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PECULIARITIES OF EMPLOYEE MOTIVATION INSTITUTION OF HIGHER EDUCATION

Abstract. Motivation of staff of institution of higher education currently remains very relevant, despite the fact that there is enough to consider the matter. This situation is due to the fact that theoretical research is not realised in practical solutions. Therefore, the problem of motivation of staff of institution of higher education has become essential as a problem solving actual personnel policies facing institution is possible only when creating a proper motivational framework that can encourage employees to the effective operation and delivery of quality educational services. It is about the use of such forms and methods of stimulating employees who have contributed to the higher efficiency. Thus, an essential role in the management of staff should be given to motivation. Motivation is the driving force that as motives can act as a direct interest and awareness of the importance of gaining knowledge, the desire to assert themselves, to test and demonstrate their ability to find their place in the hierarchy of social relations in the team, to get the approval of the head. Bringing into action an organised system to get the required result is possible only by a governing body of some influence or person, in this case higher education. Requires certain tools to influence the elements of motivation, so it started to function. One of these tools is motivation. In order to effectively move towards the goal, the management of institution of higher education must not only plan and organise work, but also use the system to motivate employees according to a plan worked out to achieve the goals and institutions. Therefore, a positive motivation will be successful if: the implementation of the motivation system is ensured; continuity is carried out; humanitarian and cultural orientation, variability, problematic, personal importance of employees and their activities, and self-fulfilment

are taken into account; organisational and methodological support is provided to staff. Thus, the system provides adequate motivation for professional activities, promotes professional development of staff in higher education.

Key words: motivation and incentives; motivation model; personnel management; factors; strategy.

INTRODUCTION / ВСТУП

Formulation of the problem. The motivation of staff of institution of higher education is currently quite relevant, despite the fact that this issue has been sufficiently studied. This situation is observed due to the fact that theoretical research is not implemented in practical solutions.

Therefore, the problem of motivating staff of institution of higher education has become important, since solving the tasks of the current personnel policy facing institution of higher education is possible only if an appropriate motivational framework is created that can encourage employees to work effectively and provide quality educational services. It is about applying such forms and methods of employee incentives that would contribute to high efficiency of their work.

Therefore, motivation should play a significant role in HR management. Motivation is a driving force, where the motives may include direct interest and awareness of the importance of the knowledge gained, the desire to assert oneself, test and demonstrate one's abilities, find one's place in the hierarchy of social relations in the team, and gain the approval of the manager.

Analysis of major research and publications. The Encyclopedia of Education defines motivation as a system of determinants, causes, incentives, and motives that leads a person to work [1].

Scientists who study motivation are considering it as "a kind of mechanism that stabilises the motivation system to meet new requirements of society's development", this approach requires modern models of the motivation system that can make it at the level of world standards and more democratic [3].

The German philosopher A. Schopenhauer first used the term "motivation" in his article "Four Principles of Sufficient Reason" (1900–1910). There are quite a few theories of motivation, so each company chooses only the one that best suits its financial situation. After all, today everyone wants to see some kind of reward for doing something, which will be an incentive for them in the future. And the American scientist D. Atkinson was one of the first to propose a general theory of motivation [10].

The analysis of domestic and foreign specialised literature shows the undoubted interest of scientists in this problem. A. Maslow, F. Herzberg, and D. McGregor can be considered the founders of the motivation theory, whose works gave rise to research projects on this issue. The problems of staff motivation are also outlined in the works of modern scholars, such as V. Bondar, M. Vinogradsky, G. Dmytrenko, A. Kolot, O. Kuzmin, G. Shchokin, etc.

The aforementioned works reflect certain aspects of creating a system of staff motivation, improving labour efficiency and effectiveness. The problem of the impact of modern motivational processes on the productivity of an organisation's personnel remains poorly understood today. Based on the analysis of scientific sources, it is possible to make certain generalisations, in order for institution of higher education to provide themselves with highly qualified staff, it is necessary to conduct an active personnel policy and develop a targeted motivation system. Thus, the first step in this process will be the conceptual vision of approaches to active HR policy and the development of components of a targeted motivation system.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

Such understanding of the relevance of this work allowed to formulate the **purpose** of this study – is to identify ways to increase staff motivation.

The research project plans its work around the following **objectives**: to reveal the nature of motivation and outline the essence and main tasks of motivation.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

The concept of motivation is closely related to the problem of personnel management. One of the components of management is motivation, namely, the motivation system that characterises a set of interrelated measures that stimulate each individual employee or the workforce as a whole to achieve individual and common goals of institution of higher education [5].

An organised system can only be put into action to achieve the desired result through the influence of a governing body or person, in our case, a institution of higher education. Certain instruments of influence on the elements of the motivation system are needed to make it work. One of these tools is motivation. In order to effectively move towards the goal, the management of institution of higher education must not only plan and organise the work, but also apply the motivation system to employees in accordance with the developed plan and to achieve the goals of the institution.

Thus, according to the prominent American scientist A. Maslow, a person receives true satisfaction only when his or her needs are met. It is in this case that a person becomes himself or herself. The satisfaction of the need for self-actualisation, which depends on the satisfaction of aesthetic, cognitive and self-actualisation needs, is not related to any need to fill any deficiency or create a new one in a person, or to the growth and development of a person, while motivation encourages the achievement of goals and includes motives, interests, needs, hobbies, motivational attitudes or dispositions, ideals, etc. [11].

Thus, motivation is the process of encouraging employees to achieve the strategic goals of a institution of higher education, and as an output result – the provision of quality educational services. The main mechanism of motivation is the creation of stable cause-and-effect relationships between the actions or inaction of employees and the response of the institution of higher education to them.

An effective system of employee motivation is very important for the implementation of HR policy, providing the basis for many procedures: internal transfers, promotion, remuneration, moral incentives, etc.

At the level of strategy, we believe that motivation for professional activity fulfils the following tasks:

- Improves the efficiency of higher education institutions;
- helps employees to improve themselves based on their needs and encourages their desire for professional growth.

At the tactical level, motivation helps:

- Increasing interest in work;
- increase job satisfaction by identifying obstacles and ways to overcome them;
- accumulation of professional experience of improvement and development of a specific action plan;
- setting realistic goals for the near future [4].

Motivation of employees is an increase in the efficiency of the institution of higher education as a whole and is therefore one of the main tasks of the management. As we have already mentioned, an approach to an active HR policy and the development of components of a targeted motivation system can become a factor that will make the motivation system universal.

And the way to effective professional activity of employees is through understanding their motivation (table). Only by knowing what drives them, what motivates them to work, what motives underlie their actions, can we try to develop an effective system of forms and methods of managing this system. To do this, you need to know how certain motives arise or are triggered, how and in what ways motives can be put into action, and how motivation is carried out in general.

Table

Motivating factors

Motivational factors	The essence of motivational factors
High earnings	The need to have high salaries, material rewards, a set of benefits and allowances
Working conditions	The need to have good working conditions and a comfortable environment
Social contacts	The need to communicate with people, to have good relations with colleagues
Relationships	The need to form and maintain long-term stable relationships with colleagues
Recognition	The need for others to appreciate achievements and successes
Striving for achievement	The need to set challenging goals for yourself and achieve them
Power and influence	The desire to lead others, the desire for competition and influence
Diversity and change	The need for constant change, the desire to be constantly ready for action
Creativity	Desire to be a constantly thinking employee, open to new ideas
Self-improvement	The need for self-improvement and development
Interesting and rewarding work	The need to have a socially useful job

As we have already mentioned, there are a huge number of ways to influence employee motivation, and the range of these is constantly growing.

Let us suggest some possible development of employee motivation, which is the result of the ratio of motivating and supporting factors.

Supporting factors:

- money;
- conditions;
- security;
- reliability.
- Motivating factors:
- recognition;
- growth;
- achievements;
- responsibility and authority [2].

The analysis shows that if both groups of factors are absent, work becomes unbearable. When only supporting factors are present, job dissatisfaction is minimal. If only motivating factors are present, the employee

likes the job but cannot afford it. And if both groups of factors are present, the work brings maximum satisfaction [8].

It is logical to assume that over time and depending on changes in external and internal conditions, motivating and supporting factors will change, covering either a narrower or a wider area of such a multifaceted concept as "motivation". Since this process is continuous, we can say that the areas covered by different theories that characterise the motivation of an individual employee are constantly migrating [6].

It is worth noting that when creating a motivation system in institution of higher education, the use of certain types of both material and moral incentives becomes relevant. Material and moral incentives should be based on objective criteria for assessing the performance of each employee. Let us note the direction and objectives of motivation:

- achievements (to provide employees with opportunities to solve responsible tasks of institution of higher education development, to stimulate their proposals and initiative);
- participation system (enabling employees to participate and share in the success of institution of higher education, which is also their success);
- training (aimed at guiding employees in planning their career and professional development);
- commitment (to enable employees to see the benefits of working at this particular institution of higher education);
- corporate culture (aims to create an atmosphere in the institution of higher education in which employees of structural units will enjoy their work);
- remuneration (the aim is to provide fair pay in line with the "value" of the position and individual performance, in order to encourage employees to achieve positive results);
- motivation by organisation and management (it is to create comfortable conditions for effective work in a institution of higher education, to introduce advanced forms and methods of management);
- Recognition (involves recognising and noticing the successes of employees and valuing their contribution) [9].

In our Fig. 1 we have depicted the main tasks of motivation.

Let's take a closer look at what each of these tasks entails.

Staff engagement. In this sense, the incentive system should be competitive with the category of employees that the institution needs.

Incentives. Having recruited and retained potentially strong employees, you need to take care to improve their performance and efficiency.

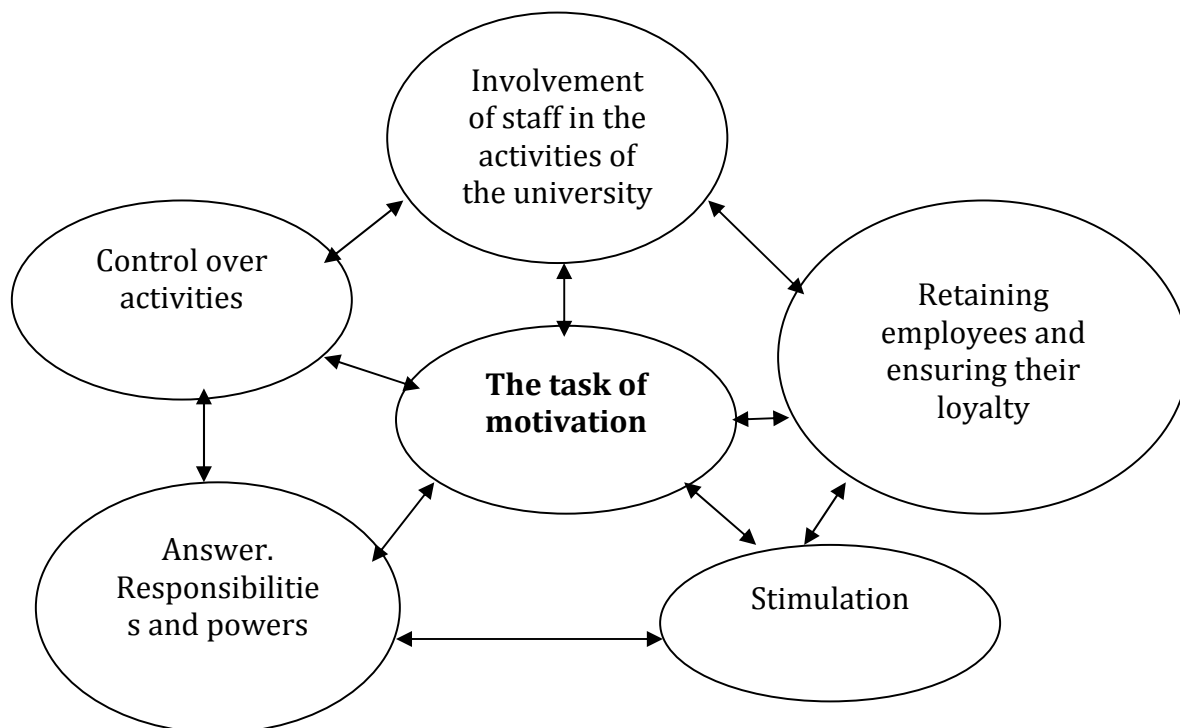


Fig. 1 The main tasks of motivation actualisation

Responsibility and authority. In this case, employees receive not only tasks, but also the right to make independent decisions on their implementation.

Control. A well-thought-out incentive system allows a institution of higher education to control and effectively manage costs while ensuring the availability of the necessary staff.

Employee retention. When the remuneration does not match what the institution of higher education offers, employees may start to leave.

The real achievements of employees in institution of higher education, with rare exceptions, are incentivised, as we have noted, through intangible means, which include: badges, certificates of honour, letters of appreciation, etc.

It is also worth noting that in general, the incentive system includes both moral and material incentives. Both sides are important, but material incentives are more significant and convincing. In this case, the interest of institution of higher education is to optimise the cost of motivating employees, while the interests of employees, on the contrary, are reduced to obtaining material benefits. Therefore, in our opinion, identifying ways to improve motivation in institution of higher education can give the desired result.

Thus, the motivation system includes both moral and material incentives, and if we analyse the current legislation, it is easy to see a tendency towards a significant bias towards material incentives.

At the state level, the motivation of employees of institution of higher education is ensured on the basis of the Unified Tariff Scale of Categories and Coefficients "On the Regulation of Remuneration Conditions and Approval of Tariff Scale Schemes" approved by the Order of the Ministry of Education and Science of Ukraine No. 557 of 26.09.2005, registered with the Ministry of Justice of Ukraine on 3 October 2005 under No. 1130/11410 (as amended) [7]. This order determines both the amount of salary depending on the level of competence and the types of material incentives. An analysis of the salary determination process suggests that the current salary levels and coefficients provide little or no material incentive for development.

An active personnel policy and the development of components of a targeted incentive system will ultimately stop the outflow of the most talented young professionals and improve the quality of domestic education.

We can see that motivating means knowing what is important to employees (material or moral aspects) and offering this important thing in exchange for the desired work behaviour. In research conducted by the University of Iowa, it was noted that in the search for new mechanisms to increase interest in achieving organisational goals, it is impossible not to see that... monetary rewards produce the greatest performance gains, almost twice as much as the effects of declaring a goal or enriching the content of work. Money is the key incentive... no other incentive or motivational mechanism is even close.

Employee commitment or loyalty should be achieved through: satisfaction, commitment and availability of alternatives. According to experts, relying on their ideas and expectations (and not just the opinion of the head of institution of higher education), it is possible to get an objective picture, identify factors and reasons that hinder effective work. It should be borne in mind that any detail of a conversation (which at first glance may seem trivial) can sometimes be the only key that opens certain motivational "doors".

Thus, all activities will be effective if they are properly motivated by the manager and bring real benefits. We offer the simplest scheme of the motivational process, which is presented in Fig. 2.

Moreover, the material or moral aspects of motivation that motivate a particular employee to work hard today may contribute to the "switch-off" of the same employee tomorrow. No one can say for sure how the motivation mechanism works, how strong the motivating factor should be and when it will work, not to mention how and why it works. Unfortunately, there are no single motivation schemes that would be equally effective for different employees. That is why most managers of higher education institutions experiment with different motivation systems, trying to find the most appropriate ones for their institution.

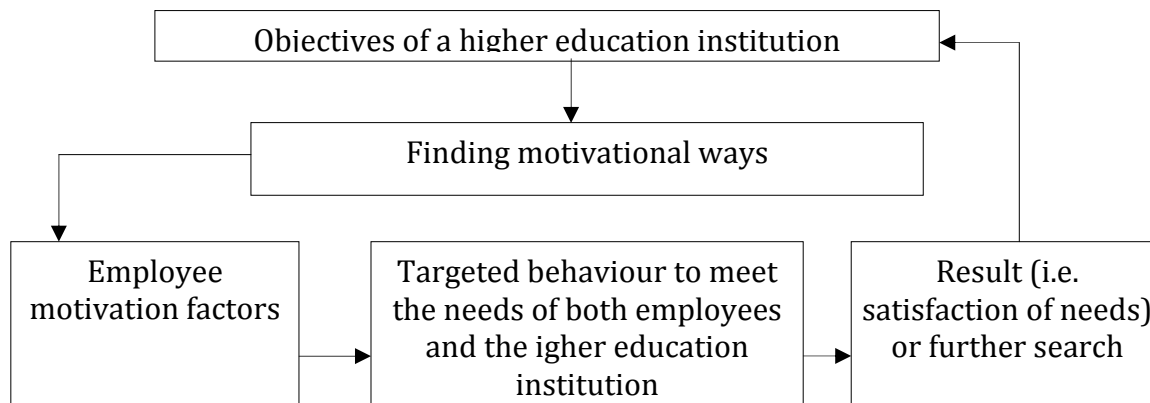


Fig. 2 The motivational process

The analysis allowed us to identify the main economic factors of the motivation system that meet the requirements of today. This is, first and foremost, the remuneration that helps to motivate employees to work, but also has an impact on the overall performance of the business.

That is, in our understanding, motivation is the creation of conditions (tangible or intangible) for the development of the capabilities of employees of institution of higher education. The components of motivation may include the creation of appropriate working and leisure conditions, the use of a system of compensation and benefits that create conditions for the preservation of human resources.

The main problem with developing an incentive scheme is that it takes a very long time to study the driving motives of each employee. An incorrect motivation system can also be a factor in the failure of a institution of higher education. Therefore, the motivation system should be: multifactorial; have a specific focus on a group of employees or on an individual employee; constantly improved and supplemented.

Therefore, the formation of positive motivation will be successful if: the motivation system itself is implemented; continuity is ensured; humanitarian and cultural orientation, variability, problematic nature, personal significance of employees and their activities, self-realisation and self-affirmation are taken into account; organisational and methodological support is provided to employees.

Thus, the incentive system ensures proper professional performance and promotes professional development of the staff institution of higher education.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

To achieve this goal, the article uses a set of research methods: theoretical – analysis, synthesis, comparison, systematisation and generalisation of

conceptual provisions on the subject matter presented in the scientific literature and legislative acts of Ukraine.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

When developing a staff motivation system, it is important to take into account the level achieved in all these areas and to analyse the external and internal environment of the organisation and the factors that influence their change, as well as the strategy of the higher education institution. Having chosen a certain strategic alternative, the management should turn to a specific strategy, the main goal being to choose ways to increase staff motivation that will maximise the long-term efficiency of the enterprise.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

Strategic choices are influenced by various factors: risk (a factor in the life of an enterprise); knowledge of past strategies; and the time factor, which depends on the choice of the right moment. Decisions on strategic issues can be made in different ways: "bottom-up", "top-down", and in the interaction of the two above-mentioned areas (the strategy is developed in the process of interaction between top management, planning department and operational units).

In conclusion, I would like to note that it is necessary to take into account all the factors that are in one way or another related to the current system of staff motivation. It is also important to note that the task of management is to maintain an optimistic attitude of employees, to remain calm and support each other. Be guided by the values and culture of the higher education institution and then there is an opportunity to become effective and competitive despite the realities of today.

Prospects for further research in this direction. Prospects for further research should be aimed at analysing and testing the effectiveness of motivation systems, which will be aimed at considering the practical aspect of introducing motivation in institution of higher education and studying the impact of these motivation systems on staff performance.

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ОСОБЛИВОСТІ МОТИВАЦІЇ ПРАЦІВНИКІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

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Анотація. Мотивація персоналу закладу вищої освіти на сьогодні залишається дуже актуальною, незважаючи на те, що розглядається це питання достатньо широко. Така ситуація склалася через те, що теоретичні дослідження не реалізуються в практичних рішеннях. Тому проблема мотивації персоналу закладу вищої освіти набула актуальності, оскільки розв'язання проблеми актуальної кадрової

політики, що стоїть перед закладом, можливе лише за умови створення належної мотиваційної бази, здатної спонукати працівників до ефективної діяльності та надання якісних освітніх послуг. Йдеться про використання таких форм і методів стимулювання працівників, які сприяли підвищенню ефективності. Таким чином, істотна роль в управлінні персоналом має відводитися мотивації. Мотивація є тією рушійною силою де мотиви можуть виступати усвідомленням важливості в отриманні нових знань, бажанням самоствердитися, продемонструвати свою здатність до активної діяльності та знайти своє місце в ієрархії соціальних відносин у колективі. Привести в дію організовану систему для отримання необхідного результату можливо тільки керівним органом певного впливу або особою, в даному випадку керівником закладу вищої освіти. Для цього потрібен певний інструментарій впливу на елементи мотивації, щоб вона почала функціонувати. Щоб ефективно рухатися до поставленої мети, керівництво закладу вищої освіти має не лише планувати та організовувати роботу, а й використовувати систему мотивації працівників відповідно до розробленого плану досягнення цілей закладу. Отже, позитивна мотивація буде успішною, якщо: забезпечено реалізацію системи мотивації; здійснюється безперервність; враховано гуманітарну та культурну спрямованість; варіативність; особистісну значущість працівників; самореалізацію; здійснюється організаційно-методичне забезпечення персоналу. Отже, система забезпечує адекватну мотивацію до професійної діяльності, сприяє професійному розвитку кадрів вищої освіти.

Ключові слова: мотивація та стимули; модель мотивації; управління персоналом; чинники; стратегія.

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