

IMPROVEMENT OF THE SYSTEM OF MOTIVATION OF PERSONNEL WORK IN EDUCATIONAL INSTITUTIONS

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Annotation:

The article deals with classical methods of improving the motivation of personnel in the workplace. Also, the authors suggest using modern methods of motivating staff in the workplace, including in educational institutions.

Keywords: personnel management, labor motivation, staff motivation.

The staff of any organization, commercial or budgetary, needs motivation for their work. However, methods of motivating staff vary depending on the area of activity of the enterprise. Small businesses with a small number of people, as a rule, do not use modern and non-standard methods of motivation. Typically, such enterprises use material motivation with bonus payments to an employee who has distinguished himself in the work process (exceeding the plan, saving, conflict resolution, etc.) [2]. The staff of educational institutions are most in need of motivation and stimulation due to the fact that the quality of education of consumers of this service depends on the quality of work of employees, and the quality of education is the most important component of the social and economic well-being of the country as a whole [3].

Let's return to the definition of motivation. By personnel motivation, we understand the implementation of targeted measures aimed at encouraging employees to perform their direct duties within the organization in a better and more efficient manner through material and intangible means. Before identifying the most optimal ways to motivate staff in educational institutions, let's pay attention to the social portrait of the average employee of recruitment organizations. Let us take into account the following features of the contingent of education workers:

- 85% of teachers are women;
- 80% of teachers have a high level of situational tension;
- 60% of teachers have constant tension [3].

It can be concluded based on the given statistical data that the average educational worker is a woman who is in a state of nervous tension, which is caused by the nature of her profession. From this we can assume that in this case, not only material motivation will be relevant, but also non-material one.

To form a specific system of motivation for the staff of a particular educational organization, we propose to study the needs of the staff. Each organization may have a composition of personnel with

different dominant needs, on the basis of which it is advisable to identify methods of motivation that can bring maximum effect to the institution.

The strategic and operational goals of the organization are achieved with the help of motivational and stimulating factors, and this contributes to the successful operation of the organization. The effect of such factors extends to the behavior of personnel, professional and labor activity, which is a necessary condition for the effective functioning of an organization in modern conditions.

In order to study the features of stimulating personnel of an educational organization, it is necessary to analyze conceptual apparatus presented in Table 1.

Table 1 Approaches to understanding the essence of “stimulation”

Author	Interpretation
M. S. Gusarova, A. V. Kopytova [4]	1. “External motivation aimed at achieving goals” organization” [4] 2. Component of external motivation
S.A. Shapiro [10]	1. Focus on the actual structure of the employee’s value aspirations and interests, on the full degree of development of professional abilities. 2. “External motivation, an element of the work situation that influences human behavior in the world of work, the material shell of personnel motivation. Corresponding responsibility for oneself and non-material responsibility, a skilled worker simultaneously realizes himself as a person and an employee” [10]
A. Ya. Kibanov, I. A. Batkaeva, E. A. Mitrofanova, M. V. Lovcheva [5]	“The desire of the organization, with the help of moral and material means of influence, to encourage employees to work, intensify it, increase productivity and quality of work to achieve the goals of the organization” [5]
T. A. Trufanova, O. V. Nikulina [9]	“From the point of view of management, this is a tactical solution to problems that arise when working with an employee’s program setting (in most cases, motivational and material ones) and allows him to work more effectively” [9]
A. A. Kogdin [6]	“Measures aimed at achieving the goals of the organization and providing employees with decent working conditions and taking into account their personal interests”[6]

Having analyzed the above definitions of the concept of stimulation, we can conclude:

- stimulation is considered as an external incentive, external motivation.
- stimulation is an element of labor, the work situation.
- in addition to the material component, incentives also contain an intangible load that allows the employee’s personality to be realized.
- stimulation as a process is aimed primarily at achieving the organization's goals.

Having analyzed the conceptual apparatus of stimulation, we found that the process of stimulation itself is closely related to motivation. In strategic management, motivation is considered as a strategy, and incentives as a tactic for implementing the strategy.

The relationship between motivation and stimulation can be seen in motivational mechanism as a process of activating the motives of employees (internal motivation) and creating incentives (external motivation) to encourage them to work effectively.

Only possession of incentive tools and knowledge of them will allow the development of an incentive system in the organization. The study of theoretical approaches to incentives allows us to divide incentive tools into two large groups – tangible and intangible, presented in Figure 1.

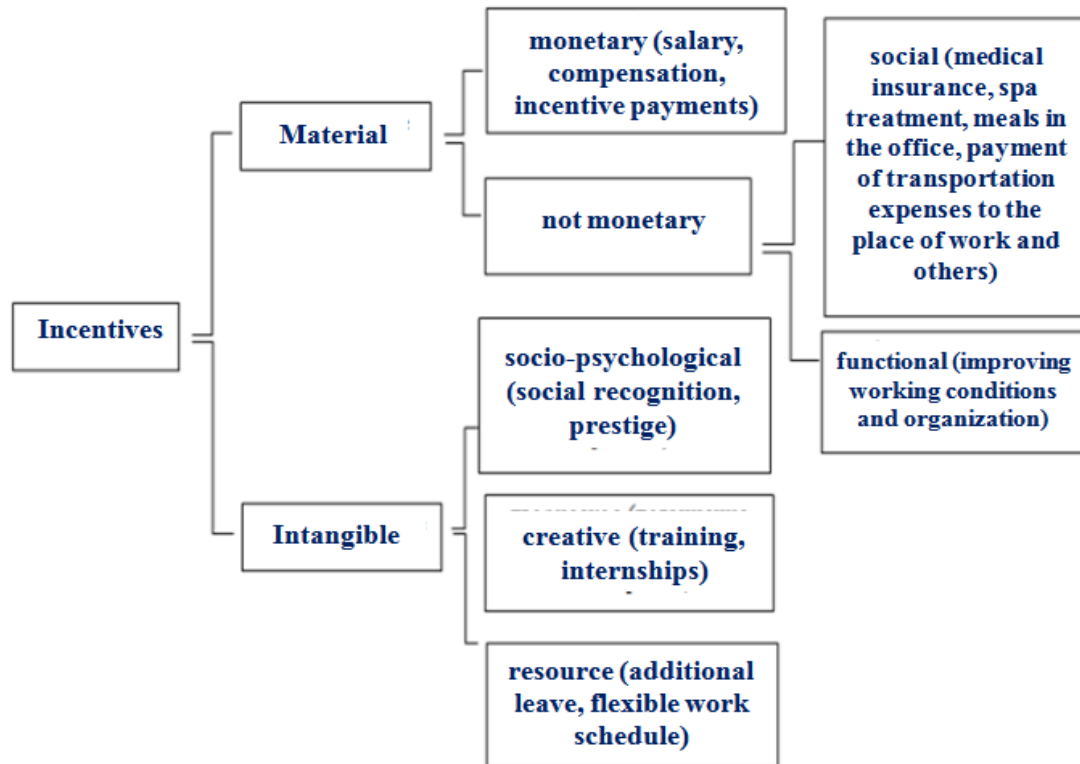


Figure 1. Types of incentives for the organization’s personnel

Building an effective system of employee motivation involves the need to take into account and encourage these qualities existing among teaching staff. However, salary should be considered the main motivating factor.

“The salary of each employee depends on his qualifications, the complexity of the work performed, the quantity and quality of labor expended, and is not limited to the maximum amount”[11]. This means that the work performed must be of high quality, and its quantity will be reflected in the employee’s salary. In this case, it is necessary to remember about other mechanisms for stimulating the work of employees.

There are two forms of financial incentives: monetary and non-monetary. As a form of money, wages are significant. L. A. Afanasyeva, M. A. Menshikova in their article “Improving the system of incentives for personnel” in ensuring the efficiency of organizations, the size of wages is determined as the basis for increasing the interest of personnel in effective work” [1].

“The remuneration system in an educational organization acts as a tool of direct material motivation. A remuneration system that can be called effective plays a significant role in personnel management, helps stimulate employees to increase productivity and ultimately leads to increased effectiveness of the entire organization as a whole. An ineffective remuneration system leads to dissatisfaction with the interests of employees, and this may lead to a deterioration in labor discipline, a decrease in productivity and quality of work”[7].

Educational organizations have adopted a tariff system for teaching staff that takes into account the level of teaching load, length of service and qualifications. Based on the existing tariffs, the wage fund is formed. The main elements of a teaching worker's salary are currently presented in Table 2.

Table 2 Elements of a teaching worker's salary

Element	Characteristic
The basic	part is determined taking into account the teaching load - the number of teaching hours allocated for preparing and conducting classes, checking homework and tests.
Compensatory payments	Bonuses awarded for checking notebooks, class management, teaching children with disabilities, managing school methodological associations, establishing classrooms, etc.
Incentive payments	The incentive part of the salary is accrued from the incentive part of the payroll for work experience provided by advanced teaching experience, demonstration of high education by students, etc.

Based on the data in the table, it can be seen how the basic part of the salary for education workers is formed. It includes:

- number of load hours;
- qualification category (highest, first, compliance with the position);
- location of the educational organization in a rural area.

Based on the results of students (results of Olympiads, Unified State Exams, Unified State Exams and other events), taking into account work experience, the use of new technologies in the educational process, an incentive part is formed in the salaries of teachers. "As noted earlier, the work of teachers is characterized by a low level of pay and material support, but the situation in the industry began to change in connection with the new vector of state social policy"[8].

Another type of incentives of a material nature is not monetary incentives or a social package; for Russian practice, the social package of an employee of an educational organization should include:

1. Compulsory medical insurance (medical insurance for all public sector employees);
2. Voluntary medical insurance (for systems of private educational organizations);
3. Providing the possibility of office housing;
4. Providing a voucher to a sanatorium or holiday home for the teacher or his children;
5. Possibility of purchasing a discounted subscription to pay for a swimming pool or gym;
6. Conducting excursions and other leisure activities;
7. Organization of corporate events (New Year, Teacher's Day).

The most feasible low-cost one-time options for using incentives may be useful for a while, but at the same time they solve more psychological problems, they do not oblige the employee to anything, and can be applied to all members of the team.

Functional non-monetary incentives, which are determined by the improvement of working conditions and organization of work, include:

1. Certification for the highest category;
2. Assistance in obtaining a grant for the implementation of a significant pedagogical project;

3. Opportunity to provide additional paid educational services;
4. Permission to work part-time;
5. Appointment to a leadership position.

The above-mentioned incentives are costly, but here it is worth taking into account the degree of personal trust, respect in the team, and the value of the teacher for the institution, so that the resulting effect for the organization is higher than the costs incurred.

In the course of studying and analyzing the incentive system for personnel of an educational organization in modern realities, some features were identified.

Firstly, the incentive system includes material and non-material incentives. The effectiveness of using material incentives is short-term, while non-material incentives are designed for the long term. Secondly, the use of a set of different incentives and its formation is implemented in a personalized manner and depends on the motives and expectations of specific employees in an educational organization. Thirdly, creating a system of motivation and incentives for teaching staff is a complex management task that requires taking into account the interests and motives of a large range of involved and interested parties, therefore the subject of further consideration is approaches to incentives as a motivation tool.

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