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Chapter X

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INFLUENCING SOCIAL CAPITAL THROUGH MOTIVATION OF UNIVERSITY TEACHERS (IN CONDITIONS OF UNIVERSITY OF ŽILINA)

Abstract: Chapter deals with the topic of social capital at universities and influencing it through a purposeful motivating teachers and managers. In addition to defining social capital, motivation, and motivating (both generally and in the university environment), the attention paid to presenting the most important results of the questionnaire survey conducted at the University of Žilina in 2013. Based on the implied theoretical and practical analysis, comparison, and synthesis there are provided key recommendations for streamlining the motivation of university teachers, especially through the prism of influencing their motivational orientation in the final section of the chapter.

Key words: university teachers, motivation, social capital, survey, motivators.

X.1. Social Capital

In terms of defining the basic characteristics associated with the motivation of university teachers, it is appropriate to perceive their motivation primarily in a social dimension – in a context of social capital. This dimension is useful in terms of deepening social crisis, increasing perceived failure to appreciate the work of teachers, their deepening social isolation, etc., with which teachers encounter more often.

From the considered viewpoint, for example Putnam defines social capital as the features of social life – networks, norms and trust – that enable participants to act together more effectively to pursue shared objectives (PUTNAM R. 1995, in: GREEN A, PRESTON J, JANMAAT J. G. 2008, p. 27). Elements of this category, e.g. networks, alliances, accepted

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standards of behavior, entrusted roles, trust, affinity, etc., are very important sub-parts of the dynamic system of human and namely work motivation. People need to be included into active social relationship – they need to feel them useful, they need to know they are beneficial and act as effectual experts and colleagues, with strong effect for the others. In a case of university teacher's motivation, this is really serious. It escalates inside the teachers a sense of responsibility for the quality of their acting, especially educating students. Teachers are forced to be the role models, motivating and full of cultivating impact on their students and younger colleagues (PhD students).

Teachers, on the one hand, are the wearers of the social capital of universities and their country. On the other hand, they raise and educate students who are a part (in period of their study) of the university social system but who soon become a part of the social systems of future employers. Teachers are joining and creating a current social and human capital embodied by the university social system (combination of the social capital of teachers and the social capital of students) with the future (anticipatory) employers' social capital (combination of the social capital of previous employees and novices – admitted students/graduates).

From mentioned point of view, education is a *powerful generator of social capital* (GREEN A, PRESTON J, JANMAAT J. G. 2008, p. 19). Education has a powerful effect on social capital being the strongest predictor of individual associational membership, trust and political participation. Highly educated people are much more likely to be joiners and trusters, partly because they are better off economically, but mostly because of the skills, resources, and inclinations that were imparted to them at home and in school (PUTNAM R. 2000, p. 667). It means the ***university teachers have to have strong motivation*** namely for an effective development of social capital and education of the students.

The responsible task of university teachers consists in *affecting the students' competences*. It is possible to utilize the concept of competence which is based on the construct of professional behavior understood as a *triple elements behavior* demanded at work and consisting with two

components based on employee's knowledge and one – based on his/her motivation at work. Those elements are exactly for employee:

- a) Cold knowledge – theoretical (employee theoretically knows *what to do*).
- b) Hot knowledge – based on practical experience (employee practically knows *how to do* and demonstrates it as skills).
- c) Motivation – based on habits expressed as an attitudes at work (employee performs work with observable effort, perseverance, diligence, teamwork, etc.), (MATUSKA E. 2012, p. 131).

It flows, the teachers have to anticipatively form a future professional image/profile of their students so that they will be able to master all (or majority of) tasks and duties trusted by their employer in the future.

X.2. Motivation in condition of university

University teachers are more than in past appraised by their research and publications. Constantly increase demands for publication in prestigious journals and participation at important international conferences. Their teaching activities remain on the verge of interest, although, paradoxically, just this one, in connection with the university, is perceived by the students and the public in the first place (KUCCHARČÍKOVÁ A. 2008, p. 77).

Work motivation is an important HR activity that determines the activation and persistence of work behavior. It includes terms such as effort, volition, interest, aspiration, desire, tendency, wish, expectation, need, etc. (LUSKOVÁ M. 2013, p. 206). In general, motivation is a set of factors representing the inner driving forces of man's activities that guide his actions (KOCIANOVÁ R. 2010, p. 22). Motivation can be defined as an internal state that encourages individuals to an action directed to a certain aim (KASSIN S. 2007, p. 407).

In the indicated context, each university teacher's motivation is a complex system of many elements, storylines, references, and twists. It gives a concrete reason to each work behavior, the nature, and size of the

force. It is full of dynamics, accompanied by periods of professional success and fulfillment but also complicated by feelings of fatigue, routine, even ingratitude from the side of students. Therefore, it is important to amplify and lead the teacher's motivation in order to fulfill his professional identity and in order to align this identity with his ideas or imaginations of himself as a teacher, colleague, and man. *A teacher's professional identity* includes the following components:

- a) Self-image (How do I see myself as a teacher?);
- b) Self-esteem (Am I a good teacher?);
- c) Self-efficacy (conviction about my own professional efficiency);
- d) Job motivation (Why do I want to be a teacher? Why do I remain in the teaching profession?);
- e) Perception of the demands on the teaching profession (What do I want to accomplish as a teacher?);
- f) Prospects (How do I see my professional future?);
- g) Personal conception of teaching which is based on practical knowledge and beliefs (SPILKOVÁ V. 2011, p. 119).

Motivation of university teachers should be strengthened (to be strong or intensive enough), *adapt and mitigate* (in a case of so called over-motivation, i.e. excessive motivational diversity and disorder) and *harmonize with the others' motivation* (in a situation of collision with the motivation of colleagues, department, faculty, students). It means the universities teachers and managers **have to be motivated** therefore it is needed to apply towards them the intentional motivating. *Motivating* represents an intentional, permanent, intellectually-relational process, the purpose of which is to create favorable conditions and use appropriate motivation approaches, tools, events, and actions in order to achieve the desired quality of motivation and value of an individual effort, and hence the value of outputs of the department, colleges, and universities.

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 P., PURCELL J. 2008, p. 195).

An influence of any employees' and experts' motivation, and thus motivating university teachers, is very difficult. E.g. ARMSTRONG argues that it is wrong to believe that one approach to motivating will suit all (2007, p. 219). In motivating at the university, there are gathering various, often different internal incentives, motives of each teacher with the motives of managers (head of department, dean, rector), in addition with the motives of students (motivational-educational continuum that begins at the positive side of the continuum by student's responsible effort to study and get the deepest knowledge, thru trying study with varying enthusiasm, to the negative side of the continuum represented by desire to earn a degree with as little as possible effort, often regardless of the quality or extent of acquired knowledge). The motivation of each individual is different. These motivations meet mutually in the educational process (on lectures or seminars). This area is escalated by the fact the *teachers do not utilize only their own motivation but in particular the students' motivation (seek to strengthen it), while they utilize and are supported by the motivation of colleagues and superiors.*

There are many different motivational tools, both tangible and intangible. One of the most effective motivational tools is *rewarding*. Remuneration for work done determines the quantity and quality of future work (JEDINÁK P. 2012, p. 73). „Remuneration is realized in the form of wages, salary, or other monetary or non-monetary rewards. It's a reward for their work,“ (VIDRÍKOVÁ D. 2012, p. 23). On the contrary, J. OWEN considers as the most motivating, if managers show their interest in employees, if care for them, appreciate, and respect them (2008, p. 88).

X.3. Important findings of the survey on motivation

In order to gain a deeper knowledge of the motivation of university teachers, we have carried a questionnaire survey at University of Žilina.

Its intention consisted of an examining motivation as a dynamic concept and gathering suggestions for potentially better motivating teachers.

University of Žilina employs 1,517 employees, which there were 655 teachers and 185 research employees of (ANNUAL REPORT 2013). Questionnaire was attended by 86 respondents, representing 11.62% of the total number of employees participating in the teaching students. There were 60.47% men and 39.53% women. In terms of work position, 70 teachers and 16 managers (head of department, vice dean, dean, etc.) participated in the survey. The average age reached 45.57 years; distribution by educational attainment was as follows: 9.30% with tertiary education; 41.86% PhD, 38.37% associate professors; 10.47% professors.

We focus on results concerning: a) the intensity of teachers' motivation; b) the spectrum of motivational tools applied to teachers; c) the creating individualized motivation programs for teachers.

Table X.1. Intensity of teachers' motivation (in % of all responded teachers)

Work areas/teacher's motivation orientation	High	Sufficiently high	Average	Lower	Low
	Intensity of motivation				
Quality education and evaluation of students $M_w = 81.58$	30.2	55.8	8.1	3.5	2.4
Increasing own knowledge and skills $M_w = 77.92$	23.3	53.5	16.2	3.5	3.5
New ideas and improving the efficiency $M_w = 69.74$	11.6	43.0	32.6	8.1	4.7

Source: own study

Table X.1 shows the respondents' expressions of the intensity of their motivation in a 5-point scale starting from very high motivation (5 points) to low motivation (1 point) toward 3 priority areas defining the essence of their work, i.e. orientations of their work motivation: the motivation for quality education and fair evaluation/assessment of

students' knowledge; motivation for continuously raise the level of teacher's professional knowledge and skills; motivation for submitting new ideas and enhancing the effectiveness of teaching and the work of the faculty. The results show that the teachers feel the highest average motivation (weighted mean: M_w) just for the first of a defined orientation.

Further investigation was concentrated on applied spectrum of motivational tools. In a closed question, we offered 10 motivation tools to respondents, and their task was to mark all of those that were applied to them from the side of their supervisor (head of department, dean). Identified frequencies of this application are contained in Table X.2, differentiated for the teachers as well as for the managers.

Table X.2. Frequency of motivators applied towards the teachers (in %)

Applied motivator	Expressions of teachers			Expressions of managers		
	All	Men	Women	All	Men	Women
Additional charge and reward	35.7	42.9	25.0	75.0	80.0	66.7
Praise	48.6	45.2	53.6	50.0	30.0	83.3
Interest of opinions	44.3	40.1	50.0	68.8	80.0	50.0
Carrier and promotion	31.4	30.9	32.1	43.8	40.0	50.0
Educational activities	34.3	35.7	32.1	50.0	40.0	66.7
Providing needed information	22.9	23.8	21.4	43.8	40.0	50.0
Good relationship	32.9	33.3	32.1	56.3	60.0	50.0
Space for independence	67.1	69.1	64.3	68.8	70.0	66.7
Fairness of superior	35.7	40.5	28.6	50.0	40.0	66.7
Threats and regresses	14.3	14.3	14.3	6.25	10.0	0

Source: own study

On closer searching, we can summarize that totally (in both groups together) the most respondents (58 = 67.44%) marked an application of the space for independence. This motivator was the most frequent also from the viewpoint of sex (36 men = 69.23% of all men, and 22 women = 64.71%) and in group of teachers with PhD (22 = 25.58% of respondents)

as well as in the group of associate professors (26 = 30.23%), while in the group of professors were the most frequent these ones: additional charge and reward (5 professors) and space for independence (5 professors).

We also compared the intensity of motivation (Table X.1) with the existence of motivation programs. Respondents were asked if their manager creates for them individual motivation programs (IP). Answers are compiled into 2 options: yes and no (IP = Yes/66 respondents or IP = No/20 respondents). Figure X.1 shows the combination of these ones with ascertained motivation intensity. Dependency been confirmed in all motivational orientations, i.e. if manager creates motivation programs, motivation of teacher is higher in comparison with situation without motivation programs (positive answers achieved higher motivation than negative answers).

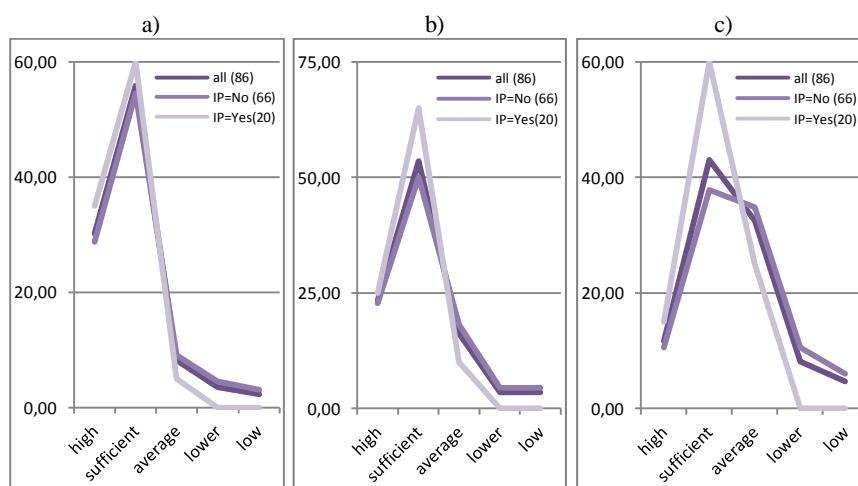


Figure X.1. Dependency between individualized motivation program creation and intensity of motivation (high – low, frequency in %) for:
a) Quality education; b) Increasing own knowledge; c) New ideas.

Source: own study

The results show the motivation of teachers does not achieve its maximum, motivators have different efficiency and there is a relationship between the motivation programs creation and the motivation intensity.

X.4. Recommendations for motivating orientation

Compared to perceived previously *motivational orientation of the university teachers*, it is emerging need to strengthen the motivation for implement one of the most advanced concepts used in universities: the so-called concept of *educational development*. Learning development is a complex set of multidisciplinary and cross-disciplinary academic roles and functions, involving teaching, tutoring, research, and the design and production of learning materials, as well as involvement in staff development, policy-making and other consultative activities (HARTLEY P., HILSDON J., KEENAN CH., SINFIELD S., VERITY M. 2011, p. 14). Group of authors in a different composition defined this concept as follows: “Learning development means working directly with students and in a consultative capacity with other higher education staff. The main aim of learning development work is the empowerment of students typically through the enhancement if academic practices, such as skills for research, communication, self-awareness, and critical thinking, in order that they may benefit as fully as possible from their experiences of, and life beyond, higher education,” (HILSDON J., RIDLEY P., SINFIELD S. 2008). Teachers with the active cooperation of supporting staff of deaneries certainly are not the only initiator of the students’ progress and learning. Also the students more and more take an active role in this field. This is possible only in conditions the teachers will create for students’ *desirable and motivating conditions*. Teachers have to understand students as the partners and resolutely create an environment where students will be able to take role of the organizers of their studies and become an action force of their own professional image. The role of a teacher (and thus also the teacher’s motivation) varies considerably: „The

use of the term 'lecturer' or 'tutor' implies the former whereas 'adviser' suggests the latter," (MURRAY L., GLASS B. 2011, p. 33).

In the spirit of 21 century, it is necessary to strengthen (among other types of work motivation) primarily the *intellectual motivation* on the universities. We can define it as the motivation for submitting above-average intellectual performance. This motivation must include not only the willingness to adopt relevant knowledge of the others (obtained from books, journals, acquired at scientific conferences). It must be primarily based on the desire and self-discipline in carrying out own research, in responsible scientific work in creating new and original knowledge, models, theories, and structures, valid and beneficial for the development of science and education at the university. Intellectual motivation must be topped by *motivating students to the intellectual performance* – the addressees of teacher's scientific-pedagogical efforts. It is the creation and mediation of the final wisdom, just through the motivation of teachers and the university management. I. FIGURSKA defines wisdom as the ability to define/choose the knowledge that should be applied to solve a particular problem (2012, p. 23). It emphasizes the interconnectedness of all motivational efforts at the university: to identify, interconnect, harmonize, and jointly intensify the motivation of teachers and students.

X.5. Conclusion

One of the principal tasks of management is to create an environment in which people give from themselves the very best and simultaneously they learn (FOLWARCZNA I. 2010, p. 148). The organizations surviving in a challenging competition (which permanently increases also in university education) must carry out the following functions/activities: to employ competent staff to manage; implement systems of human resource management to help to acquire, motivate, evaluate, and educate employees; to provide working conditions leading to changes in cultural attitudes of employees (BORKOWSKI S., ROSAK-SZYROCKA J. 2012).

In the case of universities, these functional necessities become *absolutely essential* and must be *uncompromisingly required* by the management of university and all its faculties. An effective way to implement them, in addition to the application of sophisticated management and development of human potential (including the quality/competences of all teachers and managers and permanent and supported development of their potential), consists first and foremost in an encouraging functioning of the university's social system and precise preparation, responsible implementation, and continuous improvement of the motivational system of the university – its ***motivation (incentive) program***. This must be cascaded down to the *faculties' motivation programs*, then to the *motivation programs of the departments*, and then to the *motivation programs of the university teachers and managers*.

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