

JEL 331.101.3

INFLUENCE OF MOTIVATION ON THE FORMATION OF STAFFING POTENTIAL IN HIGHER EDUCATION

O. Storozhuk, Ph.D in Economics, Associate Professor

Central Ukrainian National Technical University, Kropyvnytskyi, Ukraine

O. Zaiarniuk, Ph.D in Economics, Associate Professor

Central Ukrainian National Technical University, Kropyvnytskyi, Ukraine

O. Storozhuk, O. Zayarnuk. Influence of motivation on the formation of staffing potential in higher education. The article presents the study of the motivational factors of the influence on the formation of staffing potential of higher education in Ukraine. On the basis of the study, the concept of "staffing potential in higher education" was grounded. It plays an important role in mainstreaming of innovation activity, while staff motivation is the main tool for ensuring its effective formation and rational use. Specific features of the motivational sphere of the teaching staff were established. They disclose themselves in the direction of professional motivation for the meaningful characteristics of labour activity. It has been proved that the task of developing an effective practical tool for the influence of motivation on the formation of the staffing potential in higher education should be addressed at all levels of the economy. On the basis of this approach, the directions for improving the motivational mechanism for the formation of staffing potential in higher education at the macro, meso and micro levels were grounded.

Keywords: staffing potential, higher education, material and non-material motivation, institution of higher education, factors of motivational influence

The world experience shows that the success of the economy and its competitiveness is considerably dependent on human resources. The competitive advantages of the economy which is based on knowledge and the possibilities of its modernization are determined by the intellectual potential of the country. The main prerequisite for the transition of the economy to the innovative way of development is the presence of a sufficient number of skilled specialists able to provide the whole process of innovation activity – from research and development to the production and further commercialization. Therefore, the training of personnel capable of effectively managing innovation processes, development and implementation of innovative projects is a priority state task. In this context, staffing potential in higher education is vital. It is connected with important tasks related to generation of original scientific ideas, carrying out non-standard tasks, and the ways of their practical implementation; the originality of teaching, improving students learning; the intensification of the learning process, improvement of teaching and methodological support, introduction of innovations in the educational process. Taking into account the above, the issue of studying the influence of motivation on the formation of the personnel potential of higher education becomes of particular relevance.

Analysis of recent researches and publications

The problems of studying quantitative and qualitative characteristics of staffing potential in higher education were investigated by many Ukrainian scientists. Theoretical and methodological, economic and organizational aspects of the above-mentioned problem were addressed by K.V. Astakhova [1], N.G. Batechko [2], V.G. Kremen [10], V.I. Kutsenko [11], O.M. Levchenko [12], O.V. Tkachuk [12]. The economists who pay special attention to the problem of motivation and stimulation of work in the system of higher education are the following: O.A. Grishnova [4], I.S. Kalenyuk [6], A.V. Lomonosov [13] and V.M. Novikov [14]. At the same time, the researchers omit the issues related to the analysis of the influence of motivational factors on the formation of staffing potential in higher education in the light of the current realities of social development of Ukraine and the development of approaches to improving the mechanism for its formation and development. At the same time, staffing potential in higher education is a key element. Therefore, the issues of studying the motivation for the formation of staffing potential are timely and important.

Unsolved aspects of the problem

Insufficient study and development of the issues of the influence of motivational factors on the formation of staffing potential in higher education in the conditions of transformation of the environment lead to ineffective decisions in the field of personnel management in the institutions of higher education. The lack of sufficient study impedes social and economic development of the society, does not provide a decent level of competitiveness of the state educational sector and reduces potential possibilities of our state in the sphere of export of educational services on the world market.

The aim of the article is to study the concept of "staffing potential in higher education", to identify the peculiarities of the influence of motivation on its formation and to develop practical recommendations for improving the management of motivation in the system of forming staffing potential in higher education.

The main part

The core of the potential of each higher education institution and higher education in general is the staffing potential, which is a complex feature of the educational capabilities of the teaching staff. At the same time, staffing potential reflects not only the preparedness of the teaching staff to perform their functions at present, but also long-term capabilities taking into account age, scientific and pedagogical qualifications, practical experience, business activity, quality of activity (including effectiveness), professional mobility, innovation and level of motivation.

The concept of "staffing potential in higher education" will be understood as a set of qualitative and quantitative characteristics of the staff structure, as well as professional knowledge and skills of the employees, scientific and creative potential of the teaching staff, communication skills and ability to cooperate, creative activity and other characteristics aimed at achieving the mission and objectives of higher education institutions.

The analysis of the formation of staffing potential in higher education becomes particularly relevant in the context of the tasks of modernizing higher education in Ukraine and integrating into the European and international educational area.

According to the statistics, at the beginning of 2016/2017 academic year, more than 159 thousand of pedagogical and scientific staff works at higher education institutions of Ukraine. In various forms of scientific and technical activities of universities, academies, institutes more than 13 thousand doctors and 62 thousand candidates of science are involved [16]. At the same time, 98.5% of teachers with academic degrees and academic title work at universities, academies, institutes and 1.5% of teachers work at colleges and technical schools.

The analysis of the dynamics of the number of scientific and pedagogical workers with scientific degrees and titles at universities, academies and institutes shows a decrease over the last five years. Thus, according to the State Statistics Service of Ukraine, in 2012-2016, the number of doctors of sciences has decreased by 754 persons, which is less by 5.4% than in 2012; the number of professors decreased by 1008, which is less by almost 8%. The number of PhDs decreased by 6409 and associate professors by 3713, which is 10% and 8% less than in 2012 [16]. This situation is partly explained by the fact that the statistic data are given without taking into account the temporarily occupied territory of the Autonomous Republic of Crimea and the city of Sevastopol.

Salary is the leading role in the material motivation to work. In this regard, it should be noted that the problem of forming staffing potential in higher education is the dissatisfaction with salaries in the educational sphere, which is much lower than the average level in Ukraine (by 28%). Thus, at the beginning of 2017 salaries in the educational sphere were lower by 40% of the salaries in industry [17]. The low level of salaries in higher education leads to a decline in the prestige of the teacher's profession and causes a loss of interest in work as a means of material provision, exacerbating the issue of "aging" in education. Thus, the salaries of teachers in the system of higher education do not fulfil their motivational function.

The main motives of the professional activity of a university teacher include general labour, pedagogical and specific factors for higher education. To develop an effective system of motivation in teaching, it is necessary to identify the structure of the motives for the professional activity of teachers. It should be noted that the discrepancy between the level of basic needs and expectations and the level of real remuneration of scientific and pedagogical workers is a complex problem. The research conducted among the employees of higher education institutions of Kirovohrad region during 2014-2017 allowed us to identify 20 factors influencing the motivation of developing own potential of higher school teachers (fig. 1).

The analysis of the main factors influencing the motivation to develop staffing potential of the teachers shows that social guarantees, prestige of the profession, employment guarantees are incentives for only one third of those working at higher education institutions. The conducted research has confirmed the stability of the effect of poly-motivation among universities teachers. Thus, the three most significant factors influencing the motivation for the development of staffing potential among the teaching personnel are: 1) the possibility to implement intellectual abilities; 2) professional growth and development; 3) possibility of advanced training and learning.

Among the leading motivational factors in the development of staffing potential teachers most often referred to self-realization, the possibility of career growth; cognitive process, search of truth, interest in the chosen specialty, desire to conduct research activity, creative nature and content of work; social motives – the desire to transfer knowledge and experience to the younger generation, interest in educational work, the desire to bring benefits to the society; self-affirmation and self-development – the possibility of professional development, recognition in the form of academic degrees and titles, belonging to the family dynasty; other motives – convenient working hours, long vacations in summer, a favourable intellectual and cultural environment. A fair assessment of the worker's contribution to higher education and recognition of achievements is one of the most powerful means (46% of the teachers interviewed). It can be used to influence the non-material motivation of staffing potential at universities.

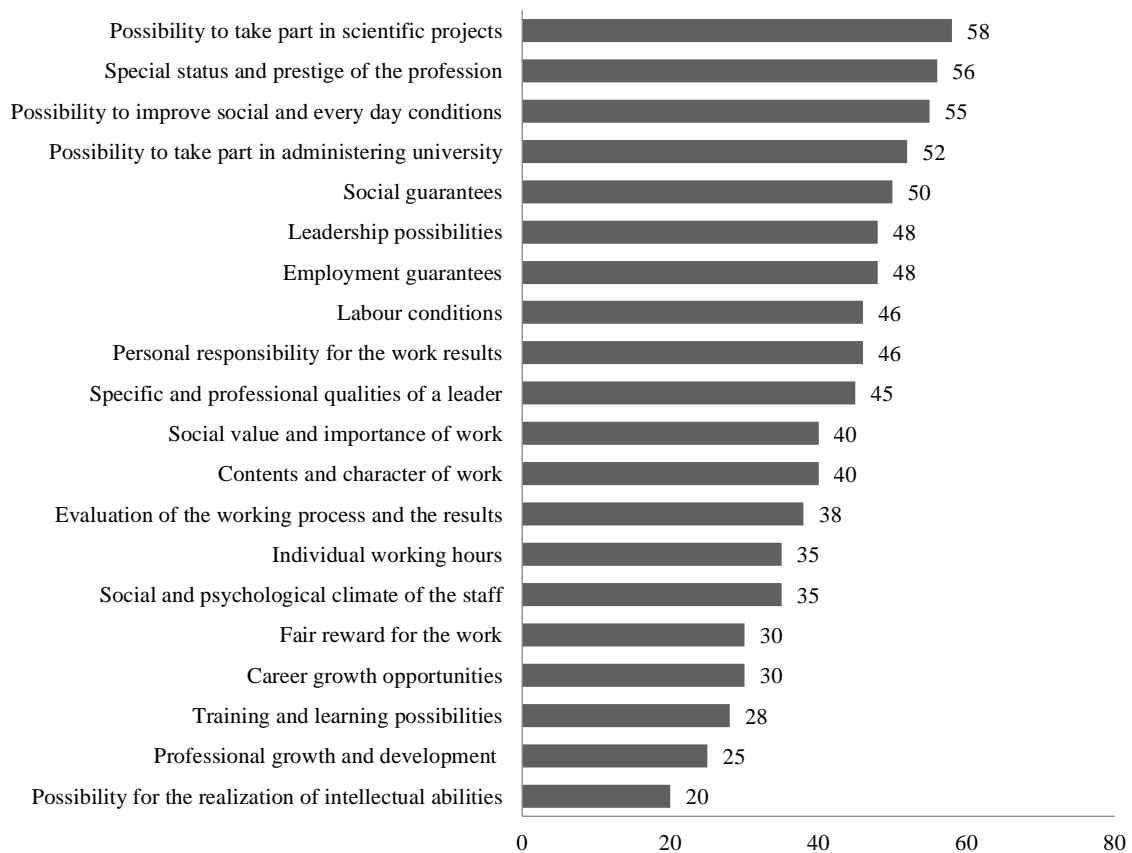


Fig. 1. Factors of motivational influence on the development of staffing potential in higher education (responses in %)
Source: own elaboration

Acquiring a scientific degree or a scientist title, participating and getting grants, a prize-giving place at conferences, introduction of innovative products in the educational process, licensing of a specialty, etc. are the part of the list of labour input of teachers in the joint work of a university. However, the initiation of formal scientific status (obtaining a degree) requires material costs and can not be considered as a completely non-material motive. However, all these examples provide the opportunity to meet the needs of scientific and pedagogical workers in respect, recognition, involvement in common business, achievements, self-expression and self-realization.

The implementation of the newly introduced criteria for the reward of academic degrees, which consists in the fact that applicants must have a certain number of articles published in scientific journals indexed in the "Web of Science" or "Scopus" science-based databases, and to provide international certificate confirming the level of English proficiency is also not provided with resources from the state. That is, the cost of an international English exam, which is almost half the monthly salary of a university teacher, is completely funded by the teacher.

The next feature of the process of forming staffing potential in higher education is the rapid "moral depreciation" of educational services. According to O.A. Cratt high rates of technological progress lead to the fact that the quality of existing education services ceases to meet the needs of material production. There is a need to change the content of learning and initiate new directions in teaching [8]. All these processes require continuous training and retraining of university staff to meet the existing and the future social needs.

It is not a secret that the level of engagement in the implementation of scientific developments of the most active scientific and pedagogical workers can not be considered satisfactory. So, according to T. Kupriy, "the majority of private universities are not at all involved in science, only providing educational services, enrolling students to popular programmes: management, not genetics; jurisprudence, not chemistry; tourism, not geodesy" [11]. The situation is not much better with the state-owned universities. Practice shows that after presenting a Candidate's thesis and obtaining the academic title of Associate Professor,

most of the teachers cease to engage in more or less serious scientific research. In fact, these teachers are lose interest in science, and therefore quickly lose their qualifications.

It is also worth noting that the low level of salaries that does not provide a decent standard of living constantly forces university teachers to seek additional sources of income, distract from scientific and pedagogical creativity and working on candidate and doctoral dissertations, decreases the level of self-education and self-improvement and, in general, reduces motivation work.

In addition, it should be noted that in modern conditions of the development of higher education, the main (traditional) functions of teachers (pedagogical, scientific, organizational, methodological and educational) are added with the additional roles associated with the need to engage in the commercialization of intellectual property, distance dialogue-oriented communication, PR management, technological issues of scientific and pedagogical creativity, marketing and sales of educational services. At the same time, the activity of a modern teacher is carried out under severe financial constraints and strong competition with colleagues, as well as the intensification of cross-cultural interaction.

Thus, the influence of motivation on the formation of staffing potential in higher education is a complex strategic issue, since the staffing potential of the country is formed at higher education institutions. Therefore, for effective formation of staffing potential of the Ukrainian higher education institutions complex motivational measures and corresponding systems of development of personnel in each educational institution and at the state level in general are required.

The main task of macroeconomic policy should be to preserve staffing potential in higher education and to intensify its activities to accelerate the innovative development, turning universities into a powerful scientific complex that combines the conduct of avant-garde fundamental research and competitive commercial development. In order to achieve the main goal of activating the development of staffing potential in higher education, it is necessary to ensure the implementation of a set of interrelated goals that determine the target orientation of stimulating the development of staffing potential of higher education in Ukraine (ensuring the development of an innovative economy, establishing an effective system for stimulating the modernization of the economy based on the results of scientific and technical activity; increase in the level of financing of the scientific and educational sphere; increase of the social status of scientific workers; implementation of scientifically grounded strategic planning for the development of staffing potential in higher education (planning horizon is ten years), taking into account accelerated informational and technological development of the society, foresight of the structure of the future economy of Ukraine, perspective directions of development of social and humanitarian, technical and natural sciences).

At the regional level, a separate strategy for the development of staffing potential of higher education in the region should be developed. The strategy should take into account the specifics of the socioeconomic status and the needs of innovation development which should foresee the system of incentives and mechanism of support for scientific and technical creativity and actively use the results of the creative work of university workers in the innovation activities of enterprises of the region.

In our opinion, the viewpoint and initiative of regional authorities (along with the factors of macroeconomic impact) today have a significant impact on the development of staffing potential in higher education. Local self-government bodies must realize the leading role of science and education, be interested in actively supporting the scientific and innovative development of their territory, seeking sources for stimulating scientific creativity, attracting scholars and talented youth to the solution of regional problems. It is at the regional level that many issues related to the rise of science and education, stimulation of innovation processes, increase of the competitiveness of products of creative intellectual work, qualitative updating of the products in accordance with market demand can be solved.

Improvement of the remuneration system should take place in the following areas: 1) the relationship of remuneration with the achievement of certain results (writing articles, monographs, manuals, textbooks, implementing the plan of enrolling students, etc.); 2) the use of the instrument of an effective contract (an employment contract with a teacher which specifies his/her duties, terms of remuneration, indicators and criteria for assessing the effectiveness of the activity for the purpose of the appointment of incentive payments depending on the results of scientific and pedagogical work and the quality of educational services); 3) formation of an effective system of material and moral stimulation of scientific and pedagogical activity of teachers in the conditions of intellectual competition (bonuses and public approval of the results of authors' publications in authoritative journals, development of textbooks).

In order to streamline the functions of university teachers, working groups should be formed that will be engaged in commercial advancement of scientific development of teachers, technical support for the search for grants, the sale of educational and scientific services, marketing activities, PR events and advertising campaigns.

Conclusions

The evaluation of the influence of motivation on the formation of staffing potential in higher education was carried out taking into account the peculiarities of the work of a university teacher in modern conditions. It is noted that during the last decade there have been significant changes in the methods of knowledge transfer, and, consequently, the content of teaching work and the function of teachers have changed. This approach allowed substantiating main directions to improve motivation of forming staffing potential in higher education. Therefore, there is a need to organize effective activity of higher education

institutions, development of a motivational mechanism for the formation and development of human resources, focused on the long-term motivation of teaching staff. Consequently, it is advisable to use a promising mechanism of motivation, that is, to motivate teachers to achieve common goals and high end-of-life economic performance indicators.

References:

1. Astakhova, K. (2010). University of the economy. High school, 2, 41-47 [in Ukrainian].
2. Batechko, N. (2013). There are a lot of opportunities for education in Ukraine. Pedagogical Process: Theory and Practice, 3, 5-19. Retrieved from http://nbuv.gov.ua/UJRN/pptp_2013_3_3 [in Ukrainian].
3. The Main Department of Statistics in the Kirovograd region. Statistical information. Retrieved from <http://www.kr.ukrstat.gov.ua/> [in Ukrainian].
4. Hrishnova, O.A. (2001). Human capital formation and vocational training. K.: "Znannia" [in Ukrainian].
5. Report "Specialists of Ukraine's High Qualifications in 2014". Retrieved from <http://www.ukrstat.gov.ua> [in Ukrainian].
6. Kaleniuk, I.S. (2003). Economics of Education. K.: Knowledge of Ukraine [in Ukrainian].
7. Kachan, Ye, & Bakulina, N. (2013). The Institute of Ukraine. Regional aspects of developmental forces of Ukraine, 18, 88-96. Retrieved from http://nbuv.gov.ua/UJRN/rarpsu_2013_18_15 [in Ukrainian].
8. Kratt, O.A. (2003). The Market Situation: The Monograph. Donetsk: TOV "Iuho-Vostok, Ltd" [in Ukrainian].
9. Flint, V. (2003). Education and science of Ukraine: ways of modernization (Facts, reflections, perspectives). Kyiv: Hramota [in Ukrainian].
10. Flint, V. (2015). Why are we poor, if so educated? Mirror of the week, 6 [in Ukrainian].
11. Kutsenko, V.I. (2010). The potential of the sphere of education. Regional aspects of developmental forces of Ukraine, 15, 87-91 [in Ukrainian].
12. Levchenko, O.M., Plynokos, D.D. & Tkachuk, O.V. (2015). Human Capital as a Factor of the National Economy of Ukraine. State and regions, 5 (86), 3-9 [in Ukrainian].
13. Lomonosov, A.V. (2009). A conceptual framework for the development of Actual problems of the economy, 4, 106-114 [in Ukrainian].
14. Novikov, V.M. (2015). Improving budgetary development of social infrastructure. Demography and Social Economy, 1, 55-66 [in Ukrainian].
15. Statistical bulletin "At the beginning of 2016/17 academic year". Kyiv: Derzhavna sluzhba statystyky Ukrainy [in Ukrainian].
16. Statistical collection "Labor of Ukraine in 2016. K.: LLC Publishing house" August Trade "[in Ukrainian].