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**MOTIVATION OF ACADEMIC TEACHERS
IN PUBLIC UNIVERSITIES**

Summary of the doctoral thesis

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Organizations are created to achieve specific goals. They accompany people from the earliest times, overcoming the limits and creating new possibilities. They contribute to the development of civilization by storing and expanding people's knowledge and by developing new and effective ways of thinking. In order to be able to achieve their goals, organizations collect and use necessary resources such as: personnel, finances and materials. Out of all it is 'people' who are the most important value of the organization, even in the era of advanced technologies. Without competent staff, it is difficult to strive for ambitious goals and achieve success in the market. Professional work is one of the basic aspects of human life. It requires time and energy. It can be an important source of motivation if it brings satisfaction. Therefore, apart from planning, organizing and controlling, motivating employees is one of the main functions of management in any organization. It also must interact with all the other aspects.

A public university, like any other organization, is an organized system, composed of the following components: goals pursued by the university; people, primarily academic teachers with their expectations; materials and technical equipment; and a formal structure determining the division of the tasks and responsibilities. University management requires not only financial capital or use of modern technology, but also placing academic teachers at the top of priorities. They are the intellectual elite of the nation. It is up to them to determine the competitiveness of a given university, related to the level of education, as well as, the living standards of every person and the future of the country.

At the initial stage of employment, every academic teacher is full of enthusiasm and good intentions. However, the motivation to work can be reduced, when the effort and contribution to the functioning of the workplace day by day, month after month, and even year after year, remain unnoticed and underestimated. In order for such a situation not to take place, the employer should properly deal with academic teachers so that they will use their full potential, demonstrate their creativity and ideas, as well as fully commit themselves to the carried out tasks. It is possible when you know their earning expectations, which will satisfy their needs and thus motivate them effectively to perform their job well.

Through work, people can satisfy most of their life needs. Satisfying job can increase their self-esteem and at the same time motivate them to undertake activities for further development. Work can be treated as a vocation, a source of earning and a chance for self-realization. Achieving good results in the organization depends mainly on motivation to work. Motivation is usually understood as a state of human readiness to take action. Motivation to work however is one of the most difficult functions of management. Its task is to influence employees' behaviour through such stimulation that they will perform well and in accordance to the organization's goals.

The main purpose of this dissertation is to present the issues related to motivating academic teachers, based on the example of public universities in Wroclaw. Achieving this goal enabled the implementation of specific objectives, which consisted in getting to know the opinions of academic teachers on:

1. Reasons to work in public universities.
2. Values regarding personal life and professional work.
3. Professional development expectations.
4. Salary expectations.
5. Salary components expectations.
6. Factors determining the increase in salary.
7. Meanings of individual non-financial motivators – material.
8. Meanings of individual intangible non-financial incentives.
9. Opportunities for professional development in the area of science and education.
10. Opportunities for professional development regarding the continuous replenishment of knowledge.
11. Opportunities for professional development related to support at work.
12. Job commitment.
13. Factors affecting the involvement in professional work.
14. Employers' appreciation for commitment to work.
15. Employers' motivation in form of a pay rise.
16. Providing non-financial motivation by the employer.
17. Providing non-financial and non-material motivation.
18. Motivating systems used in the studied universities.
19. Changes that should take place in motivation to work.

As a research thesis was assumed that: 'Motivation to work applied in public universities does not fully meet the expectations of academic teachers'. The verification was carried out on the basis of the following hypotheses:

1. Earnings were not the most important reason why they started working at universities.
2. All values are important to them.
3. They have additional expectations regarding the possibilities of professional development.
4. They have additional expectations regarding the salary.
5. They have additional expectations towards components of remuneration.
6. Seniority is not the most important factor for salary increase.
7. All non-financial motivators are important to them.
8. The employer partially provides them with professional development.
9. To a large extent, they show commitment to work.
10. There are work factors that affect their involvement.
11. They are partially appreciated for their commitment to work.
12. Salary motivation does not fully meet their expectations.
13. The employer does not fully provide them with non-financial motivation.
14. They expect changes in motivating systems to work.

The dissertation is of a theoretical and empirical nature. It contains theoretical information from the literature related to motivating employees in the organization. Whereas in the empirical part, the results of the research were presented, and were carried out using a questionnaire, which was sent out electronically to the official e-mails of academic teachers. In the study participated academic teachers who work at public universities in Wroclaw. All results and gained information has been shown in four chapters.

Chapter I. Basics of organization management - it has a theoretical character. It presents the literature in the field of organization management, as well as, theories and models of motivation to work, and conditions of the motivating system in the organization. It focuses on explaining the essence of motivation, which is one of the most important functions of managing the organization.

Chapter II. Determinants of motivating to work- a theoretical chapter.

It presents the most important information about the value as well as the impact of employees' expectations on the motivating system, career development

opportunities, work involvement and financial and non-financial motivation used in modern organizations on the basis of specialist literature.

Chapter III. Expectations of academic teachers about motivation to work - is empirical, and its aim is to present the research, reasons for starting work at the university and learning the hierarchy of values, as well as expectations of professional development, financial pay and non-financial motivation of academic teachers.

Chapter IV. Motivating to work in the opinion of academic teachers - is empirical. This part of the doctoral thesis shows how academic teachers evaluate the activities of public universities in Wroclaw in terms of career opportunities, appreciation for their commitment to work, as well as applied financial and non-financial motivators, rating of the motivating systems, and changes that should take place in ways of motivating to work.

The last part of the doctoral dissertation is the summary, where are included the most important conclusions and observations resulting from the research. In the current world, the proper management of the organization and its future, including the pursuit for success, depends on people who work in it. The proper functioning of the organization depends on many factors, such as: material, financial and human resources, the quantity and availability of which in a timely manner depends not only on processes taking place within the organization, but also on changes taking place in its external environment. People are the most important resource of the organization because their competences in the form of their knowledge, experience, skills, abilities, especially if they are unique and appropriately used, becomes a strategic resource that allows the organization to gain a competitive advantage. Therefore, investing in employees and effectively using their potential should lead to continuous development of the organization. Managing people is mainly focused on creating the necessary working conditions so that the tasks are done as best as possible. This requires managers to select right people, plan and organize work so that it proceeds in a harmonious manner with a cost-effective involvement of resources and objects. Managers have a set of goals and tasks to do, and on the other - specific employees along with their external and hidden potential. Therefore, the purpose of the motivating function is to extract the best from the employees for the organization by choosing rights means of motivation selected to address their needs. Each employee motivates something more than money. The manager's belief in the power of motivation is faith in people who can reveal the best qualities and values by

performing specific actions. Managers can arouse and activate employee's motivation by addressing the needs that are important to them, as well as to the organization. Motivating requires appropriate tools in the hands of superiors, for whom they were able to skilfully shape broadly, understood relationships in the organization. Employees often have ideas to improve their work, improve their performance, and improve the quality of products and services. The people with whom they work can greatly support or suppress this creative attitude to work. Thus, organizations create an atmosphere in which the creative potential of employees, meticulously cherished, flourishes and results in the form of innovation, or dies, devoid of interest and support. Creative people take additional actions because of personal interest when a challenge stimulates their ambition, and they feel personally involved in the task and these motives are generally more important than, for example, high pay. Creative thinking, the process of creating new concepts requires intellectual flexibility, unconventional perception of various phenomena and organizational processes. Perception and learning about the world can also be creative, if they run flexibly, not according to usual patterns, and allow for a separate look at previously known things. This allows us to see the diverse and often rivalling motives of the people around us and to evaluate their work in a different way.

People are the greatest value of the company, whose power and competitiveness should be built starting from placing employees in the first place. That is why motivating employees is such an important element of effective human resources management in the company. The essence of motivating is to stimulate and maintain internal strength. Skilfully composed stimulus system satisfying the human needs should be supported by non-material stimuli referring to the needs of self-realization, recognition, etc. Creating effective motivating systems includes not only motivation through salary, but also non-financial elements which role is constantly growing. Particularly important are the requirements for the ability to create broadly defined working conditions that motivate people to work effectively for the organization's goods and for their own satisfaction. Out of all functions of management, the most important is the function of motivating managers with subordinates. The effectiveness of the manager's work depends to a large extent on their ability to motivate employees, influencing their behaviour, managing and communicating with them. One of the tools available to the manager performing the

motivating function is the motivating system created by the organization and proposed to the employees.

Each organization has a specific system of motivation that results from the diversity of resources and its capabilities. Elements of the motivating system have an impact on the intensity of motivation, the consolidation of the subjectivity and the identity of employees with the organization. The motivating system is a coherent system of impact on the participants of the organization, the purpose of which is to encourage employees to take advantageous behaviours and to avoid unfavourable behaviours from the point of view of the whole. The lack of such a system could result in limiting the professional activity of some employees only to timely payment of their salary. The motivating system is based on so-called motivational measures, which are tools and instruments via which the motivating process can be implemented. Motivating to work is a two-way process. It occurs between the manager and subordinates, where interactions are mutual. Motivated personnel can influence the decisions of their managers on the basis of feedback. In this process, the subordinates behave in accordance with the will of the manager if he creates conditions and possibilities of realizing their expectations during work. In turn, people who manage to fulfil their motivating function well must know the factors that induce subordinates to a specific action. The motivating system of each organization includes three groups of motivators: salary (e.g. basic salary, bonuses, etc.), non-financial tangible motivators (e.g. financing of education, social benefits etc.) and non-pecuniary motivators (praise, job security, etc.). Non-financial motivating tools are all elements that the employee receives in a non-monetary form, but which can be converted into money. Non-material, non-financial motivators, on the other hand, cannot be converted into money, nevertheless have a certain meaning and value for employees. Motivating systems vary in relation to individual organizations as well as inside them. Due to the diversity of employees, the creation of motivational systems in a company is conditioned by many factors resulting from the external environment in relation to the organization. The basic determinants of shaping motivation systems in an enterprise include: strategy, organizational culture, organizational structure, specificity of operations, financial situation, competitive environment, size of the organization, human resources potential. The motivating system is a basic element of human resources management. It has several important functions: it encourages candidates to work in a given organization and to stay in it. It stimulates engagement

and effective work, motivates them to professional development, endorses good cooperation, and builds up organizational culture and ethical attitudes and behaviours. An effective and rational system, constructed on the basis of theoretical establishments and practical solutions, creates perspectives for the more efficient achievement of both the organization's goals and individual goals of its employees. In building motivating systems, the managers base on already existing solutions, knowledge, and experience of their staff, and assistance of external consultants. In order for the motivation system to be effective, it should be regularly monitored and any detected irregularities should be removed on an on-going basis. Each society characterizes by specific features related to individual norms, behavioural patterns, values and basic assumptions regarding the perception of people and their environment. These features are formed as a result of social and economic processes related to life and human activity. They are often deeply rooted in the minds of members of a given society. Therefore, their impact reaches also the level of organization, influencing employee's attitudes, behaviour, norms, values, needs, and expectations. The motivating system cannot exist in complete opposition to the cultural features of the organization, it should even result from it and then it will really motivate and inspire to work. A particularly intensive development of research on motivation issues was initiated in the 1950s. At that time, some of the most popular motivational theories were formulated and are still used by many managers in the process of explaining, and managing the behaviour of their employees. The effectiveness of motivating determines the right choice of principles, tools and motivational factors. In turn, this choice depends on the theories and models used. From all of the considerations above it follows that the motivating system, in a broad sense, is a collection of essential, almost indispensable instruments and management tools, and the criterion of selecting these means is the effectiveness of the motivational impact on employees' attitudes. In the modern organizations, the problem is not so much about the construction of integrated, complex and extensive motivating systems, but about the choice of the tools and motivational factors that make up the composition of motivating programs. These programs are addressed to numerous groups or categories of employees (e.g. employees in executive positions), with a relatively permanent formalized nature and applied in the longer term, can be defined as universal motivational programs. However, the programs, which are designed for a few categories of employees or individuals, have been called

individualistic motivating programs, e.g. managerial contracts, contracts with specialists.

Values can be defined as a deeply rooted attitudes and views that reflect what a person considers to be very important or unimportant, valuable or worthless. As such, our values play the role of the criteria we often use to make choices or formulate judgments in our lives. If an employee values work achievements and getting a certain position in the workplace, the value will influence his / her behaviour and choices. When a promotion is offered to him, regardless of its consequences, he will accept it. The employees bring their expectations and experiences from the environment to organization. Employee expectations can be varied. However, it is possible to group them and find common ground for a specific group. In the real-life situation, the expectations of people, such as predicting the consequences of their action have multiple sources. They arise from people's knowledge about the world and from the understanding of the laws of nature and social rights. The perception of the principles of how people function in the work environment and the implementation of these principles has the greatest impact on the expectations of employees, and the implementation of these principles. In their expectations, people refer to existing social norms. Of these norms, the principle of proportionality seems to be the most important between what the employee gives at work and what he receives for his work. The employees' expectations are shaped in two-time perspectives. In a closer look, employees' expectations relate primarily to the amount of salary and all kinds of financial compensation for work. Further employees' expectations concern the entire professional career - promotion, and changes in social status, in other words, professional position, proportional to the achievements at work. Values always evoke emotions and trigger the realm of experiences. Each value gives a specific direction to human activity and forms the basis of human actions. It has a connection with the acceptance, change, and approval of norms and behaviours used in the work environment. Values treasured by employees are diverse, but generally, they are derived from social values, family values or other close environments of people in which they grew up and shaped their personality. Most people have a hierarchical system of values. Bearing in mind the biological and social dimension, one can say that people's behaviour is governed by the need. Values can be classified according to different criteria. Most thinkers distinguish the following values: life, health, consumer goods, safety, family, work, knowledge, own hobby and interests,

aesthetic experience, respect of ethical standards, religion, participation in public life. The compliance of the employee's value with the values desired by the organization is particularly important in organizations with specific, hermetic cultures, for example, army, education, and financial offices. Each employee through work would like to achieve goals, to which he assigns a certain value. In psychological terms, values are moral principles, states of affairs and situations that people try to achieve. We can say that values are the goal of human activity. Motivating will be effective if tasks and goals, as well as resources that it launches, will be consistent with the value system of an employee. The system of values is a strategy of behaviour, expressed in an ideal form, and its motive is its tactic. Therefore, everyone who motivates employees, especially the managers, should know the current hierarchy of employee's values. Work values (e.g. qualifications, independence) are usually transferred to family values and taken into account in raising children. And vice versa – hierarchy values in the family affect the choice of work and employee behaviour. It is also important to distinguish the values achieved from the expected ones - the expectations. A necessary condition, although not sufficient, is the effectiveness of motivating the compliance of expectations with the values. Otherwise, conflict or dissatisfaction arises. Therefore, it is necessary to consider specific expectations of employees not only as the type, but also their quantity, quality and time. The inability to achieve employee values encourages him to achieve it outside of his work. Then employee treats his work only as a means of earning money or even as a formal place of employment. Such a situation is highly unfavourable for his motivation. The value of individual aspects of work varies considerably in terms of gender, age, type and level of qualifications, origin, place of residence and role. The value systems are variable over time, so even the same person over the years, especially while changing the roles they hold (occupation), changes the hierarchy of their value systems.

Expectations of employees are nothing but their conviction that a specific action will lead to a specific result, and therefore the conviction that at work they will find conditions in which they will be able to meet their needs, realize their values, or achieve their goals. In public universities, teachers expect most of all job satisfaction and factors responsible for it. These factors include: achievements (conducting difficult classes, solving problems that appeared in the work with students, proving something for themselves or others, e.g. that they can cope with a given group, can reach the right sources, etc., view the results of their work, for example, students or

protégés win competitions, scientific achievements, preparation, and presentation at the conference of a well-received scientific research, implementation of this research), recognition (praise and awards of superiors, respect of colleagues, recognition of students, e.g. in the form of good results in surveys, recognition in the scientific community, invitations to conferences and scientific seminars), development opportunities (changes that enable professional development, prospects at work at the university, participation in various research, project, inter-faculty and interdisciplinary teams), promotion (taking up a senior position or improving the status for example, taking up the function of manager, nomination for the plenipotentiary of the university authorities in a certain scope, etc., participation in prestigious scientific and research teams), responsibility (assuming real responsibility and the authority necessary to fulfil it), work as a value (satisfaction with the work currently performed, joy resulting from contact with students, well-arranged cooperation with other employees). Not to mention that also students have their expectations towards academic teachers to do their work with passion. Each lecturer can create his own motivational environment, which should be used in the event of a decrease in motivation. They should consist of motivational people, uplifting movies, inspirational music, books that cause optimism, places that will increase the willingness to continue work.

Knowledge is the main asset of today's economy, which is why the way organizations shape their structures and processes, is crucial in their success. To get involved in creating knowledge and interacting with 'knowledge workers' it is important to get to know the factors that motivate them in their professional work. The creation of this term is related to the appearance of people with such a unique level of knowledge that it is mainly them who decide about the success of the organization. Definition 'knowledge workers' emphasizes the importance of education, possessed traits or participation in specific tasks. Admitting and retaining the best 'knowledge workers' is critical to any organization, due to the fact that they are extremely ambitious and ready to devote themselves to hard and long work to be able to achieve their goals. The concept of lifelong learning is of crucial importance to them. There is a direct relationship between continuous training and professional development and a sense of personal development and self-worth. Whenever employees get new information and discover that they are developing professionally, their self-esteem increases. One of the goals of human resources management is

shaping the engagement defined as the degree of employee identification with the organization and devotion to its affairs. We can observe the involvement of employees when they are interested in their work and have a positive attitude towards it and are willing to make an extra effort to do their best. We must agree that effectiveness and efficiency of work happens only when it is understood as important it's not forced (but can be shaped), is long lasting and authentic, and it's aimed at achieving the organization's goals.

The organization can motivate through the system of increasing salaries, but also the interest in the work itself, by creating better working conditions, offering more favourable social benefits, the possibility of promotion and participation in management. A well-designed motivating system provides the opportunity to reward effective work through wages, but also creates other opportunities to appreciate employees. The salary components form the basis of motivation; nevertheless without non-financial motivation and the functioning of a whole range of motivators connected with it, the motivating system could not work fully. Non-financial incentives encourage to more efficient work, care for the organization goods and what's more fulfil the expectations of their members by associating their employees with it in a more permanent manner. Material motivation covers everything related to direct and indirect remuneration; the whole of cash and non-monetary (factual) income earned from work. It rarely occurs in the form of one element. It usually includes many components guaranteed by the Labour Law. Salary is one of the strongest factors determining the attitude, motivation and behaviour of employees. There is strong evidence that adequate remuneration, allowances, and participation in profits contributes to better performance at work. Salary expectations increase together with the increase in competence, self-esteem, and living standards. Therefore, material motivation plays such a significant role in every motivating system. Recognizing the nature of the current working environment, it can be stated that the remuneration system is to stimulate the growth of competence, professionalism, creativity, entrepreneurship, but also the effects of work. It is worth emphasizing the significant scale of difficulties in implementing the motivational remuneration function. This is one of the most sensitive and conflictual areas of the organization. Employers are interested in reducing the costs of their business, including salaries. Employees are interested in the highest possible earning as they

make an impact on their standard of living. Hence the constant need to search for compromise, and solutions acceptable by both parties.

There are many different non-salary motivating factors used in the organization management practice. They bring benefits to both the employer and the employee. They are primarily used to express appreciation for employees by providing them with career and personal development prospects. Non-salary motivating tools are all elements that the employee receives in a non-monetary form, but which can be converted into money. Non-material and non-financial motivators, on the other hand, cannot be converted into money, but have a certain meaning and value for employees. The factor determining the success of the university is primarily human resources. The scientific and didactic division is made up of people conducting didactic activities and practicing a specific discipline of studies. A characteristic feature of this group is the domination of individual work and motivation based on achieving results in scientific work, expressed in the form of degrees or a scientific title and various forms of publication. These degrees and position in the environment impose an obvious hierarchy. Motivational activities of academic teachers appear mainly within organizational units, such as departments, institutes or cathedrals. They consist in mobilizing to increase the quality of didactic classes, but first and foremost, to acquire subsequent academic degrees, which is usually additionally enforced by binding regulations imposing a period in which a student must obtain an academic degree. The motivation system should lead to the implementation of the mission and vision of the university in accordance with the quality policy in the field of higher education and should be an integral part of the university management strategy. That is why such an important problem seems to be the identification of factors that could determine the effectiveness of the motivating system. It should always be remembered that motivating employees is an important element of the organization's management so that the motivating system fulfills its function must take into account the expectations of employees.

Due to the goal set in this thesis, which is a comprehensive presentation of the problem of motivating employees in the organization, on the example of academic teachers at public universities in Wroclaw, research has been carried out. Its goal was to get to know the expectations of academic teachers towards the system of motivating to work. This was accomplished by identifying the hierarchy of values and the reasons for taking up employment at public universities, career opportunities, pay

and involvement in the work performed. It was also determined which motivators are the most important for the respondents and to what extent the employer provides them. The opinions of academic teachers on the currently used motivation systems were also known and what possible changes should be introduced to increase their involvement in the work. The first step was to get to know the expectations of academic teachers regarding salary (financial) and non-salary (financial) motivation. The research had an anonymous character. The research was carried out using a questionnaire containing closed and open questions about career development opportunities, commitment to work, remuneration for work, non-financial incentives and what changes should take place in motivating systems. At the end of the form, the questions about basic data were placed e.g. sex, marital status, age, work experience in the current university, title/degree, the position at the university, university name where the person works. Questionnaires were made in two forms: paper and electronic using the Google form editor. This choice was dictated by the fact that it was difficult to predict the return of completed surveys and that way it was possible to reach as many responders as possible.

The research was carried out from June 2015 to March 2016, using a questionnaire developed. Together with the scientific supervisor (promoter), the author of the doctoral thesis determined that the study will be attended by academic teachers working at public universities in Wroclaw, such as: K. Lipinski Academy of Music in Wroclaw, E. Geppert Academy of Fine Arts in Wroclaw, University School of Physical Education in Wroclaw, Wroclaw University of Science and Technology, Wroclaw University of Economics, Wroclaw Medical University, Wroclaw University of Environmental and Life Sciences, Wroclaw University, General Tadeusz Kosciuszko Military University of Land Forces in Wroclaw. The surveys were sent practically to all academic teachers (about 6282). In total, from all the universities in which research was conducted, 710 completed surveys were returned. Finally, 705 surveys were qualified for the analysis, excluding those in which too many questions were not answered. Therefore, it can be concluded that the involvement of academic teachers in completing surveys was low. Despite the fact that the research concerns a very important topic directly related to them. Therefore, the division of responses, due to the name of the university, was not included. In such a situation, it was impossible to draw conclusions towards some of them, due to the insufficient number of completed surveys. This is also a reason to reflect on the

approach to the issue of motivation in public universities. The results of the research were presented according to the division into independent and dependent academic teachers. An independent academic teacher is a person holding the academic title of professor or the academic degree of a doctor habilitated. Statistical analysis was performed using the Chi-square independence test [χ^2]. It is a very popular tool used in market and marketing research. The calculations were made using Excel.

The research was made on academic teachers employed at public universities in Wroclaw. The characteristics of the respondents contain important features that have a significant impact on their system of values and expectations towards work and what the university where they work can offer. Fulfilling these expectations by the employer (public university) is a big challenge, as most employees due to their education and profession they perform, are primarily the people with a high self-fulfilment needs associated with a sense of success and development. It is related to the possibility of using knowledge and skills. Based on the results obtained in conducted research the following conclusions can be drawn. Taking into account the gender criteria, it can be concluded that there were more independent male teachers than female. However, in the case of dependents, the situation has been reversed. The marital status of respondents is first of all married people and then singles. The least were people who declared a relationship other than marital relationship. The age range of the respondents varied. The age range of independent academic teachers is usually 56-65 years. The dependent ones however are in the 36 - 45 age range. Most often, the dependent teachers are people starting their professional career in higher education, while the independent ones are those who are approaching its end. Work experience of independent academic teachers is above 35 years. In case of dependent teachers their work experience range of 6-15 years. Independent academic teachers have the longest general work experience. Some of them worked in industry before starting work at university. The work experience in the current university for independent academic teachers is usually in the range of 16-25 years, while for non-independent teachers it is mainly the range of 6-15 years. Theoretically, every academic teacher should constantly improve his qualifications by gaining next academic degrees and then the academic title, thus becoming independent. However, this is not always the case, despite the length of seniority at the university. According to the title / grading criterion, the highest number of independent academic teachers is held by a doctor habilitated. Non-independent academic teachers are primarily people

with a doctorate degree. The most frequently occupied position in the university among self-employed academic teachers is an associate professor. Academic teachers are primarily dependent on the position of adjunct.

The carried out research by using the questionnaire allowed us to: 1) implement specific objectives, 2) accept or reject the hypotheses formulated in the introduction of the thesis. Implementation of specific objectives and verification of hypotheses led to the achievement of the main objective of the thesis, which was 'Presentation of the issues related to motivating academic teachers, on the example of public universities in Wroclaw' and at the same time to accept the research thesis 'Motivating to work applied in public universities, does not fully meet the expectations of academic teachers'. The efficiency of human resource management, and above all effective motivation is largely dependent on the practical application of motivators that meet the expectations of employees. Professional work allows you to satisfy most of your life's needs. Therefore, it was first established which reasons led respondents that they took up employment in public universities. The most frequently indicated response by independent and dependent academic teachers was the possibility of professional development and the prestige of working at a university. It follows that wages were not the most important reason. All values indicated in the questionnaire are of significant importance to the surveyed. In personal life, first and foremost, family and work, while professional life is the job satisfaction.

Activities in the field of human capital development should create optimal professional development opportunities for employees, adequate to the organization's goals. Most of the independent academic teachers' answers concerned the support of superiors at work, while in the case of dependent teachers it was definitely the opportunity to participate in training. Undoubtedly, salary will always be a very important motivator of human actions. Most respondents would like to receive a net salary in the range of 4501-6000 PLN, which is suitable primarily for non-public academic teachers, however, in the case of independent individuals, the most people indicated a range of PLN 7501 - 10000 PLN. Certainly, the most important component that should be the basic of salary in an appropriate amount. The next place is a bonus for achievements at work, which the respondents most lack. It should also decide about the increase in salary. The high salary is an important factor for the respondents of this research. A non-financial motivator that has a great importance in a case of independent academic teachers are grants given for the implementation of

research projects, while for non-independent, the possibility of continuous professional development. Small significance and lack of significance in the group of independent teachers are trips to integration events, and in the group of non-self-employed mobile phone. Opinions were divided in the case of co-financing of holidays. For independent academic teachers, this has a small significance, or no significance. For non-independent teachers, it is very important or important. Academic non-independent teachers are mostly young people with families, for whom every small every grant is important. All forms of non - financial motivators included in the questionnaire for the respondents are above all very important or important. The most important, however, are the transparent criteria of work assessment.

The work of academic teachers is a challenge. Therefore, the opportunity for professional development is of particular importance. It can be divided into three basic areas such as: scientific and didactic activity, continuous knowledge supplementation or support in professional work. In the case of scientific and didactic activity, the first opinion is that work at the university constantly poses new challenges. Answers of the respondents were divided, that the university in which they work allows them to lecture at foreign universities. Independent academic teachers responded positively (strongly agree or agree), and non-independent responded negatively (disagree or strongly disagree). The most positive answers were given in the field of constant knowledge replenishment concerned that the work of respondents requires continuous improvement of qualifications. However the negative on the subject, that the employer provides or helps to obtain financial resources to participate in external training. In the matter of work support, the majority of positive responds were received only to the opinion that associates inspire respondents to professional development. Negative, that the university authorities support the innovation of academic teachers. Therefore, more opportunities for innovation should be created. There is also a division between independent and non-independent academic teachers in assessing the same opinions as positive (Definitely agree and agree) and negative (disagree and strongly disagree). One of them is that the university in which the respondents work supports them in gaining a degree/ title in science. Independent academic teachers gave more positive marks, while non-independent ones more negatives. It was similar in the assessment of other responses regarding support at work in which such a division occurs. Based on the assessment of the opinion that the supervisor motivates the surveyed persons to professional

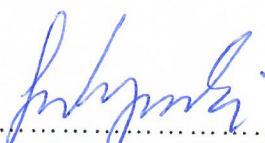
development, one can conclude that it should be stronger. Also in the case of the use of the democratic management style by the superior, the assessments of the subjects were divided. There were few more positive ones on the part of independent academic teachers, while more were negative from non-independent teachers. The same applies to clear promotion criteria. The respondents' answers clearly indicate that the employer partially provides professional development to academic teachers, but they have additional expectations in this respect. The vast majority of respondents' answers indicate that they are involved in the work performed. The majority of positive grades (I strongly agree and rather agree) regarding their own involvement in the group of independent academic teachers received the opinion that they support their colleagues with their knowledge and skills, while in the non-independent group, that when the task requires it work in overtime hours. The greater number of negative answers (disagree and strongly disagree) from the respondents received the opinion that the university motivates respondents to give more of themselves than it determines the scope of their duties. There were also answers, where they were divided between independent and non-independent academic teachers to positive and negative. In the case of foreign scientific conferences, lectures in foreign languages, as well as in foreign universities there were more positive marks from independent and negative from non-independent teachers. In terms of active participation in trainings, there was almost the same number of positive and negative answers from independent academic teachers, while a larger number of positive answers from non-independent teachers. The opposite situation occurred in the frequent writing of scientific articles for national magazines. This time, the non-independent academic teachers, but more positive by independent ones, gave the same amount of positive and negative answers. The responds to questions about frequent participation in scientific projects were almost equally divided into positive and negative in the responses of non-independent academic teachers, and mostly positively among independent. The most frequent factor increasing the involvement in work performance is the pay rise. In a situation where respondents took up work at universities, wages did not have such a high impact on their motivation. With time, however, yes. This is especially important for young scientists. By contrast among the factors that diminish the involvement in the first place, the respondents indicated additional obligations. A larger number of respondents feel appreciated by their employers. The most frequently quoted response by the non-independent academic teachers were praises,

while by independent prizes. In the case of under appreciation, it is in the first place to ignorance of the achievements of employees. Respondents are of the opinion that the employer does not provide them with a higher salary. In the case of other opinions regarding salaries, the majority of the answers are negative (disagree and strongly disagree). Most of the respondents do not agree that the method of shaping individual components of remuneration at the university is motivating for them. However, they definitely agree and tend to agree with the opinions that they take up additional work to increase their salary, and that the salary most motivates them to work. Respondents' answers confirm that salary-based motivation does not fully meet their expectations.

In the case of non-financial motivators, which is definitely assured and rather provided by the employer, according to a larger number of respondents, it is a subsidy for leisure. Among non-financial motivators, which the employer rather does not provide and definitely does not provide in the first place in the group of independent academic teachers are integration trips or events, and in the group of the non-independent free mobile phone. Non-financial motivators in universities should be more widely used. In the case of intangible non-financial motivation, which is definitely used by the employer, according to a significant number of respondents, it's working with young people. Of course, academic teachers work with young people conducting lectures, seminars and doing research, but this is about additional work, for example in a scientific club. According to the majority of respondents, the employer does not provide and definitely does not provide transparent criteria for assessing employees. This is one of the most important motivating aspects that should be properly applied in all organizations. Most respondents rated motivation systems at universities as average, providing justifications such as low salary motivation, unclear motivating system, and lack of motivators in the system. The most frequently indicated response to changes that should take place in motivating academic teachers, to increase their commitment to work is a pay rise and financial benefits for work achievements. The motivating system is a tool that also supports the competitive position of a given university. It requires taking into account not only the impact of salary motivation, which is of significant importance for academic teachers, but also non-financial motivators connected in particular with the possibility of raising qualifications and help in gaining financial means for scientific research. Proper motivation of employees has a very big impact on the proper functioning of the organization. The managers should more often control people with low motivation to

work. Effective motivation is a long-term process that never ends and that should always be improved depending on the needs of employees. This requires a lot of experience, knowledge of needs, certain trust between managers and the rest of the employees. The basic incentive is the salary. If it is low, then the employee will be primarily occupied by satisfying his needs related to existence. In such a situation, it is difficult to require him to base his action on the needs of a higher order, related to self-fulfilment and improvement of skills. Therefore, when creating or modifying motivation systems, academic teachers should be provided with a level of salary that is sufficient so that they do not have to undertake additional work. Only then the non-financial motivation will be more effective. The university, which realizes how valuable any academic teacher is, is on the road to success. Summing up, proper motivation allows achieving goals more effectively, which, in connection with the satisfaction of employees, helps to create a favourable atmosphere in work and increases the involvement of employees at all levels of organization. After careful analysis, the questionnaire show that motivating to work applied in public universities does not fully meet the expectations of academic teachers. Therefore, there is still a lot to do in this topic.

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