the individual finds it enjoyable and interesting and how well they get on with supervisors and colleagues) while extrinsic factors are to do with benefits the job brings with it (the level of pay, the prospect of promotion, the degree of security, the level of status and so on), (Boxall, Purcell, 2008, p. 195).

As regards the leading of employees, it is important to note that there is a difference between potential dispositions of an employee and the real features and capabilities he/she offers. Therefore, it is particularly important for the managers to influence the employees in achieving the necessary quantitative and qualitative parameters of work performance and such influence of employees' behaviour at work is, in fact, the task of the motivation (Hrašková, 2010). In this spirit, the motivation is a tool which should be a sort of an organizational (university) secret, as are other tools for building and increasing the prosperity of an organization (Černá & Divincová, 2013, p. 75).

3. Remuneration and/versus motivating

Many scientific works in the history of managerial and behavioural sciences have investigated the relationship between rewarding and motivating. Our consideration and survey was affected by Herzberg's two factors theory (1966), theory of expectations of Porter and Lawler (1968), equity theory of Adams (1965), theory of reinforcement of Skinner (1969, Bandura's social learning theory (1977) and Maccoby's synthesis of motivating (1988).

In view of current discussions, it seems useful to examine the motivation at the universities (the overall summary of motivational efforts and impacts) in mutual relation to remuneration (providing remuneration and awarding benefits to teachers). These two functions of the development of human potential systems were and will always be closely interconnected. For example, Koubek in the implied connection perceives motivation as an *integral part of the remuneration system* but the concept of remuneration is according to him much broader and includes for example employee benefits, promotion of an employee, insurance contributions, invitation to luncheon or dinner, authorisation to carry out important tasks, formal recognition (praise, commendation), varied and interesting work, pleasant style of leadership. Many of these elements may not have a tangible importance but they contribute to the satisfaction of the employee, to his/her sense of usefulness and bring him/her some joy (Koubek, 2011, p. 156).

Jedinák also links remuneration and motivation but conversely, he perceives remuneration as a *part of the motivation system* which is understood in a superior position: “Remuneration is one of the most effective tools to motivate employees. Reward for the work performed determines the quantity and quality of future work,” (2012, p. 73). Werther and Davis also perceive a direct relationship between remuneration and motivation. According to them, the employees must be rewarded for their work efforts. Remuneration does not include only wages and salaries. It also includes motivators which help to interconnect labour costs and productivity (1992, p. 362). A negative experience is in this subject introduced by the following opinion: “The ability of managers to motivate, excite and inspire employees is among the most important and most complex tasks where they, unfortunately, often make many mistakes, especially in the remuneration systems and the approach to employees,” (Lusková, 2013, p. 206).

Absolutely pragmatic opinion can be found in the publication by DeCenzo and Robbins: “Our knowledge of motivation tells us that people do what they do to satisfy some need. Before they do anything, therefore, they look for a payoff or reward,” (1999, p. 117). According Byars and Rue, the reward system influences motivation primarily through the perceived value of the rewards and their contingency on performance (1991, p. 303). This idea is concreted and actualized in the newer authors’ publication (Byars, Rue, 1997, p. 314): “The organizational reward system consists of the types of rewards to be offered and their distribution. Organizational rewards include all types of rewards, both intrinsic and extrinsic, that are received as a result of employment by the organization.” A task of the managers when motivating is accented in this idea: “Extrinsic rewards require constant attention and revision on the part of management, while intrinsic rewards are more immediate outcomes of an individual’s effort,” (Cohen *et al.*, 1992, p. 194). It means, not only the manager is responsible for the system of the applied rewards – the role of the motivated employee is also striking. The more intellectually based is the work done, the more is responsibility for the motivation reinforcing shared by the manager as well as the employee.

System relations between the remuneration, resp. rewarding and motivating are pointed also by Mathis and Jackson: “Compensation is fundamentally about balancing human resource costs with the ability to attract and keep employees. By providing compensation, most employers attempt to provide fair remuneration for the knowledge, skills, and abilities of their employees, (1997, p. 376). Armstrong offers similar opinion while dealing with the notion of *overall remuneration*. The approach from the viewpoint of the overall remuneration emphasises the understanding of all aspects of remuneration as a logical unit interconnected with other personal activities created in order to bring motivation, dedication, commitment and employee development (Armstrong, 2007, p. 516). In his later publication (2011) the author deals with the subject of non-financial rewards (effectively influencing the power and orientation of work motivation): “Non-financial rewards are awarded by means of the acknowledgement, by providing opportunities for success, development of skills and career planning, and by means of raising commitment and dedication to work,” (Armstrong, 2011, p. 271). Kocianová also draws attention to the links between motivation and remuneration. “The remuneration system should be consistent with the needs of the organization and the needs of its employees and should be fair and motivating,” (2010, p. 160).

It follows from the mentioned opinions that remuneration has a much more complex dimension: it is not only the allocation of salary or other reward for the work done in recent period but also it has a *future, clearly forward, anticipating character* – it tries to strengthen and commit the employees towards future work. It is obvious that the more imaginative and attractive the system of motivational tools and remunerations at the universities will be conceived, the greater and more long-term will be the willingness to work hard and put the best of oneself in the work (not only routine work but especially creativity, courage, inventiveness, and unconventionality).

4. Methods

In order to gain a deeper understanding of the motivation of university teachers, in 2013 we have conducted targeted sociological questioning in the form of a questionnaire survey at the University of Žilina. Its intention was to examine motivation as a dynamic concept and the factors which are decisive of the intensity of motivation and the ways of its potential influence. Except identifiers, the questionnaire consisted of 13 closed and 2 open questions.

4.1. Participants and characteristics of research

University of Žilina employs (as on 31 December 2012) 517 employees. There are 655 university teachers within seven faculties and six institutes (Annual Report, 2013). The questionnaire survey was conducted in the months of March to May 2013, and was attended by 86 respondents that represent 13.13% of the number of the teachers. From the overall number of respondents 52 were male (60.47%) and 34 female (39.53%). In terms of occupation, the survey has been attended by 70 teachers (42 male and 28 female) and 16 managers (teachers in the managing position, i.e. head of department, associate dean, dean, etc. of whom 10 were male and 6 female). The average age of all respondents was 45.57 years, the average age in the group of teachers was 44.44 years (45.24 years in case of men and 43.25 years in case of women) and the average age in the group of managers was 50.5 years (51 years in case of men and 49.67 years in case of women). The division according to reached education was as follows: 8 respondents (9.30% from the number of respondents) had a university degree; 36 respondents (41.86%) had a PhD title; 33 respondents (38.37%) had a title of associate professor; 9 respondents (10.47%) had a title of professor. Age categories of the respondents have been represented as follows: 20–30 years: 8 respondents (9.3% from the number of respondents); 30–40 years: 25 respondents (29.07 %); 40–50 years: 20 respondents (23.26%); 50–60 years: 24 respondents (27.91 %); 60–70 years: 9 respondents (10.47%). From the viewpoint of the duration of employment, the respondents have been represented as follows: ≤ 5 years of practice: 8 respondents (9.30%); 5–15 years of practice: 26 respondents (30.23%); 15–25 years of practice: 19 respondents (22.09%); 25–30 years of practice: 21 respondents (24.42%); 35–45 years of practice: 12 respondents (13.95%).

4.2. Survey results

In addition to the examination of the level of information, leadership style, the level of communication, and objectivity of performance evaluation of the teachers, we have mainly focused on the composition of motivational tools which are applied towards the teachers. On one hand, we have examined the frequency of the most common (traditionally) applied remuneration and motivation tools, i.e. the task of the teachers was to mark the tools from the provided offer of 10 tools which are applicable to them. On the other hand, we have examined the efficiency of these tools – the respondents had to assign efficiency to each tool on a scale from 1–10, where 1 = ineffective tool, 10 = very effective tool. The results of both investigations are included in Table 1.

Table 1. Frequency and efficiency of incentive tools applied at the University

Rewarding or motivating tool	Frequency of applied motivators (in %)		Efficiency of motivator (M, scale 1–10)	
	Teachers' expressions	Managers' expressions	Teachers' expressions	Managers' expressions
Additional charge and reward	35.71	75.0	7.57	7.63
Praise	48.75	50.0	6.91	7.0
Interest of opinions	44.29	68.75	7.04	8.44
Carrier and promotion	31.43	43.75	6.21	6.0
Educational activities	34.29	50.0	6.13	6.13
Providing needed information	22.86	43.75	6.7	8.0
Good relationship	32.86	56.25	7.94	8.75
Space for independence	67.14	68.75	8.06	8.81
Fairness of superior	35.71	50.0	7.96	8.63
Threats and regresses	14.29	6.25	2.66	2.25

Table 1 shows that the frequency of applied motivational tools specified in the group of teachers is much lower than the frequency specified by the university managers. The most notable difference can be seen in the application of rewards (absolute difference between the group of teachers and the group of managers is nearly 40 percentual points in favour of the statements of the managers) and the creation of the space for independence (difference of almost 33 points, again in favour of the statements of the managers.). The efficiency of the tools is perceived less differently by both groups, although even in this area there are some differences. The greatest difference in the

efficiency can be seen in case of interest in opinions (teachers assigned this motivator an average efficiency of 4.7 points, university managers assigned this motivator an efficiency of 8.44 point) and in case of providing the necessary information (6.7 versus 7.9). After a closer look at the results, it may be said that the space for independence has been the most frequent motivator in the group of women (64.71%), while good relationship has been the most efficient tool (8.41). In the group of men, space for independence has been the most frequent and most efficient motivator (frequency: 69.23% of men, efficiency: 8.13). From the viewpoint of the education of respondents, the space for independence has been the most frequent motivator in all educational groups while this tool has been the most efficient in the group of associate professors (8.42) and in the group of professors (8.44). In the group of teachers with university degree the most efficient was good relationship (9.13); in the group of teachers with PhD title the most efficient was fairness of superior = 8.36.

More precise view of the absolute efficiency of the motivational tools is shown in Table 2 which specifies statistical characteristics of the survey. Individual columns show the number of respondents who assigned specified efficiency to the given criterion (values from 10 to 1 in descending order) and the percentage of the total (70 employees, 16 managers). Mode of selection (i.e. the value with the highest frequency) is shown in Table 2 in bold and with an asterisk. The first of the statistical characteristics \bar{x} presents the arithmetic mean, i.e. the absolute efficiency of the motivational tool. The values $x_{0.25}$, $x_{0.50}$ and $x_{0.75}$ are the individual quartiles (lower quartile, median and upper quartile), s is the sample standard deviation and the value x_w is the weighted efficiency of individual motivational tools (weighted efficiency is calculated as the production of the average frequency and the frequency of application of the respective motivational tool).

It may be deduced from the Table 2 that *the wider perspective of remuneration* has a strong motivational impact, but there are many other *motivational tools and elements* (without remuneration character for the work performed) which are highly effective, even more efficient than direct financial and non-financial remuneration. Based on available literary sources (listed in the previous section) and own experience in the field of motivation, we have defined 5 **remuneration elements** in the group of all 10 tools (specified in Table 1) which have clear and obvious remuneration character for the work performed to this date. To these, we have assigned the following elements: additional charge and reward; praise; carrier and promotion; educational activities; and space for independence. We have included in the group of motivational elements, i.e. **motivators** which directly affect motivation but have no direct remuneration character (are quasi-independent from work currently done), the following 5 elements: interest of opinion, providing needed information; good relationship; fairness of superior; and threats and regresses. This classification is based on the premise that the motivators along with remuneration jointly and effectively influence motivation of the university teachers. We believe that based on other analytical and synthetic results of our survey, we can confirm the validity of this premise.

As follows from Fig. 1, Fig. 2 and Fig. 3, the last motivational tool, threats and regresses, is generally relatively little used (14.29% of the teachers stated that this tool is used and only 6.25% of the managers confirmed/admitted that they use it, see Fig. 2). It should also be added that its efficiency is low, both in absolute terms and in relative terms, when compared to other instruments (2.66 average in the group of teachers and 2.25 average in the group of managers, see Fig. 1) and as far as weighted efficiency is concerned, values close to zero has been obtained (0.14 in the group of managers and 0.38 in the group of employees which at the given range, i.e. the value 6 corresponding to 100%, represents 6.33% in the group of managers and 2.22% in the group of employees, see Fig. 3). It is obvious that the perception of remuneration tools by the managers and by the teachers is roughly equal (Fig. 1). This perception differs a little in frequency, i.e. in the numbers the managers or employees assign to them (the question where they should have marked them, see Fig. 2). This also implies disproportions as regards the weighted efficiency (see Fig. 3) which takes into account both insights.

In Fig. 1 we can see the average efficiency in the group of remuneration tools (Fig. 1a), as well as in the group of motivators (Fig. 1b) and the view of the managers and the teachers at the efficiency at scale 1–10. While there is almost 100% correlation (the average difference is 0.22 which is 2.2%) in the group of remuneration tools, in the group of motivators there is a difference, though not large (the average difference is 0.92, i.e. 9.2%), in favour of the managers who assign greater efficiency to these tools. The situation is different in the case of the last tool which has a negative effect, is unpleasant, hostile towards other positively motivating tools, where the opposite trend has been noted; the employees think that the efficiency of the tools is greater, contradictory to what the managers think.

Table 2. (a) Efficiency of charge and reward, praise, interest of opinion, and carrier; (b) Efficiency of educational activity, providing needed information, and good relationship; (c) Efficiency of space for independence, fairness of superior, and threats and regresses (scale 1–10)

(a)

Level of efficiency ---Statistics	Charge and reward		Praise		Interest of opinion		Carrier and promotion	
	Teachers [%]	Managers [%]	Teachers [%]	Managers [%]	Teachers [%]	Managers [%]	Teachers [%]	Managers [%]
10	26 [37.14]*	3 [18.75]	12 [17.14]	4 [25.00]*	13 [18.57]	6 [37.50]*	10 [14.29]	2 [12.50]
9	4 [5.71]	1 [6.25]	7 [10.00]	1 [6.25]	3 [4.29]	2 [12.50]	3 [4.29]	1 [6.25]
8	16 [22.86]	6 [37.50]*	14 [20.00]*	3 [18.75]	19 [27.14]*	3 [18.75]	16 [22.86]*	5 [31.25]*
7	7 [10.00]	3 [18.75]	11 [15.71]	2 [12.50]	12 [17.14]	3 [18.75]	5 [7.14]	1 [6.25]
6	–	–	9 [12.86]	1 [6.25]	5 [7.14]	2 [12.50]	5 [7.14]	–
5	8 [11.43]	2 [12.50]	8 [11.43]	2 [12.50]	10 [14.29]	–	13 [18.57]	3 [18.75]
4	2 [2.86]	1 [6.25]	2 [2.86]	–	1 [1.43]	–	6 [8.57]	–
3	1 [1.43]	–	1 [1.43]	3 [18.75]	4 [5.71]	–	5 [7.14]	–
2	–	–	1 [1.43]	–	1 [1.43]	–	4 [5.71]	1 [6.25]
1	6 [8.57]	–	5 [7.14]	–	2 [2.86]	–	3 [4.29]	–
\bar{x}	7.57	7.63	6.91	7.00	7.04	8.44	6.21	6.00
$x_{0.75}$	10.00	8.25	9.00	9.25	8.00	10.00	8.00	8.00
$x_{0.50}$	8.00	8.00	7.00	7.50	7.50	8.50	6.00	7.50
$x_{0.25}$	7.00	7.00	6.00	5.00	5.25	7.00	4.25	4.25
s	2.74	1.73	2.48	2.50	2.28	1.46	2.60	3.12
\bar{x}_w	2.70	5.72	3.37	3.50	3.12	5.80	1.95	2.63

(b)

Level of efficiency ---Statistics	Educational activity		Providing needed information		Good relationship	
	Teachers [%]	Managers [%]	Teachers [%]	Managers [%]	Teachers [%]	Managers [%]
10	5 [7.14]	2 [12.50]	10 [14.29]	4 [25.00]*	24 [34.29]*	10 [62.50]*
9	6 [8.57]	3 [18.75]*	8 [11.43]	3 [18.75]	7 [10.00]	1 [6.25]
8	12 [17.14]	3 [18.75]*	15 [21.43]	4 [25.00]*	13 [18.57]	1 [6.25]
7	8 [11.43]	–	8 [11.43]	1 [6.25]	13 [18.57]	1 [6.25]
6	9 [12.86]	2 [12.50]	4 [5.71]	2 [12.50]	3 [4.29]	1 [6.25]
5	18 [25.71]*	1 [6.25]	16 [22.86]*	2 [12.50]	5 [7.14]	2 [12.50]
4	1 [1.43]	–	2 [2.86]	–	2 [2.86]	–
3	6 [8.57]	1 [6.25]	–	–	1 [1.43]	–
2	2 [2.86]	3 [18.75]*	2 [2.86]	–	2 [2.86]	–
1	3 [4.29]	3 [18.75]*	5 [7.14]	–	–	–
\bar{x}	6.13	6.13	6.70	8.00	7.94	8.75
$x_{0.75}$	8.00	9.00	8.75	9.25	10.00	10.00
$x_{0.50}$	6.00	7.00	7.00	8.00	8.00	10.00
$x_{0.25}$	5.00	2.75	5.00	6.75	7.00	7.75
s	2.30	3.10	2.53	1.70	2.08	1.85
\bar{x}_w	2.10	3.07	1.53	3.50	2.61	2.84

(c)

Level of efficiency ---Statistics	Space for independence		Fairness of superior		Threats and regresses	
	Teachers [%]	Managers [%]	Teachers [%]	Managers [%]	Teachers [%]	Managers [%]
10	20 [28.57]*	8 [50.00]*	24 [34.29]*	10 [62.50]*	3 [4.29]	–
9	11 [15.71]	2 [12.50]	7 [10.00]	1 [6.25]	–	1 [6.25]
8	19 [27.14]	4 [25.00]	19 [27.14]	1 [6.25]	1 [1.43]	–
7	7 [10.00]	1 [6.25]	6 [8.57]	1 [6.25]	2 [2.86]	–
6	1 [1.43]	–	3 [4.29]	1 [6.25]	1 [1.43]	1 [6.25]
5	10 [14.29]	–	6 [8.57]	1 [6.25]	8 [11.43]	–
4	2 [2.86]	1 [6.25]	1 [1.43]	–	2 [2.86]	–
3	–	–	2 [2.86]	1 [6.25]	9 [12.86]	3 [18.75]
2	–	–	–	–	9 [12.86]	1 [6.25]
1	–	1 [6.25]	2 [2.86]	–	35[50.00]*	10 [62.50]*
\bar{x}	8.06	8.81	7.96	8.63	2.66	2.25
$x_{0.75}$	10.00	10.00	10.00	10.00	3.00	3.00
$x_{0.50}$	8.00	9.50	8.00	10.00	1.50	1.00
$x_{0.25}$	7.00	8.00	7.00	7.75	1.00	1.00
s	1.79	1.59	2.20	2.15	2.35	2.19
\bar{x}_w	5.41	6.06	2.84	4.32	0.38	0.14

The difference of the efficiency in the perception of the teachers and the managers in the group of remuneration tools ranges from the value of 0.75 as regards space for independence (greater efficiency is assigned by the managers, which is relatively low, satisfactory value of 7.5% at the scale 1–10) through the same value as regards educational activities, up to the negative value of –0.21 (greater efficiency is assigned by the teachers) as regards carrier and promotion. The situation is similar in the group of motivators, although all tools (except the mentioned negative tool) are assigned greater efficiency by the managers in the range from 0.67 (fairness of superior) up to 1.40 (educational activities which is approx. 14%). There is a small but contradictory difference of –0.41 as regards threats and regresses (i.e. negligible –4%). From this it is clear that positive motivational tools are approximately correlated in both seemingly antagonistic groups, i.e. the teachers vs. the heads of departments (however, the heads of departments are also teachers), and are at an approximately equal level (see Fig. 1–3 and Table 2). As far as weighted efficiency is concerned, the number is still negligible. However, as concerns the frequency, i.e. the number of teachers who think that this tool has been used or is used towards them, this difference in the perception teachers vs. managers is not as insignificant, the difference is –8.04%. This means that more than 10% of the teachers think that their superiors use this tool more often than they admitted and teachers are very sensitive about this.

If we compare Fig. 1 (efficiency of applied tools), Fig. 2 (frequency of the utilization of the tools) a Fig. 3 (weighted efficiency of the tools – i.e. their interconnection), we may find that the perception of remuneration and motivation tools in both groups, on one hand, from the perspective of the teacher/manager and, on the other hand, from the perspective of remuneration/motivation groups differentiated by us, is not significantly different, with the exceptions which will be mentioned. In general, greater efficiency is assigned to these tools by the managers than by the teachers themselves. Most visible is the difference in terms of the frequency of the utilization of these tools (Fig. 2), where the difference between the perception of additional charge and reward by the teachers and the managers is as much as 39.28% (75% managers and only 35.71% teachers think that this tool is being used).

The teachers think that they are less motivated than what the managers think, and this regards all tools except threats and regresses, which is a positive finding. This is evidenced by the fact that university managers often do not have the necessary managing skills.

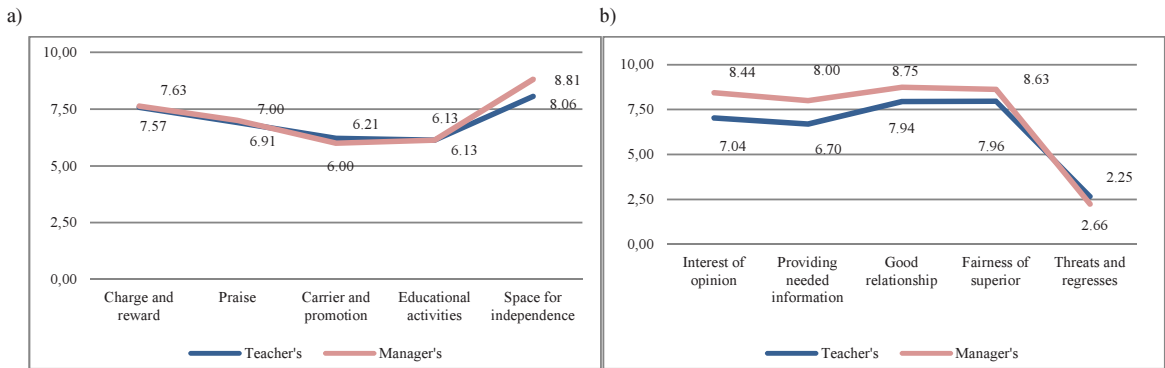


Fig. 1. (a) Efficiency of remuneration tools; (b) Efficiency of motivators (scale 1–10)

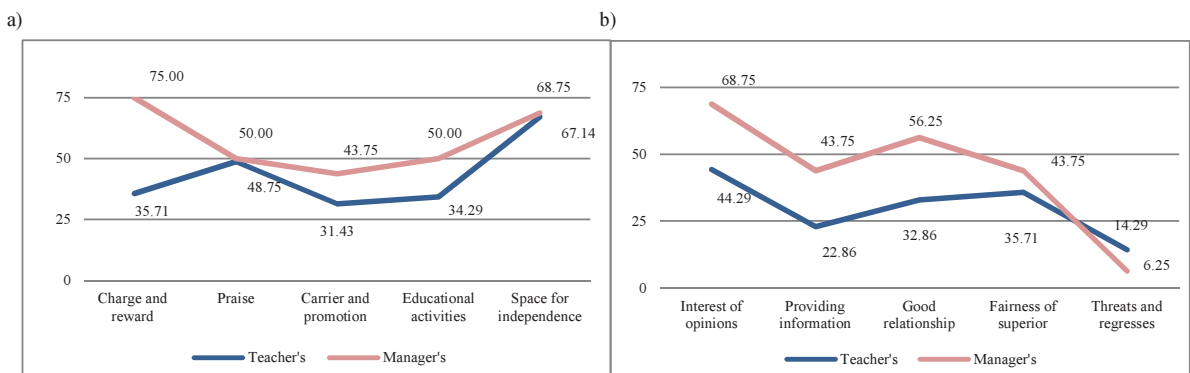


Fig. 2. (a) Frequency of applied rewarding tools; (b) Frequency of applied of motivators (in %)

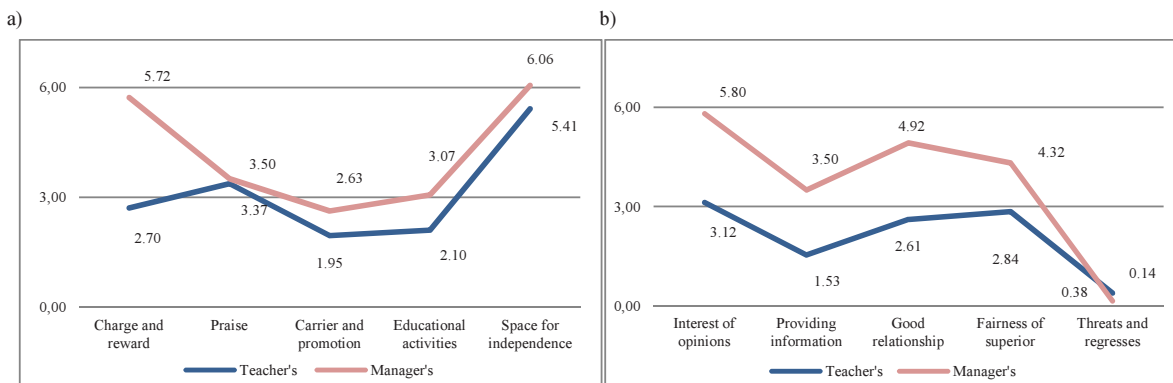


Fig. 3. (a) Weighted efficiency of rewarding tools; (b) Weighted efficiency of motivators

The weighted efficiency provides an interesting view (Fig. 3). In both groups the weighted efficiency is in the range of about 0–6, i.e. the value of 6 can be considered 100%. In this regard, the tools space for independence (6.06, remuneration tool), interest of opinion (5.80, motivational tool) and additional charge and reward (5.72, remuneration tool) have the greatest value for the managers. From the viewpoint of the teachers, the situation is similar but about 2 points lower. The teachers put the greatest emphasis on space for independence (5.41,

remuneration tool) – the exception which proves the rule, interest of opinion (3.12, motivational tool), but in the group of remuneration tools greater emphasis is put on praise (3.37). It is interesting that the difference between teachers and the managers regarding this tool is the smallest of all examined tools.

4.3. Discussion

The current system of rewarding and motivating teachers and managers of the University of Žilina is characterized by great decision-making power, embedded into the hands of deans of faculties and heads of departments. Teachers' salaries are set by ministerial provision. The individual remuneration and/or personal surcharges are only complementary to the salary, and their height depends on the financial situation of a particular faculty. Therefore, it is an unpleasant fact that teachers who teach the same subjects in different faculties, have enough significantly different bonuses, allowances and other possibilities of awarding their work. Unfortunately, the system of allocating resources for financial bonuses and allowances to departments is not fully transparent at every faculty. At some faculties, the amount of funds to rewards for each department (and thus for individual teachers) is determined by the dean at its sole discretion, and this is not always based on the total amount and quality of work and outputs obtained by the department (the number of publications, the number of scientific projects, etc.).

The University has not defined any set of non-financial motivators. The University does not have developed a motivational strategy or motivational program. There are only a "collective agreement" addressing the issues of employment and relations between employers and employees. Application of non-financial possibilities of motivating is the responsibility of the heads of departments (deans of faculties). As is clear from our survey, some heads of departments do not pay adequate attention to the motivation and do not use the full potential of available motivators. This leads to an overall low satisfaction and relatively low (disturbed) motivation of teachers. Moreover, in Slovakia is currently preparing a new accreditation of study programs which increases the pressure on teachers, raise their concerns about the future remain at the University. This further weakens the perceived motivation.

Generally, in discussion of our survey, we can relate our results for example with the survey realized by Bendaravičienė and Bakanauskienė (2012). They surveyed an intrinsic (motivator) and extrinsic (hygiene) factors of Lithuanian University's employees, from the viewpoint of employees' experience with considered items (factors) as well as felt importance of these ones. It flows from this survey, the salary was found to be the key extrinsic factor not handled properly throughout all employee groups. Therefore on the grounds of Herzberg's theory, it may *produce certain levels of dissatisfaction* and hinder creation of favourable environment in which employee job satisfaction is even possible. Supervising and academic employees feel motivated by intellectually challenging job and feeling valued while subordinate staff is happy about work itself. Yet, surprisingly, opportunities for personal growth are not perceived as satisfactory by all university employees therefore remain a potential motivator. There is also room for improvement in advancement for subordinate and administrative positions as well as achievement for the latter ones (p. 6–17).

We can connect results of our survey with the results of Lusková's survey from 2009. Managers from 61 Slovak companies had been examined from the viewpoint of the evaluation of the greatest risks of work motivation. The managers identified the following greatest risks of motivation: unfair evaluation (26% of the respondents); providing false information and withholding important facts (26%); inability of the manager to inspire, motivate and capture the attention of the employees (21%); employee evaluation focused only on criticizing their failures (18%); neglecting the feedback (16%), (Lusková, 2009). These results are clearly in parallel with the results of our research at the university and show that despite the differences in job description of the usual employees of the companies and university teachers, the motivation of both groups shows broadly the same characteristics and problems.

5. Conclusion

Motivating integrates and organizes the overall psychic (and intellectual) and physical activity of an individual in regard to the aim pursued, in order to achieve/fulfill an ambition had and a whole set of aspirations of the individual. It is manifested in the form of selection and/or activation of certain forms of behaviour and specific goal of action from the whole set of objectives (Hitka, 2009, p. 10). If a person's motivational driving force is blocked before reaching a desired goal, there are two possible sets of outcomes – constructive behaviour or frustration. Main

reactions to frustration are aggression regression, fixation and withdrawal (Mullins, 1991, p. 328). Caution must be exercised, however, because people do not always agree on what is intrinsically and extrinsically rewarding. People with differing educations, backgrounds, aspirations, or reference groups may see the content, qualification, and rewards of work differently (Milkovich & Boudreau, 1988, p. 125).

Summarizing, keeping, and emphasizing the topics of the paper, and on the basis of the application of the results of our survey, it appears useful to examine the contents of potential remuneration and motivation influences. It is evident that the teachers and university managers may be motivated in various ways, by various means and tools overlapping and combining remuneration and motivation into active multilayer creative and leadership dimension. Within this inter-functional dimension of human resources management/development of human potential, it is necessary that the applicable rewards and motivators differ individually in the following system views:

- With regard to the *type of used tools* (tangible and intangible motivational tools)
- With regard to the *moment of achieved effect* (tools with immediate effect and delayed effect)
- With regard to the *duration of the motivational effect* (motivational tools applied once or repeatedly or motivational tools applied in a long-term)
- With regard to *the subject of motivating* (applied by one or more motivators at the same time)
- With regard to the *object of motivating* (applied towards one or more individuals at the same time), etc.

In addition, when motivating, from the point of view of the choice between positive (instigating) or punitive elements, the opinion of A. R. Cohen and his colleagues is interesting (1992, p. 194): “The use of punishment to manage behaviour *can* produce desired outcomes under *certain* conditions and may even be appropriate (for example, when the behaviour poses and immediate threat to the system). However: Most behaviour is more effectively managed by the use of rewards and positive incentives than by the use of punishment (Skinner, 1969).” From the perspective of positive influencing the university teachers’ motivation, for example, employees should fully use their imagination and creativity to meet goals of organization (Lendel, Varmus, 2012, p. 72). In addition, also productivity/quality measures, goals, and feedback motivate performance, bringing people together in common purpose (Christopher, 1993, p. 6.2.10). But, all new instruments need to take root because old strategic tools cannot be used in the creation of the future (Hamel, 1998, p. 96). This means that the system of remuneration and motivation tools applied towards university teachers and managers must be sufficiently diversified. It must **remunerate past and present performance of the teachers and it must be *the base, commitment and stimulant of future motivation, will and performance.*** It must be continuously updated and improved with new, attractive incentives or impulses, able to reflect changing demands not only of the highly intellectual teachers and students but also of highly demanding teaching profession, and the willingness to provide the students not only with new knowledge but also with the teacher’s own opinions, ideas, inert intellectual and psychological values and models.

Acknowledgements

The paper was conducted within the project: Development of culture quality at the University of Žilina based on European standards of higher education, ITMS 26110230060; Modern Education for Knowledge Society/ funded by EU, and Project VEGA 1/0067/11 Dynamics and Content of Decisional Processes in Motivating Human Potential.

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