

Motivation of University Senior Staff in the Process of Restructuring Higher Education Institutions

Mikhail Vinichenko¹, Andrey Kirillov¹, Alexander Maloletko², Elena Frolova³ and Marina Vinogradova⁴

¹Russian State Social University, Department of Human Resource Management and Personnel Policy

²Russian State Social University, Vice-rector for scientific work

³Russian State Social University, Department of Management and Administration

⁴Russian State Social University, Research Institute of Novel Trends and Technologies

Abstract

The purpose of this study was to determine the impact of institutional changes on the working environment and health of employees and student workers at the Central dean's office, as well as their motivation to deliver high quality work and fulfil their education duties. Twenty-three employees and 45 graduate students participated in the survey. The employees were given a questionnaire aimed at providing information on their attitude toward job duties, colleagues, management, staff and remuneration. Gerchikov's (2005) methodology and Batarshhev's (2002) test were applied in the survey among students, which was aimed at identifying their human motivational profiles. These profiles should form the basis in the design of a relevant and effective system of incentives. Results obtained in the survey indicate that the creation of a learning environment is most strongly influenced by managerial qualities of employees, the level of their cooperation with students and mainly by motivation for conscientious work, career development conditions and socio-psychological climate. Authors of this research suggest developing a system of financial and tangible incentives for employees when acknowledging their contribution at work, and an active use of a number of non-monetary incentives, such as talent and career management, participation in management activities and the delegation of authority. The following correlations were identified among

students: the combination of work and study duties increased the frequency of stress cases and poor health; in addition, the combination of work and study increased students' motivation for self-organization.

Key words: *education institution; efficiency; favourable learning environment; reforms.*

Introduction

World economic prospects are associated with the transition to the post-industrial development stage, which in turn is characterized by the transition from the manufacturing to the service economy (Linn, 2016). In this respect, cost-effectiveness is determined by using the potential of highly qualified personnel, new knowledge and skills, technologies and management practices (Hadiullina, 2006; Maximova et al., 2016). Recent studies indicate that the transition from manufacturing to service economy resulted in a parallel transition from secondary to higher education. This means that previously the middle class representatives only required secondary education qualifications for employment at a production site. In contrast, the service sector today demands at least a Bachelor's degree.

The education system plays a key role in the further development of human potential in post-Soviet countries to the level of developed economies. At the same time, the higher education system itself promotes human capital development, which determines the efficiency and the competitiveness of the national economy (Hanushek, 2013). Efforts are focused on the creation of favourable working conditions, training and the application of technology, all of which provides the possibility of determining the human potential, its further development and talent management (Chulanova, 2013; Kirillov et al., 2016). Post-Soviet countries have an urgent need for highly qualified personnel (Frolova, 2016; Kibanov, 2014). The socio-economic conditions of transition economies require an introduction of new strategies and mechanisms in order to ensure the competitiveness of business processes, human potential development and the generation of an effective motivation system (Frolova, 2016; Kibanov, 2014).

Globalization and high social mobility lead to the commercialization of education, in which students are perceived as customers of higher education organizations (Mark, 2013). The higher education system in all post-Soviet countries requires modernization in order to raise the quality of education at local universities and provide student satisfaction.

National universities need to be competitive on the global education market as a result of globalization processes. In comparison to higher education in developed countries, negative aspects related to the internationalization, such as commodification and commercialization, brain drain, elitism and loss of cultural identity are more illustrative of developing countries (Knight, 2015). One specific feature of post-Soviet countries is demographic decline, which makes brain drain losses even more tangible (Froumin & Smolentseva, 2014). In addition to direct losses caused by immigration, brain drain also affects the quality of human capital.

Study visits of undergraduate and graduate students to developed countries are also a kind of brain drain, because it is highly probable that the best of them will remain in those countries and find employment there. However, this process is less obvious than direct emigration, and therefore poorly understood. The outflow of the highest achieving students from higher education institutions (HEIs) can be prevented by reaching a high level of student satisfaction. Its key parameters include the quality of education and learning environment (Wilkins & Balakrishnan, 2013). Student satisfaction is seen as a competitive advantage in the context of international education and its competitive environment.

Key factors determining student satisfaction in the learning process include staff responsiveness, stable communication links and the functionality of education programmes (Douglas et al., 2008, Vinichenko et al., 2016). Studies show that students are generally satisfied with such characteristics as tangibility, assurance, reliability and empathy of staff, but not very satisfied with parking facilities, computer labs, cafeteria services and the complaint handling system (Malik et al., 2008). Another significant factor is a favourable social and psychological climate, which encourages and values student initiative (Rozendaal et al., 2005).

In recent years more attention has been paid to the study of teacher satisfaction as a factor that affects both the learning quality and the learning environment. Teacher satisfaction has an impact on the quality of education and research activities. HEIs can only improve the quality of education services for students by motivating their employees in an appropriate manner (Chen et al., 2006).

In search of highly qualified academic and administrative staff, HEIs in post-Soviet countries face the problem of brain drain. In this context, this process is seen primarily as a drain of highly skilled and trained specialists from developing countries to developed ones. In this case, the state loses both the expert and the funds spent on their training. In addition, brain drain also has a negative impact on the training quality of future specialists. The main cause of scientific brain drain from post-Soviet countries is the self-realization of specialists, since the working conditions and the salaries in developed countries are several times higher than those in post-Soviet countries (Beine & Rapoport, 2008). Since the state is unable to provide all this for its professionals, HEIs have to deal with the problem of attracting and keeping valuable employees.

Firstly, academic management should focus on providing monetary and non-monetary benefits to motivate its faculty members and prevent their physical or psychological abandonment of the organization (Siddique et al., 2011). Even though the above mentioned incentives are placed in two different categories, the “tangible” and the “intangible” ones, they are interrelated in practice (Dejneka, 2016). Higher education employees’ focus on high salaries and fair promotion systems is related to their needs. This particularly refers to high salaries, fairness and transparency in the system of incentives (Chen et al., 2006). Other significant incentives include collegiality in decision-making, provision of internal communications and abundant research resources (Bharadwaj, 2014; Cummings et al., 2016; Liu & Perry, 2016).

In developed countries research resources are provided through the integration of education, R&D and production sites by creating technological parks, technopolitan structures, implementing training programmes and research projects related to the needs of industrial corporations. In contrast to the Western countries, educational and R&D activities were not connected in the Soviet system of university education (Kuraev, 2016). Universities performed only the training function, whereas research was performed by research institutes. As a consequence, many universities in post-Soviet countries do not have adequate research facilities, and the level of state funding does not provide the possibility to create them.

Other factors contributing to high-quality education in developed countries include a multichannel system of financing, administrative efficiency, and an alignment between education and the requirements of the individual and market economy. In addition, the most important factors providing high quality education include administration efficiency and favourable learning conditions.

The management of modern higher education institutions in developed countries is primarily focused on improving the quality of education, which includes the promotion of research activities and the creation of favourable training conditions, which meet students' educational needs (Douglas et al., 2008). In contrast, education institutions in developing countries are faced with a lack of resources as the main problem, which reduces their competitiveness in higher education (Zhankaziev, 2012).

The development of higher education systems in developing countries is characterized by several negative trends, such as lesser amounts of public funding, an insufficiently developed system of youth education grants and the inherited authoritarian management system of state-owned HEIs (Kravtsova, 1998). These trends greatly reduce the possibilities of education institutions to provide favourable learning conditions for students and adequate motivation incentives for senior staff.

All these trends are specific to the Russian education system. In this context, there is an urgent need for a deep and comprehensive transformation of the Russian education system, with efficient mechanisms and resource allocation (Denisova, 2012). However, the necessary organizational change of HEI may cause a negative attitude on the part of their staff (Vakola & Nikolaou, 2005). Significant, although necessary changes, may give rise to employee uncertainty and negatively impact their motivation, which would have adverse effects on the entire education process. In order to prevent this from happening, relevant arrangements need to be made and a study needs to be conducted on senior staff attitudes toward such changes.

This paper observes the example of the Russian State Social University (RSSU), which is characteristic for the consideration of factors affecting the motivation of university senior staff and student satisfaction with the learning process.

In 2015, institutional changes at this university were implemented toward optimizing education management costs, which required a reduction of the number of units and employees in dean's offices. These rearrangements were aimed at raising the efficiency

of the education process and staff, and optimizing costs. The essence of these reforms was to eliminate a duplication of functions at dean's offices of various faculties in RSSU by uniting them in a single centre: the Central Dean's Office. As a result, dean's offices related to various faculties were eliminated and one Central Dean's Office was created. This structural unit assumed management functions over all departments located in the Moscow premises of RSSU. This ensured an optimization of all administrative and education processes. At the same time, the volume of tasks increased significantly. Another important additional function entrusted to the Central Dean's Office was cooperation with students and provision of advice on all education and methodology issues along with assistance in dealing with these issues.

The purpose of this paper was to examine the impact of institutional changes on the motivation of employees working in the Central Dean's Office, as well as the degree of student satisfaction with these changes. The survey conducted among students revealed the importance of providing a favourable environment for staff empathy and responsiveness. Thus, the results can be useful for the development of an efficient curriculum for students, as well as incentive programmes for employees. Special attention should also be directed to the study of teacher satisfaction as a factor affecting both the learning quality and the learning environment.

Methods

Participants

The study groups included employees of the Central Dean's Office (23 respondents) and a group of graduate students (45 respondents).

The age structure of employees is shown in Table 1.

Table 1
Age differentiation of employees at the Central Dean's Office

Age	Number of respondents (%)
under 30	60.9
medium aged - 30-40	39.1
over 40	0

The qualifications structure of personnel working in this structural unit indicated a high education level of employees (see Table 2).

Table 2
Education level of employees

Level of education	Number of respondents (%)
higher education	52.18
students-workers of RSSU	26.09
secondary, secondary vocational or partial higher education	21.73

The average length of service amounted to approximately 9 years and the length of service at the University - 4.5 years.

The gender composition of the Central Dean’s Office showed a significant predominance of women (see Table 3).

Table 3
Gender differentiation of employees at the Central Dean’s Office

Sex	Number of respondents (%)
female	78.27
male	21.73

The gender dimension of students showed a dominantly female structure (women made up 82.2% and men 17.8%), mean age was 21.67 with a standard deviation of 0.75. Demographic information was collected in order to determine a possible correlation between sex, age and responses (Douglas et al., 2008), excluding the year of study, which was the same for all students.

Data Collection Tools and Procedure

In order to assess the structure and nature of employees’ motivation, the authors of this research used Gerchikov’s (2005) methodology. This methodology aims at identifying human motivational profiles with a view of creating a relevant and effective system of incentives. Gerchikov (2005) identified five types of motivation described in Figure 1.

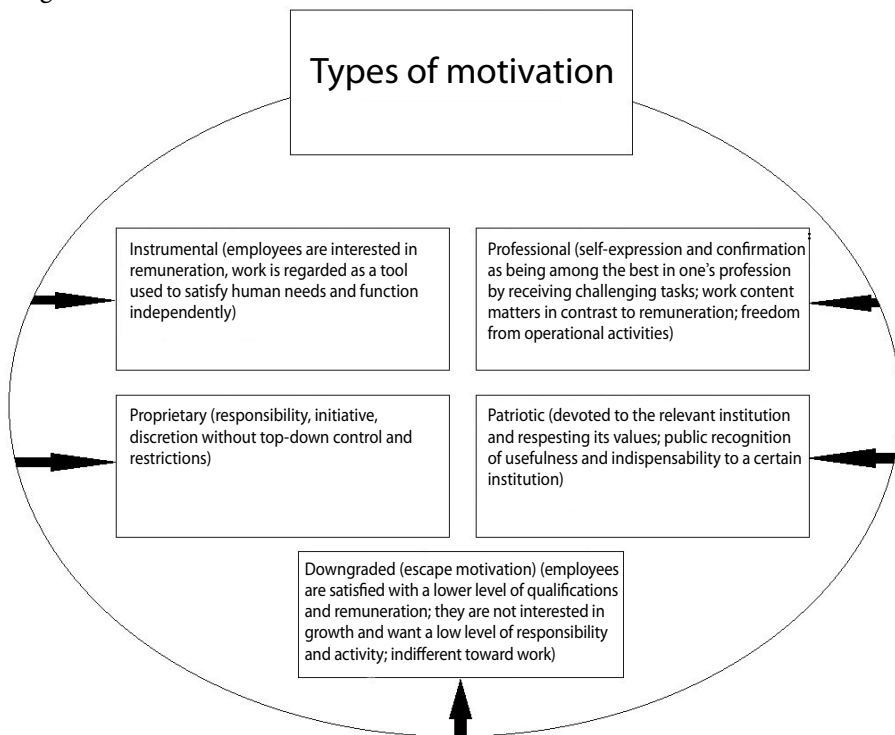


Figure 1. Gerchikov's motivation types

Based on Gerchikov's methodology, the most relevant incentives are defined:

1. Instrumental incentives. The main positive types include financial incentives (car service, house rent or purchase, tuition waiver), career growth; the negative ones include monetary punishment.

2. Proprietary incentives. Positive types include financial and organizational incentives (organization and favourable working conditions, career growth); no negative types.

3. Professional incentives are monetary and moral incentives, participation in co-ownership and management; negative types are prohibited.

4. Patriotic incentives include paternalism, participation in co-ownership and management, moral incentives; penalties are applicable in symbolic form.

5. Downgraded incentives (escape motivation) encompass natural incentives, paternalism, moral neutral incentives. Prohibited are institutional incentives, participation in co-ownership and management, and career and development.

Employees were asked to fill out a "Motivational profile" multiple-choice questionnaire (Gerchikov, 2005) assessing their attitude toward job duties, colleagues, management, staff and remuneration. For example, "Motivational profile" included the question *What does your income signify to you?*, with the following answer options: 1) *Payment for the time and effort spent on performing job duties*; 2) *Payment for my knowledge and qualifications, above all*; 3) *Payment for my work contribution to the overall performance of the institution*; 4) *I need a guaranteed income, albeit not very high*; 5) *Whatever the income, I earned it myself*; 5) *Other (please, specify)*. Based on the results of the questionnaire specific motivational profiles were determined and suggestions given for the purpose of improving the incentive system.

Batarshv's (2002) test on "Integral job satisfaction" was applied, which does not only evaluate job satisfaction, but also its components such as assessment of work interest, relations with senior management team, socio-psychological climate related to the teaching personnel in general, and satisfaction with working conditions.

Staff efficiency can be improved through achievement motivation. This motivation refers to the best possible performance of any activity toward a certain result, which can be assessed through the success criterion (Gordeeva, 2002).

Graduate students' curriculum includes three classes of management overall, which include classes in personnel management, and state and municipal administration per week during one semester.

Students assessed their learning environment in a questionnaire designed by the authors of this study. The main part of the questionnaire included 52 statements with answers according to a 5-point Likert-type scale (1-strongly disagree to 5-strongly agree) addressing the degree of satisfaction with the learning process, health status of respondents, and the relationship between those two.

Overt observation method was applied as well. Four experts (two psychologists and two representatives of medical care staff) described the learning conditions, the

nature of their impact on job satisfaction, health status of employees and students “from inside” the studied social groups. The obtained results reflected not only the degree of satisfaction, but also the health status of students at different levels of study as well as the dependence of health, study and work.

Statistical data analysis was carried out with SPSS Statistics 22.

Results

The following motivational types (in the order of frequency) were observed among the employees of the Central Dean’s Office: instrumental - 39.13%, proprietary - 26.09%, professional - 17.39%, patriotic - 13.04%, downgraded - 4.35% (Figure 2).

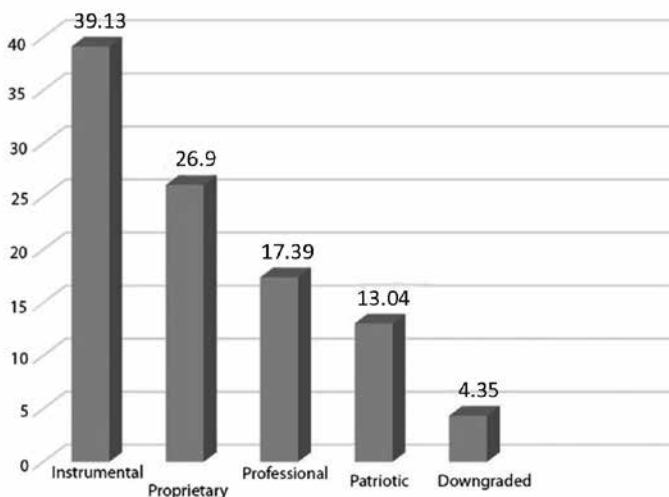


Figure 2. Motivational profile of employees of RSSU Central Dean's Office

It could be observed that the most frequently represented motivational profile was the instrumental type, which is characterized mainly by financial (monetary) incentives. At the same time, the difference between proprietary and professional is 9% and between professional and patriotic 7%. These results provide the university management with a clear picture of the motivational structure, which will enable them to respond with appropriate measures toward improving the motivation and the incentive system.

Evaluation of Learning Conditions by Employees of the Central Dean's Office

Data analysis of the questionnaire on integral job satisfaction revealed that most employees of the Central Dean’s Office (69.6%) were not satisfied with their salaries. There were 34.8% of respondents who do not consider themselves successful in their professions, 17.39% believe that their official job position does not correspond to their abilities, and 13.04% do not observe further development of their professional skills.

Employment history directly affects job satisfaction of employees working in the Central Dean's Office. For example, among employees whose length of service was less than 2 years, the proportion of dissatisfied people was almost 2 times higher than the average data for this sample. During the interview it was found that employees with a minimum length of service were largely unsatisfied with remuneration and considered the system of material incentives as "not quite fair". In general, this category of employees evaluated specific aspects of their work more critically, describing them as "routine" and "uninteresting". As regards the gender dimension, low level of job satisfaction among women was primarily due to high workload and difficulties in obtaining time off when needed for personal issues. In the interviews some women expressed an opinion that work significantly impacted their private life and family relations.

The share of the Dean's Office employees who were satisfied with their working conditions accounted for 87%. The majority (69.6%) of these employees described the social and psychological aspects of their working atmosphere as favourable while 30.4% thought there was room for improvement.

According to this category of respondents problems are associated with poor communication among colleagues. Also, some respondents reported on a lack of support from senior management of RSSU.

The study showed that 69.6% of employees positively assessed their relations with university senior staff. At the same time, 30.4% of employees consider the existing management style unsuitable for them.

Employees with a longer employment history expressed a need to be controlled less by their immediate supervisor and would like to be allowed more autonomy in their job responsibilities. As shown by results of other studies, the majority of educated professionals require less direct control on the part of managers as well as protection and support for their initiatives (Bryman, 2007). Respondents in this survey would like to be more actively involved in the managerial decision-making process and are dissatisfied with the way tasks are delegated and workload is assigned. The following views were expressed at the interview: "In addition to the direct fulfilment of current obligations, senior staff often require the fulfilment of time-consuming tasks within short timeframes". Irregular working hours and working during the weekend are a part of the problems observed by respondents in relation to their dissatisfaction with senior staff's planning.

Collective decision-making and informational openness contribute to maintaining work-life balance, which increases the job satisfaction of employees (Houston et al., 2006). Other important factors related to effective management in the field of higher education include continuous curriculum planning, a clear sense of direction/strategic vision, encouragement of open communication and possibilities of workload adjustment (Bryman, 2007).

Ongoing institutional changes were positively assessed by most employees of the Central Dean's Office (73.92%). At the same time, respondents reported on an

increased intensity of work, work responsibility, creative and professional growth possibilities along with relatively slow salary growth.

The main concern during the first and subsequent institutional changes (carried out in spring 2016) was a fear of employment termination. This fear, along with other related fears, was associated with a negative experience in previous reorganizations, when new management introduced new teams or eliminated some structural units.

This opinion was expressed by 91.35% of people working in the Central Dean's Office. At the same time, 17.39% considered that their dismissal or elimination of the structural unit would lead to a revision of their future development (education) plans, including plans within the Russian State Social University.

Student Learning Environment Assessment

It was found that all the working students were motivated by earnings (100%) and most of them were also motivated to obtain practical work experience and attain a length of service (83.3%). These aspects increased their value on the labour market and their employment possibilities (50%).

Learning Environment

Learning environment was generally assessed as favourable (80% of respondents) (Figure 3).

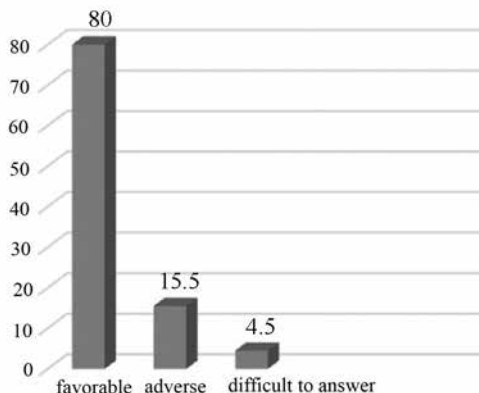


Figure 3. Student assessment of their learning environment

A group of students in the survey reported on a number of factors affecting the learning environment.

Favourable factors primarily included the University infrastructure advantages. Students praised the work of public catering facilities (dining room, cafe), university libraries, objects of cultural and recreation infrastructure. Development of a favourable learning and recreation environment is the most important factor, which improves student health status, their level of satisfaction and interest in the development of education programmes. In addition to the learning environment, there are certain other essential facilities, which are also important for students, i.e. a well-managed

cafeteria, parking facilities, playgrounds and other arrangements of physical and mental health (Malik et al., 2008).

The main negative factors affecting the learning environment are presented in Figure 4.

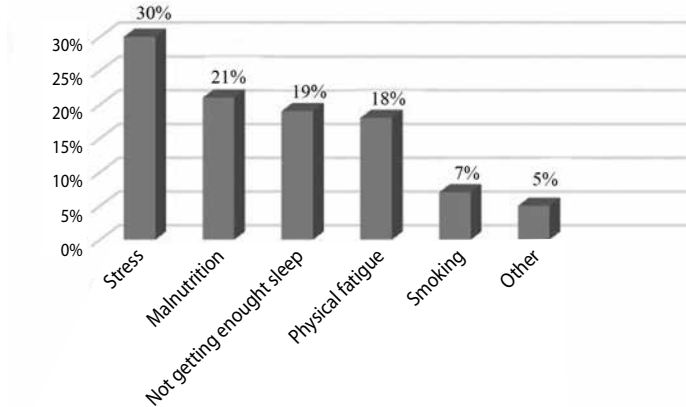


Figure 4. Factors having negative impact on student health status

Dynamics of changes in the views of students regarding their learning environment throughout recent years is generally stable with a decrease in the proportion of students who noted deterioration of their learning environment (Figure 5).

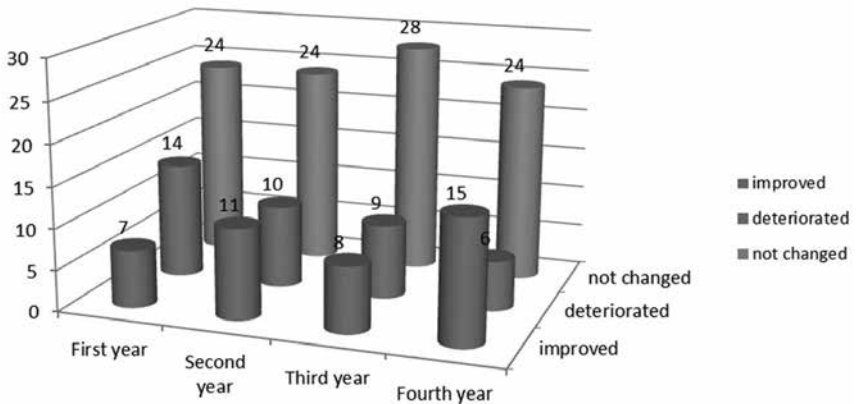


Figure 5. Student assessment of their learning environment in the course of four years (different years of study)

Most students noted an improvement in their learning environment, which positively affected their health status. Thus, 15.5% of respondents noted that in the first year of study the learning environment did not contribute to the improvement of their health status (insufficient number of rooms in a hostel, inconvenient timetables), while in the fourth year of study only 6.7% of respondents negatively assessed the learning environment with regard to this parameter. At the same time, only female respondents with an average age of 21.75 noted an improvement of their learning environment.

Apart from this, working students noted that in spite of favourable working and learning conditions, their combination contributed to the development of frequent stress and ill health, but increased their motivation for self-development (self-management). This correlation was explained by the fact that students experienced a significant physical and emotional overload under the influence of several factors: most students did not have the relevant experience of self-management in combination of work and study; they also faced difficulties in building relations at work, in the university environment, with their friends and families. In addition, they were concerned about their financial situation and their reputation among peers and teachers. In view of the efficiency of self-organized learning Interactive Learning System (ILS) should be observed (Rozendaal et al., 2005).

Senior staff at universities should play a special role in the overcoming of these problems. Effective cooperation between the university administration and students is a key factor in establishing satisfactory learning conditions. As shown by relevant results of other studies, students are interested in empathy and support provided by the university senior staff (Malik et al., 2008).

Discussion

Effective motivation strategies should be based on specific features of human resources related to a specific institution, such as gender, level of education, work experience, and material expectations (Bright, 2005). On the other hand, the motivational profile of university employees, the socio-demographic aspects and employee professional qualifications are highly relevant when determining the appropriate incentives and approaches with the purpose of raising the work quality and employee satisfaction (Firestone, 2014).

The observed prevalence of instrumental motivation (39.13%), an overall high level of job satisfaction (60.9%) and dissatisfaction with salaries (69.6%) among the employees at the Central Dean's Office pointed to the need of improving the system of motivation and incentives. Considering the increased workload and work intensity, it is necessary to raise the salaries and restructure the system of financial remuneration. A similar situation was reported for Massey University in New Zealand (Houston et al., 2006), where employees were dissatisfied with an increased workload which was not followed by a raise in salaries.

Redistribution of workload in terms of university restructuring requires a decentralization of budgets, a reporting of structural units up to the department level as well as job cuts (Massey & Field, 2015). This affects employee health, increases the level of stress and job dissatisfaction. According to research, similar examples were seen at universities in the United States, Canada, Australia and New Zealand (Houston et al., 2006).

In view of the said, an active use of incentives is necessary in relation to staff. The most efficient employees should be awarded financial incentives for outstanding

achievements. They should be offered incentives for closing competitive agreements, organizing significant events, networking, and participating (win) in profession-related competitions. In addition, RSSU anniversary remuneration should be offered for continuous length of service. Also, remuneration should be given on the occasion of memorable (holiday) dates. Furthermore, easy-term loans should be provided for continuous length of service in RSSU (over 10 years), etc. (Kirillov et al., 2015).

Shun-Hsing Chen et al. (2006) consider that the above problems could be solved by creating a satisfaction model which would take into account an increase in wages and spiritual growth with regard to personal resources - employee may randomly job-hop to chase higher salaries, affecting school morale.

In terms of increasing the independence and significance of senior-level management in relation to their direct impact on the basic elements of motivation (monetary incentivisation), the executive staff of the Central Dean's Office should be allowed to independently distribute a part of the income derived from business activities of the Russian State Social University among its employees.

By introducing institutional changes related to motivation, senior staff managed to create a favourable learning environment and increase the level of employee satisfaction: the staff were largely satisfied with the working conditions (87%), which improved by 11% over the past two years. The working conditions according to Metle (2003) include the following satisfaction factors: overall job satisfaction; pay and security; co-workers; supervision; promotion; and content of work.

A favourable social and psychological climate was created (69.6% of respondents noted its improvement by 8.9%). A democratic management style was applied that met the expectations of most employees (69.6% of respondents noted its improvement by 8.9%). However, a significant number of employees (30.4%) still saw room for improvement, especially in relation to peak workload of employees at the Central Dean's Office. Improvement was needed in relation to trust, mutual respect, and collegiality in decision-making as well as integrity, honesty and fairness. The obtained research results generally correlate with experiences at Western universities (UK, USA, Australia) over the past 20 years and their processes of identifying an effective leadership style (Bryman, 2007).

Additional ways for increasing staff efficiency refer to non-financial motivation and incentives (Simon, 2014). Within effective organizations employees often go beyond their formal job responsibilities and perform non-mandatory tasks with no expectation of recognition or compensation (Bock, 2005). These altruistic acts are neither prescribed nor required, yet they contribute to the smooth functioning of the organization (DiPaola & Tschannen-Moran, 2014).

The relevance of this approach was confirmed by the results obtained in the course of identifying motivational profiles of employees. It is possible to improve staff efficiency at the Central Dean's Office through non-monetary incentives, which include a more systematic career management, participation in managerial activities, delegation of

authority and moral incentives. Improving the loyalty and work quality of instrumental and proprietary motivational types of employees (35.22% in this sample) is achieved by clear and goal-oriented career management. The next step would be a salary raise, which is relevant for the instrumental, proprietary and professional motivational types (34.35% of all employees). Moral incentives can improve the learning environment for professional and patriotic motivational types (30.43%).

Data obtained by applying Batarshv's (2002) testing methodology indicate that a number of employees working in the Central Dean's Office did not feel successful in their professions, their official job position did not correspond to their abilities and they did not observe an increase of their professional skills. This refers primarily to employees aged below 30. Employee needs can be met through talent management, creation and actual use of HR reserves, participation in management activities, delegation of authority, assignment of scientific and honorary titles, creative cooperation with industry partners, participation in innovative projects and rotation of employees at the Central Dean's Office with faculty members (Siddique et al., 2011). All of these factors can contribute to employee satisfaction, increase their loyalty and trust in the institution, give them a feeling of job security and motivate them for high quality work.

In addition, this situation allows application of moral incentives that regulate the employee's behaviour upon the expression of public recognition. Free time incentives and programmes associated with reduced tuition fees also can be used, especially when it comes to its continuation on higher levels, scholarship programmes and health care programmes in the clinic of RSSU.

A comparative analysis revealed that among the factors negatively affecting the learning environment the fear of employment termination prevailed (91.35% of respondents). This was followed by leadership style (30.4%), and the socio-psychological climate in the team (26.09%).

The stress from the fear of losing a job presents a limited resource and a negative aspect. The fear of job cuts often turns productive and creative work of staff into a fight for survival, intrigues against colleagues, kowtowing to senior management instead of increased institutional productivity, efficiency and competitiveness in the market (Jiang & Probst, 2016). Normal competition among workers is substituted with the struggle for survival, which has a negative impact on the learning environment (Butler, Gilpatric, & Vossler, 2017; Luft, 2016).

The fear of losing one's job due to university restructuring significantly reduces the quality of the learning environment (Wlodkowski & Ginsberg, 2017). This should be considered and this negative impact should be reduced through skilful action in relation to administrative staff (Bryman, 2007).

Students provided an original assessment of the learning environment. In addition to the overall positive assessment, a negative factor was noted as well. Students reported on being under stress due to the organization of the education process, which directly depended on the work quality of the dean's office employees.

University reform affected the quality of education services in the organization of the education process. It should be noted that quality reduction was fragmented and temporary; it was constantly in the focus of senior staff at all levels of the University and they reacted promptly to its reduction. Improvement of working conditions was attained by appropriate student time management and other personnel management technologies (Vinichenko et al., 2016).

In general, the analysis of student views revealed a tendency toward continuous improvement of the learning environment along with university reforms and a fragmented decline in the quality of education services. Over the four years of study, the number of students who reported on the negative impact of the learning environment on their health decreased by 8.8%. In terms of gender, improvement of the learning environment was noticed only among female representatives with an average age of 21.75%.

This trend suggests that activities of administrative and managerial staff, as well as other university employees, generally contribute to creating a favourable and safe learning environment.

Conclusion

The purpose of this study was to determine the impact of institutional changes on the working environment and health of employees at the Central Dean's Office and students, as well as their motivation in relation to their job and training related tasks. Key findings suggest that the institutional changes had an overall positive impact on the learning environment at the university. Most employees of the Central Dean's Office were satisfied with working conditions, and most students noted a considerable improvement of their learning environment, which positively impacted their health status.

This suggests that the university senior staff introduced some changes proposed by international studies in relation to the learning environment. An appropriate management style was selected and university infrastructure was aimed at providing individual development and career growth. Also, a favourable social and psychological climate and high-quality management ensured cooperation with students, which generally increased the motivation for creative and conscientious work.

The study also showed that employee fears of job termination due to university reorganization significantly reduced their work quality and negatively affected the learning environment. Employees who have been working at the university up to two years assessed their employment conditions more critically in comparison to older employees. The primary dissatisfaction among new employees was in relation to salaries, while long-time employees resented excessive external control. In relation to gender differences, female employees reported more often than men that the work intensity had a negative impact on their family relations and limited their privacy.

Motivational types identified in the study enable senior staff members to structure the financial incentives more clearly. In order to improve the working and learning environment, one should avail of non-monetary incentives such as talent and career management. Employees should be allowed to participate in managerial activities and authority should be delegated.

The identified trend related to the improvement of learning environment that affected health status of students. In the course of university reforms this tendency was accompanied by a fragmentary decrease in the quality of education services and increase in work intensity.

Furthermore, interviews with students revealed that empathy and responsiveness of employees at the Central Dean's Office contributed to a more favourable working environment. In addition, students praised the work of public catering facilities (dining room, cafe), university libraries, sports facilities as well as the cultural and recreation infrastructure. These factors are very important for students in addition to the learning environment not only in terms of maintaining their health status, but also in terms of improving their satisfaction with training.

Remote location of students from the place of employment had a substantial impact on the learning environment. Substantial time required to travel to the place of study caused a lack of sleep, poor diet and physical fatigue. The study found the following correlations among the factors influencing student quality of life: a combination of work and study duties increased the frequency of stress cases and ill health, but at the same time the motivation for self-organization (self-management) was increased. In general, a favourable learning environment at the university resulted in student health improvement.

As a conclusion it can be said that university senior staff have a significant role in creating a favourable learning environment. Effective cooperation between senior staff members and students is a key factor in providing student satisfaction with their learning conditions.

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Mikhail Vinichenko

Department of Human Resource Management and Personnel
Policy, Russian State Social University
Wilhelm Pieck, House 4, building 1, Moscow, Russian Federation
mik.vinichenko@gmail.com

Andrey Kirillov

Russian State Social University, Department of Human Resource
Management and Personnel Policy
Wilhelm Pieck, House 4, building 1, Moscow, Russian Federation
a.v.kirillov@mail.ru

Alexander Maloletko

Russian State Social University, Vice-rector for scientific work
Wilhelm Pieck, House 4, building 1, Moscow, Russian Federation
MaloletkoAN@rgsu.net

Elena Frolova

Russian State Social University, Department of Management and
Administration
Wilhelm Pieck, House 4, building 1, Moscow, Russian Federation
efrolova06@mail.ru

Marina Vinogradova

Russian State Social University, Research Institute of Novel Trends
and Technologies
Wilhelm Pieck, House 4, building 1, Moscow, Russian Federation
m9152531115@mail.ru

Motivacija i zaposlenici sveučilišne uprave u procesu restrukturiranja ustanova visokog obrazovanja

Sažetak

Svrha ovog istraživanja bila je utvrditi učinak institucionalnih promjena na radno okruženje i zdravlje zaposlenika i zaposlenih studenata u Središnjem uredu dekana i njihovu motivaciju za visokokvalitetno obavljanje zadataka i ispunjavanje obrazovnih zaduženja. Istraživanjem su obuhvaćena 23 djelatnika i 45 studenata na diplomskoj razini studija. Ispitanicima je podijeljen upitnik s ciljem dobivanja informacija o njihovim stavovima prema radnim zadacima, kolegama, upravi, djelatnicima i plaći. U ispitivanju studenata primijenjena je Gerchikovljeva (2005) i Batarševljeva (2002) metodologija s ciljem otkrivanja njihovih motivacijskih profila, na kojima treba temeljiti osmišljavanje relevantnog i učinkovitog sustava poticanja. Rezultati dobiveni istraživanjem ukazuju na to da na stvaranje okruženja pogodnog za učenje najviše utječu upravljačke kvalitete djelatnika, razina njihove suradnje sa studentima, motivacija za savjestan rad, uvjeti za razvoj karijere i psiho-socijalna klima. Autori ovog istraživanja predlažu razvijanje sustava financijskih i materijalnih poticaja za djelatnike sa svrhom priznavanja njihova doprinosa na radnom mjestu, kao i aktivnu primjenu nenovčanih poticaja poput upravljanja talentima i karijerom, uključivanjem zaposlenika u upravljačke aktivnosti i podjelom nadležnosti. Među studentima su zabilježene sljedeće korelacije: kombinacija posla i studija povećava učestalost stresa i slabijeg zdravlja; kombinacija posla i studija povećava studentsku motivaciju za samoorganiziranjem.

Ključne riječi: obrazovna ustanova; učinkovitost; poželjno obrazovno okruženje; reforme.

Uvod

Svjetske ekonomske prilike povezane su s prijelazom u postindustrijsku razvojnu fazu, a nju odlikuje prijelaz od proizvodne na uslužnu ekonomiju (Linn, 2016). S obzirom na to, isplativost se određuje primjenom visokokvalificirane radne snage,

novih znanja i vještina, tehnologija i upravljačke prakse (Hadiullina, 2006; Maximova i sur., 2016). Prema novijim istraživanjima, prijelaz s proizvodne na uslužnu ekonomiju doveo je do istodobnog prijelaza sa srednjeg na visoko obrazovanje. Tako su od predstavnika srednje klase u proizvodnom pogonu očekivane srednoškolske kvalifikacije, a današnji uslužni sektor zahtijeva najmanje dodiplomsko obrazovanje.

Obrazovni sustav u postsovjetskim zemljama ima ključnu ulogu u daljnjem razvoju ljudskih potencijala do razine razvijenih ekonomija. Istodobno sustav visokog obrazovanja promovira razvoj ljudskog kapitala, koji određuje učinkovitost i konkurentnost nacionalne ekonomije (Hanushek, 2013). Napori su usmjereni na stvaranje odgovarajućih uvjeta rada, stručnog obrazovanja i primjenu tehnologije, a sve to omogućuje određivanje ljudskog potencijala, njegov daljnji razvoj i upravljanje karijerom (Chulanova, 2013; Kirillov i sur., 2016). U postsovjetskim zemljama postoji velika potreba za visokokvalificiranim kadrom (Frolova, 2016; Kibanov, 2014). Socioekonomski uvjeti tranzicijskih ekonomija zahtijevaju uvođenje novih strategija i mehanizama kako bi se osigurala konkurentnost poslovnih procesa, razvoja ljudskih potencijala i stvaranje učinkovitog sustava motiviranja (Frolova, 2014; Kibanov, 2013).

Globalizacija i velika društvena mobilnost vode komercijalizaciji obrazovanja, u čemu se studente promatra kao potrošače organizacija visokog obrazovanja (Mark, 2013). Sustav visokog obrazovanja u svim postsovjetskim zemljama zahtijeva modernizaciju kako bi se podigla kvaliteta obrazovanja na lokalnim sveučilištima te postiglo zadovoljstvo studenata.

Kao rezultat globalizacijskih procesa nacionalna sveučilišta trebaju biti u stanju konkurirati na globalnom obrazovnom tržištu. U usporedbi s visokim obrazovanjem u razvijenim zemljama negativni aspekti u vezi s internacionalizacijom, poput komodifikacije i komercijalizacije, odljeva mozgova, elitizma i gubitka kulturnog identiteta više su prisutni u zemljama u razvoju (Knight, 2015). Specifična odlika postsovjetskih zemalja jest demografski pad, zbog čega odljev mozgova dolazi više do izražaja (Froumin i Smolentseva, 2014). Osim izravnih gubitaka uslijed imigracije, odljev mozgova također se odražava na kvalitetu kadra za zapošljavanje.

Studijski posjeti studenata preddiplomskih i diplomskih studija u razvijene zemlje također predstavljaju odljev mozgova jer će najbolji od njih vjerojatno ostati u tim zemljama i tamo se zaposliti. Ipak, taj proces nije toliko uočljiv kao što je to izravna emigracija, pa stoga nije dovoljno shvaćen. Odlazak najboljih studenata s visokoobrazovnih ustanova (VOU) može se spriječiti postizanjem visoke razine zadovoljstva studenata, a ključni čimbenici u tome odnose se na kvalitetu obrazovanja i obrazovnog okruženja (Wilkins i Balakrishnan, 2013). Zadovoljstvo studenata predstavlja prednost u kontekstu međunarodnog obrazovanja i natjecateljskog okruženja koje ga odlikuje.

Ključni čimbenici zadovoljstva studenata u procesu učenja uključuju brze reakcije zaposlenika, stabilne komunikacijske veze i funkcionalnost obrazovnih programa (Douglas i sur., 2008; Vinichenko i sur., 2016). Istraživanja su pokazala da su studenti

općenito zadovoljni s odlikama poput pristupačnosti, pružanja sigurnosti, pouzdanosti i empatičnosti osoblja, ali nisu veoma zadovoljni mogućnostima parkiranja, računalnim laboratorijima, uslugama kafića i sustavom rješavanja prigovora (Malik i sur., 2008). Sljedeći važan čimbenik je povoljna društvena i psihološka klima, koja potiče i uvažava studentsku inicijativu (Rozendaal i sur., 2005).

Posljednjih godina više se pažnje posvećivalo istraživanju zadovoljstva nastavnika kao čimbenika koji utječe na kvalitetu učenja i neobrazovno okruženje. Zadovoljstvo nastavnika utječe na kvalitetu obrazovanja i istraživačke aktivnosti. VOU-i mogu poboljšati kvalitetu obrazovnih usluga za studente samo ako svoje djelatnike motiviraju na odgovarajući način (Chen i sur., 2006).

U potrazi za visokokvalificiranim akademskim i administrativnim osobljem VOU-i se u postsovjetskim zemljama suočavaju s problemom odljeva mozгова. U tom kontekstu taj se proces prije svega promatra kao odljev visokokvalificiranih i obrazovanih stručnjaka iz zemalja u razvoju u razvijene zemlje. U ovom slučaju država gubi i stručnjaka i sredstva uložena u njegovo obrazovanje. Osim toga, odljev mozgov negativno se odražava i na kvalitetu obrazovanja budućih stručnjaka. Osnovni razlog odljeva znanstvenih mozgov iz postsovjetskih zemalja je samoostvarenje stručnjaka, jer su uvjeti rada i plaće u razvijenim zemljama nekoliko puta bolji u usporedbi s postsovjetskim zemljama (Beine i Rapoport, 2008). Budući da država nije u stanju svojim stručnjacima sve to pružiti, VOU-i se moraju suočiti s pitanjem kako privući i zadržati vrijedne zaposlenike.

Kao prvo, akademska uprava treba pružiti financijske i nefinancijske poticaje s ciljem motiviranja nastavnika na fakultetima kako oni ne bi napustili organizaciju, bilo fizički, bilo u psihološkom smislu (Siddique i sur., 2011). Spomenute dvije vrste motivacije u praksi su međusobno povezane, iako se dijele na „materijalne” i „nematerijalne” poticaje (Dejneka, 2016). Usmjerenost zaposlenika u visokom obrazovanju na visoke plaće i pravedne sustave promocije u suodnosu je s njihovim potrebama. To se posebno odnosi na visoke plaće, pravednost i transparentnost u sustavu nagrađivanja (Chen i sur., 2006). Drugi značajni motivacijski čimbenici su kolegijalnost u donošenju odluka, omogućavanje interne komunikacije i bogati istraživački resursi (Bharadwaj, 2014; Cummings i sur., 2016; Liu i Perry, 2016).

U razvijenim zemljama do resursa se dolazi integracijom obrazovanja, istraživanja i razvoja i proizvodnih pogona stvaranjem tehnoloških parkova, tehnopolitских struktura, provedbom obrazovnih programa i istraživačkih projekata usklađenih s potrebama industrijskih kompanija. Nasuprot sustavu zapadnih zemalja, u sovjetskom sustavu sveučilišnog obrazovanja obrazovne aktivnosti nisu bile povezane s aktivnostima istraživanja i razvoja (Kuraev, 2016). Sveučilišta su pružala samo obrazovanje, a istraživanja su se provodila u istraživačkim institutima. Posljedica je toga da mnoga sveučilišta u postsovjetskim zemljama nemaju prikladne uvjete za istraživanje, a državne potpore ne omogućuju njihovo stvaranje.

Drugi čimbenici koji doprinose visokokvalitetnom obrazovanju u razvijenim zemljama uključuju sustav financiranja iz više izvora, administrativnu učinkovitost i usklađenost obrazovanja s potrebama pojedinca i tržišne ekonomije. Nadalje, najvažniji čimbenici koji omogućuju visoku kvalitetu obrazovanja uključuju i učinkovitu administraciju, kao i prikladne uvjete za učenje.

Upravljanje suvremenim ustanovama visokog obrazovanja u razvijenim zemljama prije svega je usmjereno na poboljšanje kvalitete obrazovanja, što uključuje promidžbu istraživačkih aktivnosti i stvaranje prikladnih uvjeta obrazovanja u skladu s potrebama studenata (Douglas i sur., 2008). Nasuprot tome, obrazovne ustanove u zemljama u razvoju suočavaju se s nedostatkom resursa kao glavnim problemom pa se time narušava njihova konkurentnost u visokom obrazovanju (Zhankaziev, 2012).

Razvoj sustava visokog obrazovanja u zemljama u razvoju obilježen je s nekoliko negativnih trendova, poput slabijeg javnog financiranja, nedovoljno razvijenog sustava stipendiranja mladih i naslijeđenog autoritarnog sustava upravljanja državnim VOU-ima (Kravtsova, 1998). Ti trendovi uvelike ograničavaju mogućnosti obrazovnih ustanova u pružanju prikladnih uvjeta obrazovanja studenata i primjerenih poticaja s ciljem motivacije nastavnika u višim zvanjima.

Svi ti trendovi prisutni su u ruskom obrazovnom sustavu. U tom kontekstu postoji velika potreba za dubinskom i obuhvatnom transformacijom ruskog obrazovnog sustava, učinkovitim mehanizmima i raspoređivanjem resursa (Denisova, 2012). Ipak, neophodne organizacijske promjene VOU-a mogle bi naići na negativan stav dijela zaposlenika (Vakola i Nikolaou, 2005). Značajne promjene mogu unatoč svojoj neophodnosti izazvati nesigurnost kod zaposlenika te se negativno odraziti na njihovu motivaciju, a to bi imalo negativan učinak na cjelokupan obrazovni proces. Kako bi se spriječio takav razvoj, potrebno je primijeniti primjerene mjere i provesti istraživanje o stavovima zaposlenika prema takvim promjenama.

Ovaj rad temelji se na primjeru Ruskog državnog društvenog sveučilišta (Russian State Social University, RSSU), koje se odlikuje uobičajenim čimbenicima koji utječu na motivaciju sveučilišnih zaposlenika na vodećim pozicijama i zadovoljstvo studenata obrazovnim procesom.

Godine 2015. provedene su institucionalne promjene na sveučilištu s ciljem optimiziranja troškova upravljanja u obrazovanju, a time je uvjetovano smanjenje broja odjela i zaposlenika u uredima dekana. Te promjene provedene su s ciljem povećanja učinkovitosti obrazovnog procesa i zaposlenika te optimiziranja troškova. Osnovna namjera tih reformi bila je uklanjanje dvostrukih funkcija u uredima dekana na različitim fakultetima RSSU-a te su one objedinjene u jedan jedinstveni centar: Središnji ured dekana. To je rezultiralo ukidanjem dekanovih ureda povezanih s različitim fakultetima te stvaranjem jedinstvenog Središnjeg ureda dekana. Ta strukturna jedinica preuzela je funkcije upravljanja svim odjelima RSSU-a u Moskvi, čime je osigurana optimizacija svih administrativnih i obrazovnih procesa, a istodobno je značajno povećan opseg poslova. Druga važna dodatna funkcija povjerena

Središnjem dekanovu uredu jest suradnja sa studentima te pružanje savjeta o svim obrazovnim i metodološkim pitanjima uz potporu u rješavanju problema.

Svrha ovog rada jest istražiti utjecaj institucionalnih promjena na motivaciju zaposlenika u Središnjem uredu dekana, kao i stupanj zadovoljstva studenata tim promjenama. Istraživanje provedeno među studentima pokazalo je da je važno osigurati povoljno okruženje u vidu empatičnosti zaposlenika i spremnosti na rješavanje problema. Stoga rezultati ovog istraživanja mogu biti korisni za razvoj učinkovitog kurikula za studente i programa nagrađivanja zaposlenika. Posebnu pažnju treba posvetiti zadovoljstvu nastavnika kao čimbeniku koji utječe na kvalitetu obrazovanja i obrazovnog okruženja.

Metode

Ispitanici

Grupe ispitanika obuhvatile su zaposlenike Središnjeg ureda dekana (23 ispitanika) i skupinu studenata diplomskih studija (45 ispitanika). Dobna struktura zaposlenika prikazana je u tablici 1.

Tablica 1

Struktura zaposlenika i strukturne jedinice prema kvalifikacijama pokazuje visoku razinu obrazovanja (vidi tablicu 2).

Tablica 2

Prosječna duljina zaposlenja iznosi približno 9 godina, a duljina zaposlenja na Sveučilištu 4,5 godina.

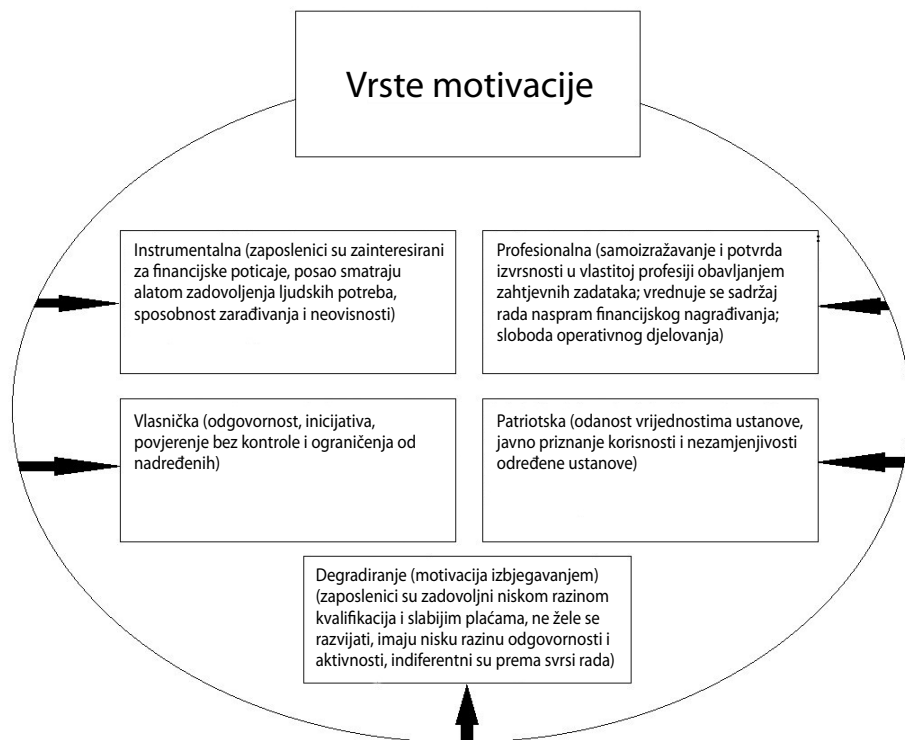
Sastav zaposlenika Središnjeg ureda dekana prema spolu pokazao je značajan udio žena (vidi tablicu 3).

Tablica 3

Među studentima prevladavaju žene (82,2%), a muškaraca je 17,85%. Prosječna dob iznosi 21,7, uz standardnu devijaciju od 0,75. Demografske su informacije prikupljene radi utvrđivanja potencijalne korelacije između spola, dobi i odgovora ispitanika (Douglas i sur. 2008). Pritom nisu razlikovane godine studija, budući da su svi studenti na istoj godini studija.

Alati i metode prikupljanja podataka

Sa svrhom procjene strukture i prirode motivacije zaposlenika autori ovog istraživanja primijenili su Gerchikovljevu (2005) metodologiju. Ona je usmjerena na prepoznavanje motivacijskih profila kod ljudi kako bi se stvorio relevantan i učinkovit sustav poticaja. Gerchikov (2005) je identificirao pet tipova motivacije, što je vidljivo na slici 1.



Slika 1. Gerchikovljevi motivacijski tipovi

Prema Gerchikovljevoj metodologiji najvažniji su sljedeći poticaji:

1. Instrumentalni poticaji. Osnovni pozitivni tipovi uključuju financijske poticaje (automobil, najam ili kupnja nekretnine, oslobađanje plaćanja školarine), napredak u karijeri; negativni poticaji su u vidu financijskog kažnjavanja.
2. Vlasnički poticaji. Pozitivni tipovi uključuju financijske i organizacijske poticaje (organizacija i povoljni uvjeti rada, napredak u karijeri); nema negativnih tipova.
3. Profesionalni poticaji su monetarni i moralni, sudjelovanje u suvlasništvu i upravljanju; negativni su tipovi zabranjeni.
4. Patriotski poticaji uključuju paternalizam, sudjelovanje u suvlasništvu i upravljanju, moralne poticaje; kazne su primjenjive u simboličkom obliku.
5. Degradirajući poticaji (motivacija izbjegavanjem) obuhvaćaju prirodne poticaje, paternalizam, moralno neutralne poticaje. Zabranjeni su institucionalni poticaji, sudjelovanje u suvlasništvu i upravljanju, kao i karijera i razvoj.

Zaposlenicima je podijeljen upitnik s pitanjima višestrukog izbora pod nazivom „Motivacijski profil” (Gerchikov, 2005), čime je procjenjivan njihov stav prema radnim zaduženjima, kolegama, upravi, zaposlenicima i plaći. Primjerice, u „Motivacijskom profilu” navedeno je pitanje *Koje značenje za Vas ima plaća?*, a ponuđeni su sljedeći odgovori: 1) *Plaćanje vremena i uloženog truda u obavljanju poslovnih zaduženja;* 2)

Prvenstveno plaćanje moga znanja i kvalifikacija; 3) Plaćanje mog doprinosa općem djelovanju ustanove; 4) Potreban mi je stalni dohodak bez obzira na to što nije velik; 4) Koliki god bio dohodak, sam(a) sam ga zaradio/zaradila; 5) Drugo (molimo da napišete). Prema rezultatima upitnika određeni su posebni motivacijski profili i dane su sugestije sa svrhom poboljšanja sustava poticaja.

Primijenjen je Batarševljević (2002) test „Integralnog zadovoljstva poslom”, koji ne ocjenjuje samo zadovoljstvo poslom, nego i zasebne dijelove poput ocjene radnih interesa, odnosa s članovima uprave, sociopsihološkom klimom u vezi s nastavnim osobljem i zadovoljstvo uvjetima rada.

Učinkovitost djelatnika može se poboljšati motivacijom postignuća. Ta motivacija odnosi se na najbolje ispunjenje bilo kojeg zadatka s ciljem određenog rezultata, što se može izmjeriti kriterijem uspjeha (Gordeeva, 2002).

Kurikul studenata diplomskih studija obuhvaća ukupno tri sata upravljanja tjedno tijekom jednog semestra: upravljanje zaposlenicima, državnu i općinsku upravu.

Studenti su svoje obrazovno okruženje ocijenili u upitniku koji su osmislili autori ove studije. Glavni dio upitnika obuhvatio je 52 izjave s odgovorima prema skali Likertova tipa s pet stupnjeva (1 – u potpunosti se slažem, 5 – uopće se ne slažem), koji se odnose na stupanj zadovoljstva obrazovnim procesom, zdravstvenim statusom ispitanika i međuodnosom tih dvaju čimbenika.

Primijenjena je i metoda vanjskog promatranja. Četiri stručnjaka (dva psihologa i dva predstavnika zdravstvenog osoblja) „iznutra” su promatrala društvene skupine i opisala uvjete za učenje, prirodu njihova utjecaja na zadovoljstvo poslom, zdravstveni status zaposlenika i studenata. Dobiveni rezultati pokazali su stupanj zadovoljstva, kao i zdravstveni status studenata različitih razina studija, zatim međuovisnost zdravlja, studija i zaposlenja.

Podaci su statistički obrađeni u programu SPSS Statistics 22.

Rezultati

Među zaposlenicima Središnjeg ureda dekana zabilježeni su sljedeći motivacijski tipovi (redoslijedom učestalosti): instrumentalni – 39,13%, vlasnički – 26,09%, profesionalni – 17,39%, patriotski – 13,04%, degradirani – 4,35% (slika 2).

Slika 2

Primijećeno je da je instrumentalni tip najčešće zastupljen motivacijski profil, a njega odlikuju financijski poticaji. Istodobno je razlika između vlasničkog i profesionalnog tipa 9%, a između profesionalnog i patriotskog tipa 7%. Ti rezultati članovima sveučilišne uprave daju jasnu sliku motivacijske strukture, što im omogućuje primjenu odgovarajućih mjera s ciljem poboljšanja motivacije i sustava poticaja.

Evaluacija uvjeta učenja zaposlenika Središnjeg ureda dekana

Analiza podataka iz upitnika o integralnom zadovoljstvu poslom pokazala je da većina zaposlenika Središnjeg ureda dekana (69,6%) nije zadovoljna svojim plaćama.

34.8% ispitanika ne smatra se uspješnim u svom poslu, 17,39% ih smatra da službena pozicija ne odgovara njihovim sposobnostima, a 13,04% ne razmišlja o daljnjem razvoju svojih profesionalnih sposobnosti.

Radni vijek zaposlenika Središnjeg ureda dekana izravno utječe na njihovo zadovoljstvo zaposlenjem. Primjerice, udio nezadovoljnih među zaposlenicima sa stažem kraćim od 2 godine gotovo je 2 puta veći nego prosječan iznos za ovaj uzorak. Tijekom intervjua pokazalo se da su zaposlenici s najkraćim stažem većinom nezadovoljni plaćom i da sustav materijalnih poticaja smatraju „donekle nepravednim”. Uopćeno gledano ta kategorija zaposlenika specifične aspekte svoga rada promatra više kritički te ih opisuje kao „rutinske” i „nezanimljive”. U pogledu spolnih razlika kod žena je nizak stupanj zadovoljstva zaposlenjem ponajprije uzrokovan velikim radnim opterećenjem i nemogućnošću dobivanja slobodnih dana za privatne potrebe. U intervjuima su neke žene izrazile mišljenje da posao značajno utječe na njihov privatni život i obiteljske odnose.

Postotak zaposlenika Središnjeg državnog ureda zadovoljnih svojim uvjetima rada iznosio je 87%. Većina (69,6%) tih zaposlenika opisala je društvene i psihološke aspekte svoje radne atmosfere kao povoljne, a 30,4% smatraju da postoji prostor za poboljšanje.

Prema toj kategoriji ispitanika problemi su povezani s lošom komunikacijom među kolegama. Također, neki ispitanici prepoznaju manjak potpore članova uprave RSSU-a. Studija je pokazala da 69,6% ispitanika pozitivno ocjenjuje svoje odnose sa zaposlenicima na vodećim položajima na sveučilištu. Istodobno 30,4% zaposlenika smatra da postojeći vid uprave za njih nije odgovarajuć.

Zaposlenici s dužim radnim stažem iskazali su potrebu za manje kontrole od neposrednih nadređenih i želu za većom autonomijom u radnim zaduženjima. U skladu s rezultatima drugih istraživanja većina obrazovanih stručnjaka treba manje izravne kontrole od uprave, kao i zaštitu i potporu za svoje inicijative (Bryman, 2007). Ispitanici u ovom istraživanju žele biti aktivnije uključeni u procese odlučivanja i nezadovoljni su načinom delegiranja poslova i radnog opterećenja. U intervjuu su izražena sljedeća mišljenja: „Osim izravnog ispunjenja trenutnih zaduženja, zaposlenici u višim zvanjima često u kratkom roku trebaju ispuniti zadatke koji zahtijevaju mnogo vremena.” Neograničeni radni sati i rad tijekom vikenda dio su problema koje ispitanici prepoznaju u vezi s nezadovoljstvom planiranjem uprave.

Kolektivno odlučivanje i otvorenost u informiranju doprinose održavanju ravnoteže između radnog i slobodnog vremena, a time se povećava zadovoljstvo zaposlenika (Houston i sur., 2006). Drugi važni čimbenici vezani uz učinkovito upravljanje u području visokog obrazovanja uključuju kontinuirano planiranje kurikula, jasno usmjerenje/stratešku viziju, ohrabrivanje otvorene komunikacije i mogućnosti prilagodbe radnog opterećenja (Bryman, 2007).

Većina zaposlenika Središnjeg ureda dekana (73,92%) pozitivno je ocijenila institucionalne promjene u tijeku. Ispitanici također smatraju da je intenzitet rada

povećan, kao i odgovornost te mogućnosti kreativnog i profesionalnog rasta, uz relativno spor porast plaće.

Tijekom prve i sljedećih institucionalnih promjena (provedenih u proljeće 2016. g.) najveću je brigu predstavljao strah od otkaza. Taj je strah zajedno s drugima povezan s negativnim iskustvom u prethodnim reorganizacijama, pri čemu bi nova uprava dovela nove timove ili ukinula neke strukturne jedinice.

To je mišljenje izrazilo 91,35% zaposlenika Središnjeg ureda dekana. Osim toga, 17,39% njih smatra da bi otkaz ili ukidanje strukturne jedinice doveli do preslagivanja njihovih planova o budućem razvoju (obrazovanju), uključujući i planove vezane uz Rusko državno društveno sveučilište.

Ocjena studenata o obrazovnom okruženju

Svi zaposleni studenti (100%) motivirani su zaradom, a većina ih je također motivirana stjecanje praktičnog radnog iskustva i radnog staža (83,3%). Ti aspekti povećavaju njihovu vrijednost na tržištu rada i mogućnosti zaposlenja (50%).

Obrazovno okruženje

Obrazovno okruženje općenito je ocijenjeno kao povoljno (80% ispitanika) (slika 3).

Slika 3

Skupina studenata u istraživanju izrazila je mišljenje o nizu čimbenika koji utječu na obrazovno okruženje.

Povoljni čimbenici prije svega se odnose na prednosti sveučilišne infrastrukture. Studenti su pohvalili rad službe za opskrbu hranom i pićem (menza, kavana), sveučilišne knjižnice, ustanove kulturne i rekreativne infrastrukture. Razvoj prikladnog okruženja za učenje i rekreaciju najvažniji je čimbenik koji poboljšava zdravlje studenata, njihovo zadovoljstvo i zainteresiranost za razvoj obrazovnih programa. Osim obrazovnog okruženja postoje i druge usluge koje su studentima važne, poput dobrog upravljanja kafićem, parkinga, igrališta i drugih servisa fizičkog i mentalnog zdravlja (Malik i sur., 2008).

Glavni negativni čimbenici koji utječu na obrazovno okruženje predstavljeni su na slici 4.

Slika 4

Prema mišljenjima studenata dinamika promjena u obrazovnom okruženju tijekom posljednjih godina stabilna je, uz smanjenje postotka onih studenata koji su primijetili pogoršanje svoga obrazovnog okruženja (slika 5).

Slika 5

Većina studenata primijetila je poboljšanje obrazovnog okruženja, što se pozitivno odrazilo na njihov zdravstveni status. 15,5% ispitanika primijetilo je da njihovo obrazovno okruženje na prvoj godini studija nije doprinijelo poboljšanju njihova

zdravstvenog statusa (nedovoljan broj soba u hostelu, neprilagođen raspored), a na četvrtoj godini studija samo 6,7% ispitanika negativno je ocijenilo obrazovno okruženje s obzirom na taj parametar. Samo ispitanice, s prosječnom dobi od 21,75, primijetile su poboljšanje svoga obrazovnog okruženja.

Nadalje, zaposleni studenti primijetili su da je njihova kombinacija rada i studija doprinijela razvoju učestalog stresa i lošeg zdravlja unatoč povoljnim uvjetima rada i učenja, a istodobno je povećana njihova motivacija za samorazvojem (samostalno upravljanje). Ta je korelacija objašnjena činjenicom da su studenti suočeni sa značajnim fizičkim i emocionalnim prekomjernim naporom pod utjecajem nekoliko čimbenika: većina studenata nije imala relevantno iskustvo upravljanja vlastitim vremenom u situaciji studija uz rad; također su se suočili s poteškoćama u izgradnji odnosa na poslu, u sveučilišnom okruženju, s prijateljima i obiteljima. Nadalje, zabrinuti su za financijsku situaciju i svoj ugled među kolegama i nastavnicima. Sa svrhom organizacije učenja trebalo bi uzeti u obzir Interaktivni sustav učenja (engl. *Interactive Learning System, ILS*) (Rozendaal i sur., 2005).

Zaposlenici na vodećim pozicijama sveučilišta trebali bi imati posebnu ulogu u nadilaženju tih problema. Učinkovita suradnja između sveučilišne uprave i studenata ključni je čimbenik u uspostavljanju zadovoljavajućih uvjeta za učenje. Kao što su pokazali relevantni rezultati drugih istraživanja, studenti su zainteresirani za empatiju i podršku od sveučilišnih zaposlenika na vodećim pozicijama (Malik i sur., 2008).

Rasprava

Učinkovite motivacijske strategije trebaju se temeljiti na kvalitetama ljudskih resursa u pojedinoj ustanovi, primjerice na spolu, razini obrazovanja, slučajnom iskustvu i materijalnim očekivanjima (Bright, 2005). S druge strane, motivacijski profil sveučilišnih djelatnika, sociodemografski aspekti i profesionalne kvalifikacije zaposlenika veoma su relevantni pri određivanju prikladnih poticaja i pristupa s ciljem poboljšanja kvalitete rada i zadovoljstva zaposlenika (Firestone, 2014).

Prevladavajuća instrumentalna motivacija (39,13%) koja je zabilježena u istraživanju, visok opći stupanj zadovoljstva poslom (60,9%) i nezadovoljstvo plaćama (69,6%) među zaposlenicima Središnjeg ureda dekana ukazuju na potrebu poboljšanja sustava motivacije i poticaja. S obzirom na povećano radno opterećenje i intenzitet rada neophodno je povećanje plaća i restrukturiranje sustava financijskog nagrađivanja. Slična je situacija zabilježena na Sveučilištu Massey u Novom Zelandu (Houston i sur., 2006), gdje su zaposlenici bili nezadovoljni povećanim radnim opterećenjem koje nije popraćeno rastom plaća.

Redistribucija radnog opterećenja u smislu restrukturiranja sveučilišta zahtijeva decentralizaciju budžeta, izvještavanje strukturalnih jedinica do razine odsjeka te ukidanje radnih mjesta. To se odražava na zdravlje zaposlenika, povećava razinu stresa i nezadovoljstvo poslom. Prema istraživanjima slični su primjeri viđeni na sveučilištima u SAD-u, Kanadi, Australiji i Novom Zelandu (Houston i sur., 2006).

S obzirom na spomenuto, važna je primjena poticaja za sklapanje konkurentnih ugovora, organiziranje značajnih događaja, umrežavanje, sudjelovanje (pobjeđivanje) na stručnim natjecanjima. Nadalje, za neprestani rad treba ponuditi jubilarne nagrade RSSU-a. Novčane nagrade treba dijeliti i u prilikama važnijih datuma (blagdana). Također treba ponuditi kredite s olakšicama za kontinuirani radni staž na RSSU-u (više od 10 godina) itd. (Kirillov i sur., 2015).

Shun-Hsing Chen i sur. (2006) smatraju da bi se navedeni problemi mogli riješiti stvaranjem modela zadovoljstva prema kojem bi se uzelo u obzir povećanje plaća i unutarnji razvoj u vidu osobnih resursa – zaposlenici mogu mijenjati radna mjesta u potrazi za boljim primanjima, što može utjecati na moral u školi. U pogledu povećanja neovisnosti i važnosti uloge članova uprave u odnosu na izravan utjecaj na osnovne elemente motivacije (monetarni poticaji), izvršni članovi središnjeg ureda dekana trebaju moći neovisno distribuirati dio dohotka dobivenog od poslovnih aktivnosti Ruskog državnog društvenog sveučilišta među svojim zaposlenicima.

Uvođenjem institucionalnih promjena u pogledu motivacije zaposlenici na vodećim pozicijama uspjeli su stvoriti pogodno okruženje za učenje te povećati razinu zadovoljstva među zaposlenicima: zaposlenici su većinom zadovoljni uvjetima rada (87%), koji su poboljšani za 11% tijekom posljednje dvije godine. Uvjeti rada prema Metleu (2003) imaju sljedeće čimbenike zadovoljstva: ukupno zadovoljstvo poslom; plaća i sigurnost; suradnici; nadzor; napredovanje; sadržaj posla.

Stvorena je poticajna društvena i psihološka klima (69,6% ispitanika smatra da se poboljšala za 8,9%). Primijenjen je demokratski stil vodstva koji zadovoljava očekivanja većine zaposlenika (69,6% ispitanika primjećuje poboljšanje od 8,9%). Ipak, značajan broj zaposlenika (30,4%) još uvijek prepoznaje prostor za poboljšanje, posebno s obzirom na visoko radno opterećenje u Središnjem uredu dekana. Poboljšanje je potrebno u vezi s povjerenjem, međusobnim poštivanjem i kolegijalnošću u odlučivanju, zatim s integritetom, poštenjem i pravednošću. Dobiveni rezultati istraživanja općenito koreliraju s iskustvima na zapadnim sveučilištima (UK, SAD, Australija) tijekom posljednjih 20 godina i njihovim procesima pronalaženja učinkovitog stila vođenja (Bryman, 2007).

Dodatni načini za povećanje učinkovitosti zaposlenika odnose se na nefinancijsku motivaciju i poticaje (Simon, 2014). U učinkovitim organizacijama djelatnici često obavljaju zadatke koji nadilaze njihov formalni opis zaposlenja bez očekivanja nagrade ili priznanja (Bock, 2005). Ti altruistički čini nisu propisani ni traženi, ali doprinose dobrom funkcioniranju organizacije (DiPaola i Tschannen-Moran, 2014).

Značaj tog pristupa potvrdili su rezultati dobiveni tijekom identificiranja motivacijskih profila zaposlenika. Učinkovitost rada zaposlenika u Središnjem uredu dekana može se povećati nemonetarnim poticajima koji uključuju sustavnije upravljanje karijerom, sudjelovanje u menadžerskim aktivnostima, delegiranje nadležnosti i moralne poticaje. S ciljem veće vjernosti i kvalitete rada kod instrumentalnih i vlasničkih motivacijskih tipova zaposlenika (35,22% u uzorku)

primjenjuje se jasno upravljanje karijerom sa zadanim ciljevima. Sljedeći bi korak bio porast plaće, a to je relevantno za instrumentalni, vlasnički i profesionalni motivacijski tip (34,35% svih zaposlenika). Moralni poticaji mogu poboljšati obrazovno okruženje za profesionalne i patriotske motivacijske tipove (30,43%).

Podaci dobiveni primjenom testne metodologije Batarševa (2002) ukazuju na to da se određeni broj zaposlenika Središnjeg ureda dekana ne smatra uspješnima u svojoj profesiji, njihova službena pozicija ne odgovara njihovim sposobnostima i ne percipiraju povećanje svojih profesionalnih sposobnosti. To se ponajprije odnosi na zaposlenike mlađe od 30 godina. Potrebe zaposlenika mogu biti zadovoljene upravljanjem talentima, stvaranjem i primjenom sredstava za ljudske resurse, sudjelovanjem u upravljačkim aktivnostima, delegiranjem autoriteta, dijeljenjem znanstvenih i počasnih titula, kreativnom suradnjom s partnerima u industriji, sudjelovanjem u inovativnim projektima i rotacijom zaposlenika u Središnjem uredu dekana s nastavnicima fakulteta. Svi ti čimbenici mogu doprinijeti zadovoljstvu zaposlenika, povećati njihovu vjernost i povjerenje u ustanovu, dati im osjećaj sigurnosti i motivirati ih za visokokvalitetan rad.

Nadalje, ta situacija omogućava primjenu moralnih poticaja koji reguliraju ponašanje zaposlenika nakon javnog priznanja. Poticanje slobodnog vremena i programa povezanih sa smanjenim troškovima školovanja može se također primijeniti, posebno u situaciji nastavka obrazovanja na višim razinama, za programe stipendiranja i zdravstvene programe na klinici RSSU-a.

Komparativna analiza otkrila je da je među čimbenicima koji negativno utječu na obrazovno okruženje najprisutniji strah od otkaza (91,35% ispitanika), nakon čega slijede upravljački stil (30,4%) i sociopsihološka klima u timu (26,09%).

Stres uslijed straha od gubitka posla ograničen je resurs i negativan je aspekt. Strah od ukidanja radnih mjesta često pretvara produktivan i kreativan rad zaposlenika u borbu za opstanak, dovodi do intriga među kolegama te ulagivanja upravi umjesto povećane institucionalne produktivnosti, učinkovitosti i konkurentnosti na tržištu (Jiang i Probst, 2016). Normalno nadmetanje među djelatnicima zamjenjuje se borbom za preživljavanje, što ima negativan učinak na obrazovnu atmosferu (Butler, Gilpatric, i Vossler, 2017; Luft, 2016).

Strah od gubitka posla zbog restrukturiranja sveučilišta značajno smanjuje kvalitetu obrazovnog okruženja (Włodkowski i Ginsberg, 2017). To treba uzeti u obzir, a negativan učinak treba smanjiti usmjerenom aktivnošću administrativnog osoblja (Bryman, 2007).

Studenti su ocijenili obrazovno okruženje te je osim opće pozitivne ocjene zabilježen i negativan čimbenik. Studenti su pod stresom zbog organiziranja obrazovnog procesa koji izravno ovisi o kvaliteti rada zaposlenika dekanova ureda.

Sveučilišna reforma odrazila se na kvalitetu obrazovnih usluga u organizaciji obrazovnog procesa. Treba uzeti u obzir da je smanjenje kvalitete bilo djelomično i privremeno; uprava je kontinuirano imala u vidu taj čimbenik na svim razinama Sveučilišta te je brzo djelovala s ciljem otklanjanja negativnog učinka. Poboljšanje

uvjeta rada postignuto je prikladnim upravljanjem vremenom studenata i drugim tehnologijama upravljanja zaposlenicima (Vinichenko i sur., 2016).

Uopćeno gledano, analiza stavova studenata otkrila je sklonost kontinuiranom poboljšanju obrazovnog okruženja zajedno sa sveučilišnim reformama i fragmentirani pad kvalitete obrazovnih usluga. Tijekom četiri godine studija broj studenata koji su primijetili negativan učinak obrazovnog okruženja na svoje zdravlje smanjio se za 8.8%. Poboljšanje obrazovnog okruženja zabilježen je samo među ispitanicima prosječne dobi 21,75. Taj trend ukazuje na to da aktivnosti administrativnog osoblja i uprave, kao i drugih zaposlenika sveučilišta doprinose stvaranju poželjnog i sigurnog obrazovnog okruženja.

Zaključak

Svrha ovog istraživanja bila je odrediti utjecaj institucionalnih promjena na radno okruženje i zdravlje zaposlenika Središnjeg ureda dekana i studenata, kao i na njihovu motivaciju u vezi sa zadacima vezanima uz posao i obrazovanje. Glavni rezultati pokazuju da su institucionalne promjene imale pozitivan utjecaj na obrazovno okruženje na sveučilištu. Većina zaposlenika Središnjeg ureda dekana zadovoljna je radnim uvjetima i većina studenata primijetila je značajno poboljšanje svoga obrazovnog okruženja, što je imalo pozitivan učinak na njihovo zdravlje.

Ti rezultati upućuju na to da su zaposlenici uprave uveli neke promjene koje su predložene u međunarodnim studijama u vezi s obrazovnim okruženjem. Odabran je prikladan upravljački stil, a sveučilišna infrastruktura usmjerena je na osiguravanje individualnog razvoja i razvoja karijere. Nadalje, povoljna društvena i psihološka klima, kao i kvalitetno upravljanje osigurali su suradnju među studentima, što je općenito povećalo motivaciju za kreativan i savjestan rad.

Istraživanje je također pokazalo da su strahovi zaposlenika od otkaza uzrokovani reorganizacijom sveučilišta značajno smanjili kvalitetu njihova rada te se negativno odrazili na obrazovno okruženje. Zaposlenici koji su na sveučilištu zaposleni do dvije godine svoje su uvjete zaposlenja ocijenili kritičnije nego stariji zaposlenici. Primarno nezadovoljstvo među zaposlenicima odnosi se na plaće, a zaposlenici s dugim stažem zamjeraju preveliku kontrolu izvana.

U pogledu spolnih razlika zaposlenice su češće nego muškarci izrazile mišljenje da se intenzitet rada negativno odražava na njihove obiteljske odnose te da ograničava njihovu privatnost.

Motivacijski tipovi prepoznati u ovom istraživanju omogućuju zaposlenicima na vodećim pozicijama jasnije strukturiranje financijskih poticaja. Kako bi poboljšali okruženje za rad i učenje potrebno je koristiti se nemonetarnim poticajima poput upravljanja talentima i karijerom. Zaposlenicima treba dopustiti sudjelovanje u upravljanju, a autoritet treba delegirati.

Identificiran je trend povezan s poboljšanjem obrazovnog okruženja, koji se odrazio na zdravlje studenata. Tijekom sveučilišnih reformi ta je tendencija popraćena

fragmentiranim smanjenjem kvalitete obrazovnih usluga i povećanjem radnog intenziteta.

Nadalje, intervjui sa studentima pokazali su da empatija i spremnost na rješavanje problema od zaposlenika Središnjeg ureda dekana doprinosi boljem radnom okruženju. Studenti su pohvalili rad uslužnih djelatnosti prehrane (menza, kavana), sveučilišne knjižnice, sportske objekte, kulturnu i rekreacijsku infrastrukturu. Ti su čimbenici studentima veoma važni uz obrazovno okruženje, ne samo radi održavanja zdravlja, već i radi povećanog zadovoljstva obrazovnim programom.

Udaljena lokacija studenata od mjesta rada imala je značajan utjecaj na obrazovno okruženje. Zbog značajnog utroška vremena koje im je trebalo za putovanje do mjesta studija nedovoljno su spavali, slabo se hranili te su iskusili opći umor. Istraživanjem su otkrivene sljedeće korelacije između čimbenika koji utječu na kvalitetu života studenata: kombinacija rada i studija povećala je učestalost stresa i lošijeg zdravlja, no istodobno je povećana motivacija za samostalnu organizaciju (samostalno upravljanje). Općenito gledano prikladno obrazovno okruženje na sveučilištu rezultiralo je poboljšanjem zdravlja studenata. Zaključno se može reći da zaposlenici uprave imaju značajnu ulogu u stvaranju prikladnog obrazovnog okruženja. Učinkovita suradnja između zaposlenika na vodećim pozicijama i studenata ključni je čimbenik u zadovoljstvu studenata vlastitim uvjetima učenja.