

MOTIVATION OF UNIVERSITY TEACHERS AND ITS CONNECTIONS

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Abstract

Paper deals with the motivation of university teachers, in an effort to define ways in which it will be possible to increase their motivation and provide greater satisfaction to teachers in/from their teaching, scientific research and publication activity. It focuses on examining the content of university teachers' motivation, outlining the motivation in general and relating it to the definition of teachers' motivation. The next part of the paper focuses on determining the specifics, capabilities, and core tools which can be applied in motivating university teachers more effectively. The most important specificities (compared to the work motivation of employees of other sectors, e. g. manufacturing) include the fact that every teacher handled not only with his/her own motivation, but handled and also strengthens the motivation of students whose educates and forms. In addition, the teachers represent a high-qualified human potential what means the university teachers' motivation would be related to the self-determination theory.

The methodological part deals with results of the questionnaire survey that we conducted on the University of Žilina in 2013. The examination findings in a sample of 86 teachers focused primarily on the confirmation/rejection of the assumption that the level of awareness, leadership style, level of trust, and openness of communication affect the strength of the university teachers' motivation. Stated differently, methodological section examines the interdependence between intensity of motivation and mentioned above elements of the management and development of human potential at the university. Paper concludes by setting out the basic recommendations for getting the appropriate ideas and inspiration for the creation of motivation program of the university.

Key words: university teachers, motivation, survey, quality, improvement.

Classification JEL: M12 – Personnel Management

1. Introduction

Erudition, education and increase of qualification play one of the key roles. The basis is good quality education system. It is an evident fact that in the current, dynamically developing period initial education from the starting years of career life would not be sufficient for anybody but it is necessary to deal with the system of lifelong learning and increasing of qualification (*Svatošová, 2010, p. 119*). This idea is valid without discussion for all production companies. However, it is a lot more urgent *in the operation field of universities*: university teachers must be progressive persons, able to build new knowledge and transfer it to their students and younger colleagues. On the other hand, education and motivation of the actual university teachers has been omitted for several years. As if it was automatically assumed that university teachers will educate themselves, from books that they will ensure from the budgets of implemented projects, that they will draw inspirations at conferences that they participate in, that their *motivation* to self-development and permanent progress of their knowledge and personal potential *is absolute, permanent and self-recreating*. This assumption is partially true; it is questionable though whether it is sufficient for the university and students and whether this assumption is correct also with respect to the actual pedagogues. Teachers actually educate themselves and also strengthen their motivation. Instead of ventilating stress with the aid of trained advisors, the teachers exchange minor advice and experience between each other. It is these and similar facts that testify undermined motivation of university teachers, that are the cause of increasingly more common cases of

pedagogue burn-outs, their resignation of massive scientific efforts and elaboration of highly evaluated publications.

The aim of this article is to pay attention to the motivation of university teachers as one of the fundamental pillars of university quality and its education. The starting point is the premise that the motivation of university teachers has substantial influence on the quality of university. We rely on the recommendations resulting from the standards and directives for quality assurance in the European Higher Education Area according to which “Universities should have procedures established by the virtues of which they are able to make sure whether the employees dealing with teaching of students are qualified and competent for such activity,” (ENQUA, 2009, p. 6).

In the theoretical part of the article, through analysis, comparison and synthesis of opinions of several domestic and foreign authors, we focus on motivation identification of university teachers and emphasising of its focal connections. Subsequently based on partial evaluation of the performed questionnaire survey in the methodological part of the article we will present the most important findings related to motivation of pedagogues at the University of Žilina, with pointing out the determination of basic recommendations (using induction, deduction and own empiricism) on how to improve this motivation.

2. The content of university teacher’s motivation

The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long-run survival of the organization (Kucharčíková, 2013, p. 34). The human element of university is represented by its teacher, scientific-research employees, employees of support workplaces (study department, departments for science, departments for development and other departments at the rector’s office and deans’ offices of the university, specialised institutes and workplaces) and service employees, who in mutual dependency and close cooperation provide the students with their most crucial product/outcome: new knowledge, skills and competences. The idea that university education must be systematically improves resonates in the works and articles of many authors (e.g. Boyer, 1990; Dolittle & Camp, 1999; Cowan, 1999; Boud, 2002; Juwah, 2003; Homolová, 2003; Vašutová, 2005; Lueddeke, 2008; Clark & Andrews, 2010; Slavík et al., 2012; Espedal, Gooderham & Evensen, 2012; etc.). Education at universities must be improved from the quality aspect mainly in order to be able to transfer to students truthful and “anticipation, in the future applicable” knowledge and competences.

We believe that the *most crucial determinants of good quality education* at university is exactly **motivation**, namely the motivation of teachers, scholars and other employees, i.e. all the people working at the university.

Generally, the motivation, e. g. its orientation, intensity, pressure, and integration with the motivation of more complex wholes (groups, organizations) ranks among the most important and the most basic determinant of every human endeavor; it is important to devote attention just to the dynamical aspects of the motivation. The human potential motivation is really very complicated and dynamically changing, but at the same time, also extraordinary productive and potentially contributive (Blašková & Blaško, 2009, p. 8).

Motivation is the presence of enthusiasm that drives employees to put in extraordinary effort to deliver results (Keller & Price, 2011, p. 32). Getting the right people on board – and then all enthusiastically pulling in the right direction – is a basic domain motivation (Reichheld & Rogers, 2005). According Decenzo and Robbins, the motivation can be defined in terms of some outward behavior. It is an internal process which starts by deprivation,

having unsatisfied needs, and results in tension. For motivation to occur, we must have functional tension giving to the individual the energy to perform (1999, p. 100). Motivation is initiated by the feeling of shortage, internal conflict that the individual strives to eliminate by its behaviour and establish balance (Fuchsová & Kravčáková, 2004, p. 12).

„Our attitudes determine our preferences. These attitudes, along with the emotions with which they are infused, shape motivation: the energy that is made available for any activity,” (Spitzer, 2007, p. 60). The knowledge is important that during the recent recession different factors will assume more or less importance according to the context (Bourne & Bourne, 2011, p. 214).

Due to the fact that the *motivation of university teachers is constantly confronted and weakened* by several complicated situations, activities and perceived social and also individual responsibility, it is necessary to systematically reinforce it. In this sense motivation is activation of a certain internal state (e.g. wishes, efforts) through external stimuli (motivators), (Alexy, Boroš & Sivák, 2004, p. 202). The art of managers to motivate their employees means to create interest in them, willingness and taste to actively get involved in accomplishment of activities conforming to the mission and objective of the organisation or its parts (Vodáček & Vodáčková, 2013, p. 123). This definition is fully in accordance also with the view of motivation in the environment of universities, i.e. the motivation of university teachers. An idea is important the influencing employees' motivation is more difficult than influencing employees' abilities through staffing or training (Milkovich & Boudreau, 1988, p. 171).

Currently it is no more sufficient to place the employees/teachers only in the position of executors of assigned work tasks and implementers of requirements of the university managers. Apart from their education and requiring of constantly more valuable scientific-publication outcomes, it is necessary to increase their interest and motivation and to actively get them involved in the happening at the university. “However, simplification of motivation to financial remuneration is the most common mistake. Even if financial remuneration is important, practice shows that even a relatively high salary is no guarantee for high work load. Also motivation based only on money may lead to the need to invest more and more finances in the achievement of the same motivation effect,” (Lusková, 2013, p. 209).

The differentiation of employees, in our case, the teachers, has to be realized also at the university (identically as in other organizations). Managers need to ensure that key performers in important positions are highly compensated, good performers are moderately compensated, and poor performers are helped either to improve or to find employment elsewhere (Becker, Huselid & Beatty, 2009, p. 135). This idea is included also in the European higher education (ENQUA, 2009).

Since it is a well-known fact that the salaries of university teachers in Slovakia (compared to the salaries of pedagogues in other European Union countries) is very low, the motivation effect cannot arrive (at many faculties teachers do not get any rewards, or they get them only sporadically). Therefore it is necessary to devote intensified attention right to non-financial motivation instruments and to exploit them to the maximum. However, the condition for achieving the effects from non-financial motivators is the need that the head employees of universities have their interpersonal skills developed at a high level, i.e. skills of open and encouraging communication, skills of creative management, skills of positive motivation, etc.

3. Specifics, possibilities and tools of motivating university teachers

The objective of the modern society is to effectively ensure employment, which by means of scientific researches would encourage search for new, unique solutions, which in

their turn would help match labour supply and demand, expand the corporate social responsibility and in the long run ensure the balanced development of the society (*Gruževskis, 2011*). Social responsibility is by no means managerial news or discovery. It is a mature approach to the economic life, employees, work, nature; especially it is a concept incarnating people and intended for people (*Tokarčíková & Poniščiaková, 2012, p. 275*).

Some scholars believe that during 2009-2012 there was a lack of state supported measures of active employment policy and real actions, constantly changing legal base provided unfavourable investment climate into the state economy, due to the lack of analysis of costs and benefits there was a delay in response to the existing and probable negative consequences in the labour market (*Gražulis & Rakalovič, 2013*).

An idea is necessary and first of all useful that has to be accepted in this paper: Each teacher *deals not only with its own motivation*. They also deal with the *motivation of teachers*. Figure 1 very aptly describes this fact, where according to Rohlíková and Vejvodová the biggest motivation is success. Success increases self-confidence and self-assessment of students and hereby improves their emotional state favourable for performance and at the same time the motivation for the activity leading to success increases. To let the student “experience success” is one of the instruments of so-called re-motivation (re-acquirement of motivation, support of study activities of students), (*2012, p. 168–169*).

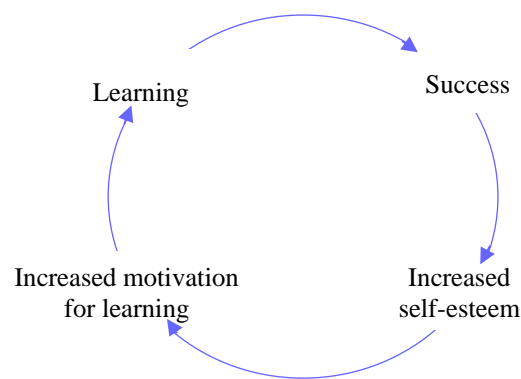


Figure 1: Success as the motivation of student (*Rohlíková, Vejvodová, 2012, p. 169*)

From the viewpoint of the university teachers' motivation (because of the teachers represent a high-qualified human potential), it is interesting to relate their motivation to the self-determination theory. This theory has been skillfully worked up by many authors, e. g. Deci and Ryan (*2000*), Ryan and Deci (*2008*), Sheldon and Schuler (*2011*), etc. According to self-determination theory, psychological needs are evolved organismic requirements for certain types of experiences, in particular, for *autonomy* (experiences of volition and self-ownership), *competence* (experiences of mastery and effectance), and *relatedness* (experiences of closeness and connectedness with others), (*Sheldon & Hilpert, 2012, p. 349*).

Interesting is the confirmation of the assumption, presented by Filak and Sheldon that all three experiences, i.e. experience for autonomy, experience for competence, and experience for relatedness within the classroom predict positive evaluations of college teachers (*2003*).

A substantial motivation weight for teachers is the actual *contents of their work and social status* (even if we have to admit that social recognition for the work of teachers decreases). From this aspect university teachers perform uniquely intellectually conditioned

and intellectually realised activities, i.e. university teaching. The objectives of this teaching “lead to the profile of student, future executor of the studied profession and to competencies necessary for active personal life. The main task of this process is versatile development of the personality of student from the professional, as well as moral and human aspect,” (Sirotová, 2006, p. 6).

It is very important to understand the university teachers’ successfulness thru a prism of their motivation and/versus their cognitive capacity. Roets, Van Hiel and Kruglanski present this idea: “Although scholars might agree that the combined impact of motivation and cognitive capacity may be more than the sum of their individual effects, the exact nature of their interactive effects remained relatively undefined. It is assumed that high levels of motivation and capacity are simply better than low levels, and a potential interaction has merely been considered in terms of the degree to which high levels of one determinant might compensate for low levels of the other,” (2013, p. 262). It means when the level of teacher’s motivation is very high, this one can (to a certain extent) supplement an incomplete cognitive competence of the teacher. And vice versa, when the level of teacher’s cognitive capacity is very high, this one can renew the incomplete level of the teacher’s motivation.

According Schüler, Brandstätter and Sheldon, the competence satisfaction is important for all individuals. The achievement motive moderated the positive effects of competence satisfaction. Individuals with a high achievement motive benefited more from competence satisfaction and suffered more from need frustration than individuals with a low motive score. The achievement motive moderates the effects of competence satisfaction when predicting domain-specific flow and well-being, but not general flow and well-being (2013, p. 491).

When thinking of efficient motivating tools (motivators), the *objectives* (organizational as well as individual) are primary. Objectives are goals established to guide the efforts of the company and each of its components. Effective management is always management by objectives. Not only must there be an objective for the total organization, but, since each component can accomplish only limited work, there should be spelled out division and departmental goals which serve as specific guides for subordinate units. These enable individual managers to operate with maximum freedom but always within the framework of over-all company objectives (Allen, 1958, p. 27).

A key motivation determinant at university, apart from suitably defined objectives, is mainly *objectiveness*, i.e. overall correctness, fairness, seriousness, and respect towards employees, and that in all possible shapes and forms we can imagine. The basic starting point is exploitation of an objective assessment system of work performance, application of objective (performance dependent) remuneration system, application of correct relationship towards teachers from the side of department heads, encouraging the sense for team (department) fairness (towards colleagues, students, partner universities), etc.

A significant motivator is *correct exploitation of the university image*. Since if head (leading) persons are able to encourage the desire of employees to work for a successful organisation, that contributes to the world with something positive, they might release huge internal creativity and energy. Employees want to be proud of the organisation that they spend much of their daily time in (Kaplan & Norton, 2010, p. 154).

The *positive feedback* can be considered as a valuable motivating tool. But important is also a promptness that is an essential part of feedback. People have a need to see and understand the results of their work as the work is being done – if we are to have effective feedback for the self-control that will achieve desired results (Christopher, 1993, p. 6-2,8).

In strategy execution, it is possible to use *rewards and sanctions* to control individual, particularly managers. Financial incentives are important reward mechanism. They are

particularly useful in encouraging managerial success when they are directly linked to specific activities and results. Intrinsic, nonfinancial rewards, such as flexibility and autonomy in the job and visible control over performance, are important managerial motivators. And negative sanctions, such as the withholding of financial and intrinsic rewards or the tensions emanating from possible consequences of substandard performance, are necessary ingredients in encouraging managers' efforts (Pearce & Robinson, 1991, p. 353). All the given challenges are closely interrelated, since as long as employees are positively and appropriately motivated. Financial remuneration has an irreplaceable role in the system of motivation of employees, and education of teachers also represents one of significant possibilities how universities can motivate them and enhance the human potential at the same time (Kachaňáková, Stachová & Stacho, 2013, p. 30).

4. Survey methodology, results, implications and discussion

Methodology

In 2013, we conducted a sociological questioning by using a technique of questionnaire survey at the University of Žilina. The aim of the survey consisted in obtaining knowledge of the motivation of teachers and the university management and to examine the potential dependence of elements/phenomena that affect the strength of the teachers' motivation. Our assumption was that the intensity of motivation of teachers and managers is influenced by several factors which seem to exhibit only an indirect effect on the motivation, but the survey has confirmed that this effect is real and striking. When confirming our assumption it will possible subsequently determine that these elements can be used as motivational tools directly increasing/decreasing the motivation of teachers and managers who work in universities.

The survey was attended by 86 respondents. This represents 13.13% of the total number (655) of university teachers. There were 52 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, vice-dean, dean, etc. of whom 10 were male and 6 female). Further information on the respondents is in Table 1.

Table 1: Identification of respondents by age, length of practice and acquired education (own study)

Age of respondents		Length of practice		Qualification	
Interval in years	Number men/women	Interval in years	Number men/women	Education/Degree	Number men/women
20 – 30	5/3	0 – 5	4/4	University	5/3
30 – 40	17/8	5 – 15	18/8	PhD.	17/19
40 – 50	7/13	15 – 25	8/11	Assoc. Profess.	24/9
50 – 60	15/9	25 – 35	13/8	Professor	6/3
60 and more	8/1	35 and more	9/3		
$\bar{x} = 45.57$ years		$\bar{x} = 21.15$ years		Modus = PhD.	

The questionnaire consisted of 15 questions, 12 of which were closed and 3 were open. The first six questions were devoted to establishing the level/degree of awareness, leadership style, objectivity and fairness of performance appraisal, handling evaluation criteria, openness of communication and an atmosphere of trust. The aim of survey was to relate the results of these respondents' answers to the seventh question which examined the degree/level of motivation, structured into motivation to quality education and objective assessment of

students, motivation to increase the level of knowledge a teacher, motivation to increase the efficiency of own work and activity of the faculty, and motivation to cooperate with a superior. Further questions was related to self-motivation, changes to the current motivation in comparison with the previous motivation, frequency and effectiveness of the applied motivational tools, flexibility in the application of motivators, etc.

Results

When selective focus on the most important aspects of our survey, we first examined and compared, what is the strength of teachers' and managers motivation (motivation to quality work, i.e. especially motivation towards the education and objective assessment of students) in relation to various factors affecting their motivation (awareness of goals and objectives, leadership style and superior approach, the work performance appraisal by superior, openness of communication from the side of superior, and the atmosphere in the workplace). When examining the question „What is your motivation?“, respondents could choose one of five options: high, higher, average, lower, and low. As it turns out, compared to all factors, the motivation is disproportionately higher (answer: high, higher) for positive answers (yes, yes almost, resp. participative). When comparing the leadership style in relation to motivation to quality work, 61.63% of respondents indicated that their motivation is higher or high, where their leaders treated them participatively and 19.77% of them reported this level of motivation at neutral lines. Interestingly, 4.65% of respondents assigned this level of motivation to authoritarian leadership. For other comparison criteria, more than 70% of teachers assigned their motivation on levels “higher” or “high” in relation to the positive response to “almost yes” or “yes”.

Dependence between the studied factors and the level of motivation to quality work are illustrated in Table 2 – 6 and Figures 2 and 3. The Tables below show the distribution of respondents according to how they answered these questions in relation to the question of the level of motivation to quality work. Individual rows (high, higher, average, lower, and low) to the level of motivation to quality work, and the last column (summary) expresses the sum of each row of those responses. Individual columns (yes, almost yes, sometimes, almost no, and no, resp. participative, neutral, authoritative) reflect responses to relevant questions, and the last row (summary) expresses the sum of the columns after these responses. Important group in terms of confirmed higher dependence are highlighted in blue in the Tables.

Figures represent graphs of two-dimensional functions of these dependences; the first independent variable (right axis) expresses motivation to quality work and second independent variable (left axis) reflects the question being compared. Their intersection expresses the dependent variable (vertical axis). Recent data series (the darker cylinders) of independent variables represent the sum of these data in relation to the second variable.

The first examination of dependence focused on awareness and/versus the strength of motivation to good quality work, i.e. motivation especially towards the education and objective assessment of students (Table 2, Figure 2). In the question whether the respondents are sufficiently informed, they could answer by one of five options: yes, yes almost, sometimes, almost no, and no. To 73.26% of responses on the one hand higher – high and on the other hand, yes – yes almost (highlighted group in the Table) proves that sufficient information has a significant positive impact on the motivation of university teachers and managers.

In Table 3 and Figure 3 is expressed the relationship of level of motivation to quality work and leadership style, i.e. comparison to the reply to question. 2: “How do you lead your superior?” (answers: participative, neutral, authoritative). Levels of motivation “higher” or “high” in relation to participative leadership reflect 61.63% of responses and in relation to the

neutral leadership reflect 19.77% of the responses, making a total of 81.40% (groups highlighted in the Table 3).

Table 2: Dependence of awareness of goals and teachers' and managers' motivation (own study)

Level/answer	Yes	Almost yes	Sometimes	Almost no	No	Summary
High	9	14	2	1		26
Higher	7	33	3	2	3	48
Average		4	3			7
Lower		1	1		1	3
Low				1	1	2
Summary	16	52	9	4	5	

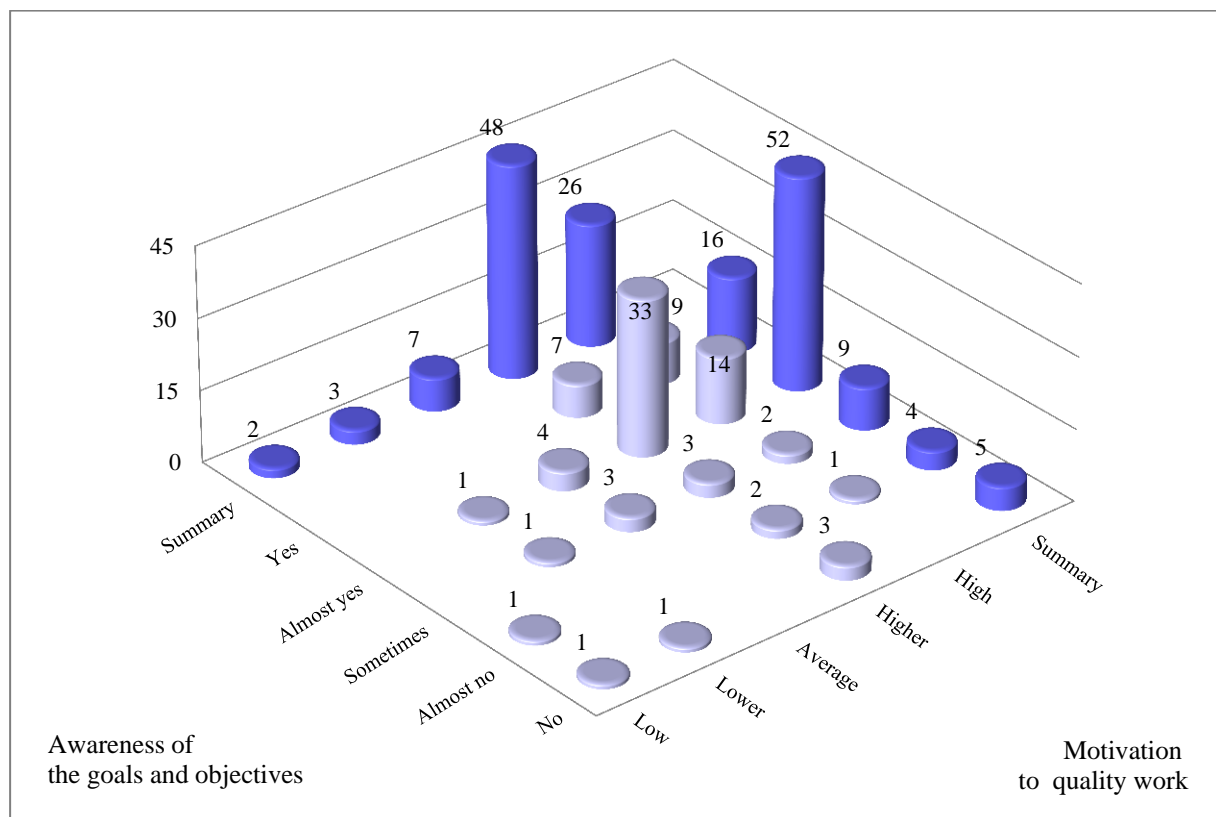


Figure 2: Dependence of awareness of goals and teachers' and managers' motivation (own study)

Table 3: Dependence of leadership style and teachers' and managers' motivation (own study)

Level/answer	Participative	Neutral	Authoritative	Summary
High	20	3	3	26
Higher	33	14	1	48
Average	4	2	1	7
Lower		1	2	3
Low		2		2
Summary	57	22	7	

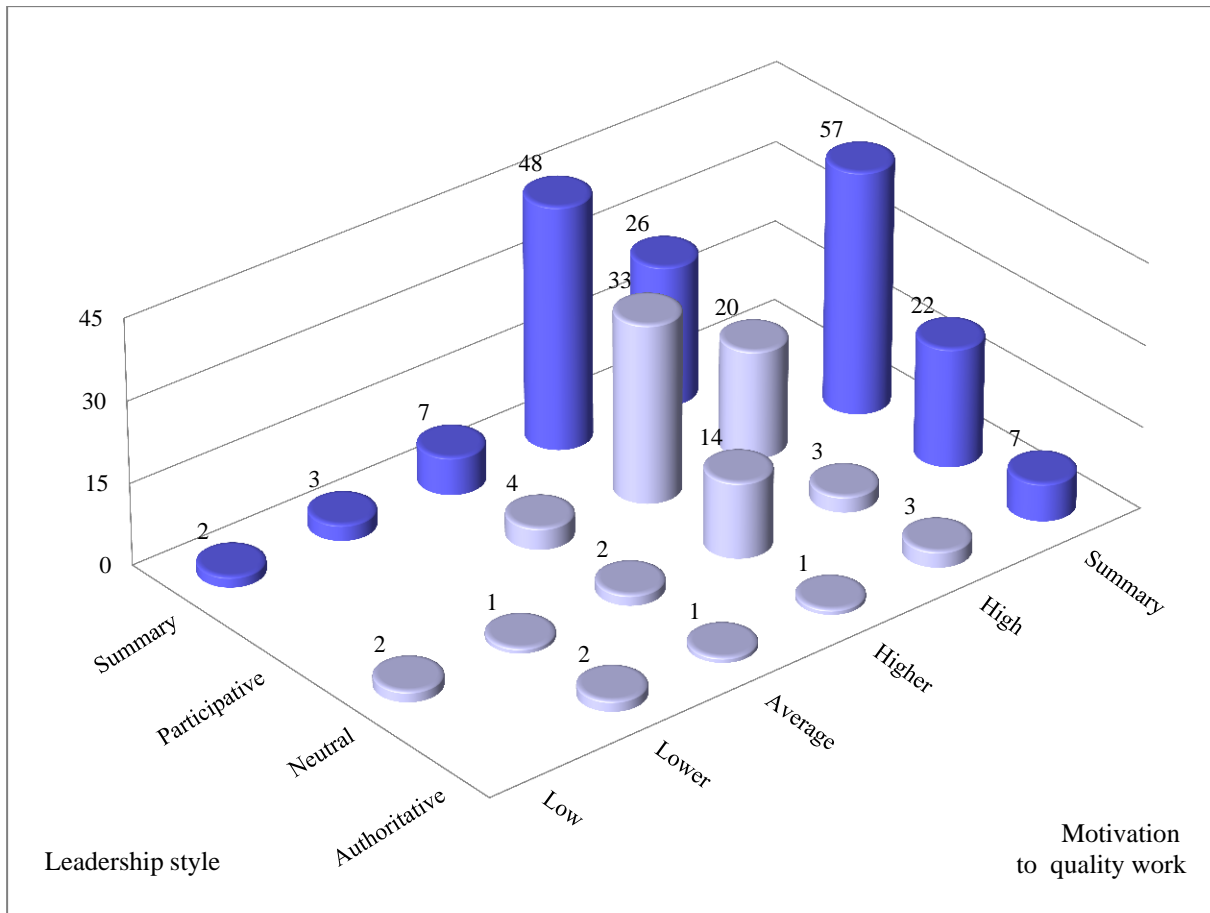


Figure 3: Dependence of leadership style and teachers' and managers' motivation (own study)

Table 4 expressed the relationship of level of motivation to quality work and objectiveness of performance appraisal, i.e. comparison of relations to the reply to question 3: “Do you consider your performance appraisal as objective and fair?” (answers: yes, yes almost, sometimes, almost no, no). Also in this case, there is visible a significant impact objective and fair performance appraisal on the affirmative motivation to quality work. 70.93% of responses on the one hand “higher” or “high” and on the other hand “almost yes” or “yes” (highlighted group in the Table 4) is a clear proof.

Table 4: Dependence of appraisal objectiveness and teachers' and managers' motivation (own study)

Level/answer	Yes	Almost yes	Sometimes	Almost no	No	Summary
High	13	10	1	2		26
Higher	18	20	5	4	1	48
Average	2	2	3			7
Lower			1		2	3
Low		1		1		2
Summary	33	33	10	7	3	

Table 5 expresses the relationship of the motivation level to quality work and openness of communication, i.e. comparison connection to the reply to question. 5: “Do you consider communications by your superior for open and effective?” (answers: yes, yes almost,

sometimes, almost no, no). Also the communication has a significant impact on the motivation to quality work. This results from the 73.26% of the responses on the one hand “higher” or “high” and on the other hand “almost yes” or “yes” (highlighted group in the Table 5).

Table 5: Dependence of communication openness and teachers' and managers' motivation (own study)

Level/answer	Yes	Almost yes	Sometimes	Almost no	No	Summary
High	12	12		2		26
Higher	19	20	8		1	48
Average	2	2	3			7
Lower			1		2	3
Low			1	1		2
Summary	33	34	13	3	3	

Table 6 expressed the relationship of motivation level to the quality work and atmosphere of trust, i.e. comparison of relations to the reply to question. 6: “Does the head of department apply a trust and friendliness against you?” (answers: yes, yes almost, sometimes, almost no, no). In this case, the share of highlighted groups is the greatest of all factors compared with each other. To 76.74% of responses on the one hand “higher” or “high” and on the other hand “almost yes” or “yes” proves that positive atmosphere is one of the most important factors in motivation.

Table 6: Dependence of atmosphere of trust and teachers' and managers' motivation (own study)

Level/answer	Yes	Almost yes	Sometimes	Almost no	No	Summary
High	16	7	1		2	26
Higher	17	26	3	2		48
Average	2	4	1			7
Lower			1	1	1	3
Low			1	1		2
Summary	35	37	7	4	3	

Implications and discussion

In the part devoted to implications of our survey it is necessary to state that our survey was narrowly targeted. It was oriented on investigating the motivation of a specific employee category – university teachers. The results are valid mainly for education quality improvement at the University of Žilina. They might also serve as inspiration for other universities though.

It is desired to relate the results of the survey also to the number of respondents. In this direction 86 respondents participated in it, which represents 13.13% of the total number of teachers of the university. We admit that this number could probably be higher.

Moreover, it is necessary to consider the survey results from the time perspective that the survey was implemented in. Year 2013 is a period of significant uncertainty resulting from the fears of the coming complex accreditation. The consequences of accreditation (success, confirmation or failure) in the future will decide either on development or on continuing the current university activity, or even mean decrease, reduction of university

activities. This fact has a strong impact on the motivation of teachers, i.e. the pressure on the increase of teacher outcomes has become stronger for the last few years (*Kucharčíková, 2008, p. 77*), while the financial and social recognition of teachers not only stagnates but in time development even decreases.

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 the motivation of university teachers shows broadly the same characteristics and problems as in productive companies.

It is possible relate our survey results also to the Keller's & Price's recommendation of practices underpinning organizational health (2011, p. 35):

1. Meaningful values – appealing to compelling and personally meaningful values to motivate employees.
2. Inspirational leaders – inspiring employees through encouragement, guidance, and recognition.
3. Career opportunities – providing career and development opportunities to motivate employees.
4. Financial incentives – using performance-related financial reward to motivate employees.
5. Rewards and recognition – providing nonfinancial rewards and recognition to encourage high performance.

These inspirations/recommendations to great conformity correspond also with the structure of motivators that we studied in the survey. Also in our survey, i.e. at the University of Žilina it concerns the combination of financial and non-financial motivators. The combination of material (related to performance) as well as psychological motivators is also represented. It also concerns the combination of motivators, whose fulfilment is realised at the present, as well as in the future.

5. Inspirations for motivating university teachers

The largest successes are achieved when the organisations skilfully connect internal motivation arising out of their management and communication programme with the external motivation created based on the fine tuning of personal performance goals and stimulating remuneration (*Kaplan & Norton, 2010, p. 163*).

Upon determination of the contents of the university of faculty motivation programme it is implied and a basic condition to involve all teachers, research employees and head employees of the university (heads of departments, vice-deans, deans, vice-rectors, rector, institute heads, etc.). Here we can accent the importance of *open dialogue*, which might result in a significant number and richness of motivation inspirations. Doz & Kosonen in connection with the organisation dialogue represent the following opinion: “The key condition of good-quality dialogue is variety of ideas. People, who think in different ways, take note of different things and differently interpret the same information. These differences provide a rich base for internal dialogue and help the organisations to preclude the so-called group thinking and avoiding unpleasant topics (2011, p. 98).

However, upon active and creative involvement of all university members in the creation of a motivation programme there is often a gap created between the availability of information background for processing of the motivation programme and the effort to create as rich and as elaborated motivation programme of the university as possible. The effort is that its application in the motivation of teachers was as easy as possible, i.e. so that faculty motivation programmes, department motivation programmes and also individual motivation programmes with minimum effort and minimum failure assumption may be generated from it. In other words, in order to be able to sufficiently precisely elaborate the university programme, it must emerge from the opinions, inspirations, motivation preferences and expectations also of the teachers and also of the head employees. It may be implemented in the same way as we proceeded in our scientific efforts: with exploitation of the method of sociologic enquiring, concretely with the use of the *questionnaire* technique. Based on suitably determined questions and consequent assessment of answers and opinions of respondents we can gain relatively enough basic data. On the other hand, the questionnaire technique also has its limitation, which may be eliminated exactly by involving the technique of *interview* – some questions are better to be raised in person, in a live conversation (e.g. brainstorming, motivation interview, department meeting or faculty management meeting, academic senate session, etc.). Hereby another set of inspirations and warnings is created, which substantially specify the created motivation programme and supplement it with extraordinarily useful qualitative statements and wishes of respondents, teachers, and head employees of the university.

It emerges from our experience (we have implemented a similar motivation survey at the university for the third time, while we performed the previous researches in 2006 and 2009) that to a certain extent it is easier to gain completed questionnaires from the teachers; however, even here the willingness of respondents gradually decreases. In case of head employees of the university, the situation is even a bit more complicated – head employees are often busy and their willingness to complete the questionnaire is relatively lower. Moreover, the area of work motivation is for the heads of departments and faculties complicated and often also substantially demanding from the aspect of systematic motivation application.

In this connection we have to draw attention to the interesting aspect considering inspirational and experience resourcefulness and/versus social separateness of top managers. “Senior employees going up the career ladder and becoming the top decision-makers in the organisation tend to find themselves isolated to an increasing extent. It might seem that the networks of their contacts are more extensive, however, there are less and less opportunities for real, unprejudiced, open and sincere brainstorming (there are usually power aspects, work overload, their status and fear usually stands in the way). Their communication is also more controlled. Top head employees (in case of universities it might be the rector, vice-rectors, deans, vice-deans, institute directors) therefore are more isolated and lonely and their opportunities resulting from widely established perception and monitoring, which is the source of new observations and knowledge, are a lot more limited than it seems,” (Doz & Kosonen, 2011, p. 41–42).

6. Conclusion

One of the key attributes of successful operation of economic entities (companies) is their dynamic character and permanent competitive fight. This fight strives for achieving visible competitive advantages. It is significant to mention the opinion of Porter (author of the theory of five competitive powers in a sector) according to which advantage means that the company only indefinitely wins over the competitor. Competitive advantage means *creation*

of an extraordinary value (Magretta, 2012, p. 67). Equally also universities nowadays must behave responsibly and creatively competitively – in their activities they must create such future career opportunities for their future students/graduates, which enable them to hold an excellent starting position on the labour market, and at the same time help them to train their skills and competences, to direct their personal potential so that these students/graduates/employees *permanently* manage to cope with all work challenges. To achieve this level it means a very precise, demanding, and systematic work of the entire university and all its employees (pedagogic and other ones as well).

In connection with competition among universities in the international and national context, it is necessary to introduce also the idea of intra-university competition. It means that despite the semblance that there is no competitive pressure among the individual faculties of one university, sometimes experience shows the opposite. It may be felt mainly in a situation when the faculties of one university offer very similar study programmes to students. The positive aspect is that the resolution of these issues is included in the implementation of internal quality assurance systems being performed at the universities of the Slovak Republic. Within the framework of quality policy, the guided effort is for the university to offer different and widely diversified study programmes to the students perfectly exploiting exactly those experts (teachers and scientific-research employees), who are the members of the actual faculties.

Therefore it is extremely necessary that the result of motivation effort and application of motivation approaches, instruments and events is desired satisfaction of teachers and indirectly also of students. In this viewpoint: „Satisfaction is the terminology used to describe whether employees are happy and contented and fulfilling their desires and needs at work. ... Employee satisfaction is a powerful leading indicator of customer satisfaction,” (Marr, 2012, p. 265). It means the teachers' motivation and satisfaction predetermine the students' motivation and satisfaction.

In our survey confirmed the dependence of the level of awareness, quality of applied leadership style, fairness of performance appraisal, openness of communication, and creating an atmosphere of trust and/versus rate/power of motivation of university teachers and managers. For this reason, it can be stated that these interpersonal variables/processes should be applied in terms of effective motivational tools for universities.

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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