

## **CURRENT WORK MOTIVATION METHODS AND EFFECTIVENESS FOR UNIVERSITY TEACHERS IN MONGOLIA**

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### **ABSTRACT**

*In order to run successful business activities and improve productivity, personal motivation is used as the main tool for management of human resources and its effective use. This research work was conducted on public educational institutions of Mongolia to determine what kind of motivation tools are commonly used by our production and service providers today and which tools and methods have stronger impact in encouraging workers. According to the results of this study, efforts, work achievements, an unmetered wage system, and overcompensation awards all bring negative consequences to an organization. It is clear that an organization must consider the forms of the awards, frequency, and evaluation methods as well the proportion of nominees compared to total number of employees before issuing awards and cash bonuses.*

**Keywords:** Award, satisfaction, wage, productivity

### **INTRODUCTION**

Teacher's labor is highly evaluated in ancient literature. According to a Mongolian proverb, The three of the universe, "Teacher is the key of knowledge, air is the key of life and method is the key of work". The great Mongolian author Injinash V. wrote that: "A growing tree needs a sharp saw but a cut tree needs a whipsaw; an un-established state needs a general but an established state needs wise teachers".

The results of teachers' work is dependent on his or her activities, methods, accuracy, and institutional organization. The evaluation of a teacher's work requires quite different criteria than employees in other mental labor fields. According to some researchers, for instance, the evaluation of a teacher by citizens and students is the evaluation of the education itself, but the teacher's labor is the subject to evaluation on the basis of their student's long-term influence on society.

Results of teacher's labor are directly related to productivity and evaluation. One of the main and most interesting indicators among the factors influencing the teacher's labor is community evaluation of the teacher's labor, the wage system and opportunities for career advancement. A study from Ichinkhorloo, Sh. analyzed the main reason why the teachers do not work creatively and productively and found that a teacher who does not have knowledge, methods and experiences about how to work productively, and is bound to old ways of thinking, is restricted by content standards and has bad knowledge and skills on how to develop the curriculum. Additionally, teacher creativity is typically undervalued and there is no rational evaluation of teachers' work.

The state supports the development of the education sector in Mongolia by providing investment, financial support, implementing mega-projects, allocating domestic and foreign

credits and allowances to this sector, and establishing rational mechanisms for planning and management. Studying the motivation tools and methods for improving productivity and efficiency of the education sector and to foster good management and support creative and productive work is the main purpose study.

**MAIN PART**

More than 170 thousand students study at 101 public and private universities of our country which, in turn, employ 7295 teachers. We selected the University of Agriculture, Mongolian University of Science and Technology (MUST) and National University of Medical Sciences as the representatives of the public universities and involved a total of approximately 1000 teachers from the three branch universities in Darkhan-Uul Province. Also, we conducted teacher workplace satisfaction surveys consisting of 19 questions and analyzed the results on SPSS 16.0

We studied the satisfaction of teachers on the basis of awards issued by their respective organizations and found that 84.1 percent of the respondents were somewhat satisfied, unsatisfied and expected for changes (Table 1).

Table 1. Satisfaction to the organization awards and inceptions

		Are you satisfied with the organization awards and cash bonuses?					Total
		Strongly	Very	Somewhat	Not	Need to change	
Age	20-25	0	3,1	2,7	0,4	0,4	6,7
	26-30	0	3,5	3,1	2,2	3,9	12,7
	31-45	1,6	3,5	21,2	8,0	10,4	44,7
	46-50	0,2	2,0	5,7	2,2	9,0	19,0
	51 and above	0	2,0	12,0	1,6	1,4	16,9
<b>Total</b>		<b>1,8</b>	<b>14,1</b>	<b>44,7</b>	<b>14,3</b>	<b>25,1</b>	<b>100</b>

According to the Theory of Justice, a person will compare his or her work results with others including salary and awards, invested knowledge, skills, practices and experiences, and also compares those with people. The impression and impact of this comparison is expressed through future of the person, work attitudes and evaluation of the organization. If a teacher is awarded less because of poor work productivity and results, the management must explain the situation to the employee and make understand that he/she can be awarded the same as others.

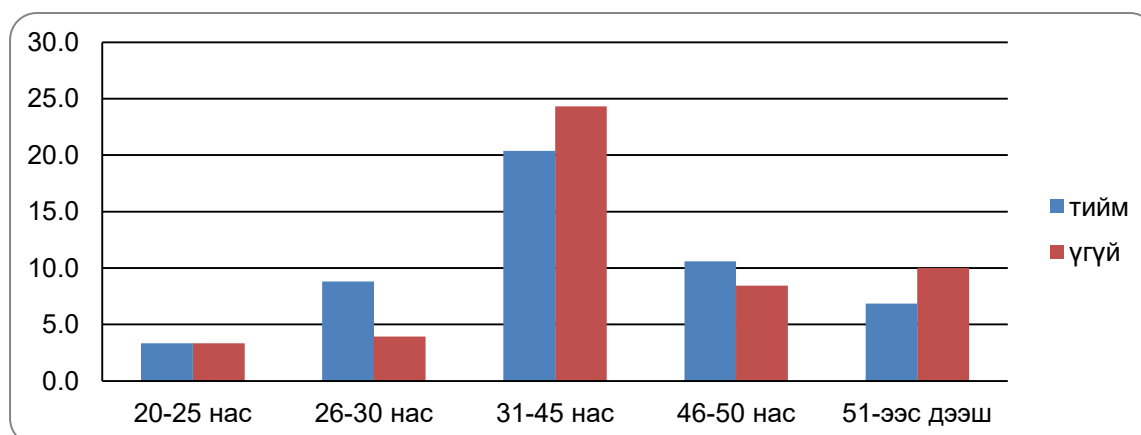


Figure 1. Do you believe that you will be awarded for good works?

We tried to determine whether teachers are confident that they will be awarded for good work (Figure 1.) and 50 percent of this survey respondents were not confident that they would be awarded for good works and that it tends to have a negative impact on workplace motivation.

We assessed what criteria are considered by the organizations in providing awards and cash bonus prizes. 19.6 percent of the respondent teachers consider that which, theirs or all prefer awarding their relatives/friends, 67.0 percent consider that the universities consider achievements and stability and 13.4 percent of the respondents considered that there is no or poor evidence.

**Table 2. What are the evidences to provide awards by your organization?**

		What are the criteria for providing awards by your organization? /percentage/				Total
		Work achievement	Stable work	Relationship	Poor evidence	
Age	20-25	2,4	2,7	1,6	0,0	6,7
	26-30	3,7	2,7	4,1	2,2	12,7
	31-45	11,2	14,9	10,6	8,0	44,7
	46-50	4,3	9,0	2,7	2,9	19,0
	51 above	5,7	10,4	0,6	0,2	16,9
	Total	27.3	39.8	19,6	13.3	100

According to the Theory of Expectation, when an expectation of results from great efforts disappears, work activity decreases rapidly as it becomes unimportant whether the work is done or not. There is, therefore, no need for further efforts. In this sense, the theory of expectation opens a wide range of possibilities for the management of the university, which wants to increase the teacher motivation. The university management must coordinate the relationship between the results and awards very carefully.

If teachers' skills are enough for task execution and if the management provides all necessary tools, then, the employee will be able to plan his or her work to the level required for receiving the award. While 62.9 percent of the respondent teachers are satisfied with their works 37.1 percent are not satisfied. We listed the reported reasons of the unsatisfied survey respondents in Table 3.

**Table 3. Factors for teacher dissatisfaction**

No.	Reason	Quantity	Percentage	Weighted percentage
1	Low salary	205	25,0	25.0
2	Bad management methods and poor organization	158	19,3	44.3
3	Bad working conditions	148	18,0	62.3
4	Implementation of teacher a development program	143	17,4	79.7
5	Teacher team work and cooperation	95	11,6	91.3
6	Opportunities for advancement	71	8,7	100

The table shows that 62.3 percent of the reasons why the teachers are unsatisfied with their works include low salary, management methods, poor organization, and bad working conditions. Therefore, the university management must focus on these factors.

Moreover, we further examined the impacts for stability (Table 4) and the respondents considered working conditions and climate as well the management communication more important than cash bonus.

**Table 4. Factors for encouraging long-term employment with the organization**

		Which factors influence you to work stably for the organization?						
		Work conditions	Atmosphere	Management communication	Awards /cash bonuses/	Teaching reputation	Salary	Total
Age	20-25	0,6	1,0	1,8	0,4	1,0	2,0	6,7
	26-30	1,2	1,8	1,0	2,4	1,6	4,9	12,7
	31-45	6,9	9,4	5,5	3,5	4,1	15,3	44,7
	46-50	4,7	3,9	2,5	2,9	2,0	2,9	19,0
	51 above	1,2	2,0	2,9	3,9	2,9	3,9	16,9
Total		14,5	18,0	13,7	13,1	11,6	40,6	100

According to the survey, respondents between 31-45 years old consider salary, atmosphere, working conditions and good communication as the main factor for stability at work. However, the respondents between 20-25 years old most value salary, management communication, and teaching reputation in addition to salary while the respondents over 51 years old value and cash bonuses as the main factors work stability.

Therefore, in order to employ the teachers stably and productively, they must be paid well, evaluated properly and awarded according to their work results.

## CONCLUSION

1. Low teacher salaries an unclear or poorly defined evaluation system, and management preference in evaluation still exist as the main weaknesses for a good workplace motivation and job satisfaction. Salary and cash bonus cannot play the role of motivation tools.
2. Any underestimated efforts or work achievements, poor salary system, or underserved awards bring negative impacts to any organization. The organization must consider the forms of awards, and the impact on the recipients before providing the awards.
3. The several common weaknesses were observed: There is still unclear evaluation system for several university teachers' work results under the current market economy, lack of management support in providing the conditions and possibilities for motivation, connecting the salaries and inceptions with productivity growth, awarding the right employees, recruiting right teachers, supporting the teachers' self-development as well as helping them solve their social problems. We consider that one possibility for eliminating these weaknesses and improving the teachers' work productivity is to use the motivation tools and methods.
4. The university management must solve the following problems along with selection of the motivation tools and methods and forms of awards and inceptions for improving the employees' work quality and results and increasing their work productivity:
5. Fairly evaluate the teachers' work
6. Provide possibilities for teachers to study and develop
7. Develop and implement a policy on salary and inceptions, suitable for the teachers' work
8. Improve working conditions and, solve the social problems of the teachers.