

FACTORS SHAPING ENGAGEMENT OF EMPLOYEES ON THE EXAMPLE OF UNIVERSITY WORKERS

*Iwona Zofia Czaplicka-Kozłowska¹, Sylwia Stachowska²

¹ *Researcher, PhD. University of Warmia and Mazury in Olsztyn, Department of Organization and Management. E-mail iwona.kozlowska@uwm.edu.pl*

² *Researcher, PhD. University of Warmia and Mazury in Olsztyn, Department of Organization and Management. E-mail sylwia.stachowska@uwm.edu.pl*

Received 03 10 2018; accepted 15 11 2018

Motivating leads to implementation of particular organizational objectives, to shaping engagement and loyalty of its members and, consequently, to raising effectiveness of their actions. Properly constructed solutions in the area of employee motivating process may result in several benefits for an organization, which is also appropriate for public institutions, including the academic ones. The main goal of the research presented in this study was to assess factors shaping engagement of employees of the University of Warmia and Mazury in Olsztyn. The research aimed at achieving the goal was carried out using questionnaire method among the group of workers who were not the academic teachers. The conducted research confirmed that motivation and commitment of employees are influenced by a variety of factors in such areas as: attitude to work and organization, learning and development, relations with superiors, communication and cooperation, work organization and also rewarding and motivating. In the surveyed organization, the last of the indicated areas was rated the most critically, which indicates the need to improve solutions in the scope of the incentive system, with particular emphasis on the employee remuneration system.

Keywords: employee engagement, employee engagement factors, human resources management.

JEL Codes: H83, J24, M12.

1. Introduction

In the conditions of dynamic changes taking place in the environment of contemporary organizations, the importance of engagement, as a characteristic of employees, is growing, constituting a significant determinant of the use of their potential, and, at the same time, a key factor favoring the achievement of organizational goals. Nowadays organizations are challenged to create and to explore the suitable set of factors, that will allow them to keep the high level of engagement of all the employed workers. This issue applies to all organizations, including those operating on the university market.

Although the term „engagement” has been used in management for many years now, it can be seen as ambiguous and might be used in many contexts.

Copyright © 2018 The Authors. Published by Aleksandras Stulginskis University, Lithuanian Institute of Agrarian Economics. This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 (CC BY-NC 4.0) license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. The material cannot be used for commercial purposes.

The most common are three different concepts regarding the nature of engagement: involvement as a kind of attitude, behavioral involvement (expressed by specific behavior) and commitment based on a mutual exchange of benefits between an employee and an organization (Burkiewicz, 2003). In the literature varied attempts of employees' engagement description (employee engagement) are pointed out. Described definitions refer that term to emotional and intellectual affection to organization and consider it as an employee's effort that is inserted in realization of their duties (Kinowska, 2009). Engagement is also described as an allegiance to an organization and to the fulfilled roles (Kahn, 1990). Engagement organizational model, in which engagement is treated as employee attitude based on identification with organization and loyalty, presents engagement in three aspects: national (understanding and supporting organizational goals), emotional (for example – being proud to be a part of an organization) and behavioral (for example – taking additional effort for an organization) (Meyer, 1991).

Involved employee is presented as a person with strong need to be part of an organization. Also, as a person who is able to make even a huge effort for an organization and who believes in the organizational goals and values (Cohen, 2007). Engagement is also defined as a preserving mind condition that causes satisfaction, vigor (high energy level, huge effort in work), sacrifice (devotion, enthusiasm) and absorption (preoccupation, concentration on work) (Schaufeli, 2002).

According to Armstrong (2009), one can speak about engagement when employees are absorbed in their work, when work is their passion and even when they are able to take voluntary, extra tasks, that exceeds their formal responsibilities.

It can be said that commitment is a specific, relatively permanent behavior in a particular way towards the subject of the attitude, which may be the organization, occupation, work performed, as well as the social environment in which the employee functions (Juchnowicz 2009). Commitment to work or profession is a necessary but insufficient condition for organizational engagement, which means identification with the goals and values of the organization, desire for belonging and readiness to act, giving high importance to the interests of the organization and even priority over the employee's own interests (Juchnowicz 2009).

Employee involvement, as a result of the process of shaping attitudes and behaviors in the organization, is recognized as the goal of motivational actions undertaken in the organization, as well as the proof and measure of their effectiveness. Inspiration for high commitment requires therefore a reference to a wide range of employee needs, professional and personal goals, which means the need to launch a whole range of incentives. The initial stage is the use of appropriate external awards, which include: financial compensation, working conditions, position in the organizational hierarchy and employment security. Effective external rewards are an indispensable condition but are not enough to achieve full commitment. It is necessary to supplement them with a complex of internal rewards, such as: development opportunities, independence, expressing appreciation, etc.

The literature on the subject indicates many conditions that must be met in order to build employee engagement. According to Burns (2005), it requires revitalization of

the company through undertaking organizational activities of a strategic nature, building a new organizational culture, implementing new values, building effective communication and motivation systems, and creating employee initiative structures. Robinson, Perryman and Hayday (2004) created a list of engagement factors, including: training, development and career, a system of evaluations and results, communication and job satisfaction, as well as relations with immediate supervisors, equal opportunities and fair treatment, pay and benefits, health and safety, cooperation and friendly interpersonal relations.

Smythe (2009) bases employee involvement on the decision-making process, including among the factors shaping it, *inter alia*: leadership, communication system, training and improving professional qualifications. On the other hand, Croston (2008) describes the conditions of effective engagement in the form of ten basic elements such as: leadership behaviors of the senior management, relations with the immediate superiors, interesting, challenging work, development prospects, participation in decision making, independence of action, team organizational culture, good internal communication, appropriate working conditions and supporting systems and structures. The determinants of involvement are also indicated by: work environment, leadership, team work and cooperation, training and career development, remuneration, organization policy, and a sense of quality of life at work (Anitha, 2014). Noteworthy is the authorial model of employee involvement in the organization (WIGOR), created for the needs of research in Poland, proposed by Juchnowicz (2010), which defines five groups of factors determining the level of employee involvement in the organization. These included: work organization, development opportunities, principles and mechanisms of remuneration, relations with colleagues and relations with the immediate superior.

Considering the significance of the issues raised, one can say that one of the most important challenges currently facing the managers of employee teams in organizations is the effective elimination of employee engagement by launching the entire spectrum of motivational actions. Activities in the area of increasing commitment, increasing the level of identification with the organization, motivation and job satisfaction are also necessary for improving the quality of public organizations, including those operating on the university market. From the point of view of the effectiveness of these activities, it is important to understand the importance of various factors affecting the level of employee involvement, which will allow to draw conclusions about optimal actions in the field of human resources management.

The main goal of the research presented in this work was to assess the factors determining the involvement of employees of the University of Warmia and Mazury in Olsztyn. Research aimed at achieving the goal was carried out using the questionnaire method in the group of people who were not academic teachers.

2. Goal and methodology of studies

The aim of the conducted research was to assess the factors determining the involvement of employees who are not academic teachers of the University of Warmia and Mazury in Olsztyn¹. Surveys aimed at achieving the goal were carried out using the survey method in 2016. The survey was conducted using the interviewer system used at the university as part of the USOS system. Employees constituting a test sample received a link to the questionnaire with a request to complete it and a cover letter by e-mail. At the same time, it was possible to fill in a paper version of the questionnaire. Both methods ensured full anonymity of respondents. The surveys were also preceded by meetings with the management staff, aimed at clarifying all issues related to them. The questions from the first part of the survey concerned the opinion of employees about six separate areas: attitude towards work and organization, learning and development, relations with superiors, communication and cooperation, organization of work, reward and motivation. The questions from the second part concerned the identification of factors affecting the motivation of employees, including the most valuable incentives, fringe benefits, recognition and de-motivating factors, for the respondents. The last part of a survey encompassed the questions about the effectiveness of currently used solutions in the motivation system and the elements that should be re-considered for the improvement of the incentive system. The survey was designed with the system of cafeteria, giving a possibility to add own answers.

The research covered all persons employed at the University of Warmia and Mazury, included in the category of employees who are not academic teachers – 1372 persons). For the analysis, 553 correctly filled questionnaires were accepted (which accounted for 40.3% of employment in the analyzed group). The structure of the surveyed population according to individual criteria is presented in the table 1.

Table 1. Structure of the studied population

	Specification	No. of responses	Percent
Sex:	woman	396	71.6
	man	157	28.4
Age:	to 33 years	118	21.3
	34–49 years	256	46.3
	50 and more years	179	32.4
Education:	higher education	429	77.6
	secondary education	90	16.3
	basic professional	28	5.2
	other	6	0.9
Seniority at the	to 5 years	100	18.1

¹ The presented research is part of a broader questionnaire survey aimed at identifying the opinions of employees of the University of Warmia and Mazury in Olsztyn on the current system of human resources management at the university and their expectations regarding the motivational system carried out as part of the Team for improving the human resources management system at the University of Warmia and Mazury in Olsztyn.

	Specification	No. of responses	Percent
University:	5–15 years	234	42.3
	15–25 years	95	17.2
	above 25 years	124	22.4
Staff category:	scientific and technical employee	43	7.8
	engineering and technical employee	89	16.1
	IT employee	18	3.3
	library employee	59	10.7
	administration employee	281	50.8
	publishing employee	12	2.2
	service and workers	51	9.2
Position:	management	61	11.0
	non-management	492	89.0
	Total	553	100.0

The majority of employees who took part in the survey were women (71.6% of the surveyed population). Also, the most represented group of respondents (46.3%) consisted of workers who were between 34–49 years old and the second largest group consisted of employees who were over 50 years old (32.4%). Respondents had mainly higher education (77.6%), followed by secondary education and, to a limited extent, basic vocational education. The majority of respondents (42.3%) had job seniority at the university of 5 to 15 years. The most represented group among the respondents were administration employees (50.8%) and persons not occupying managerial positions (89%).

3. Research findings

In the conducted research, respondents' opinions were collected in six separate areas: attitude to work and organization, learning and development, relations with superiors, communication and cooperation, work organization as well as remuneration and motivation, assuming that these areas are fundamental to building employee engagement. In the area of "attitude to work and organization", respondents spoke, inter alia, about the knowledge of the goals of the job and the organization in which they work. The research has shown that the vast majority of employees covered by the survey knows and considers the goals of the job position as clear and understandable (96.9%) (Table 2). A high percentage of confirming answers also indicates the knowledge, clarity and comprehensibility of the main long-term goals of the university (81.4%). The respondents also know what attitudes and behaviors are expected from them (95.7%) and they accept norms, behavioral patterns and ways of behaving in the university (89.6%).

The respondents perceive the performed work as satisfactory (90.2%), creating opportunities to use their knowledge and skills (85.7%) and giving freedom of action (76.5%). However, only about 36% of respondents say (including 4.4% in a decisive way) that they receive adequate remuneration for work. The work at the university, according to the majority of the surveyed employees (66.3%), gives the opportunity to meet their needs and life goals. At the same time, almost 88% of respondents indicate that it

allows for a balance between professional and personal life. The vast majority of respondents are satisfied with their place of work (91.6%) and proud of their work at the university (94.1%). According to 93.4% of respondents, the University of Warmia and Mazury in Olsztyn enjoys a good reputation as an employer and 88% of them (including 37.9% - definitely) would recommend this organization as a workplace for their friends. Only 10.4% of surveyed employees (including less than 3% of "definitely yes" answers) think about leaving to work for another organization.

Table 2. Opinions of the surveyed employees obtained in the area of "Relationship to work and organization"

Specification	Answers* (in %)				
	1	2	1+2	3	4
The long-term goals of the university are well-known, clear and understandable to me	27.6	53.8	81.4	15.4	3.2
The goals of the position I held are familiar, clear and understandable for me	71.2	25.7	96.9	2.7	0.4
I know well what results, attitudes are behaviors are expected from me at work	68.4	27.3	95.7	3.8	0.5
I accept the norms, behavioral patterns and behaviors preferred in the university	38.1	51.5	89.6	9.2	1.2
The work I do:					
a) gives me satisfaction	41.7	48.5	90.2	7.5	2.3
b) creates the possibility of using the possessed knowledge and abilities	41.0	44.7	85.7	11.1	3.2
c) gives the freedom of actions	22.7	53.8	76.5	20.7	2.2
d) provides with the adequate remuneration	4.4	31.9	36.3	44.7	18.0
Thanks to the work at the university I have a possibility to fulfil all of my needs and life goals	11.5	54.8	66.3	27.8	6.6
Working at the university allows me to balance work and personal life	27.4	60.1	87.5	10.8	1.7
I am satisfied with my workplace	39.5	52.1	91.6	7.1	1.3
I am proud of working at UWM in Olsztyn	42.4	51.7	94.1	5.3	0.6
In my opinion UWM in Olsztyn has good reputation as the employer	36.9	56.7	93.6	6.2	0.2
I would recommend working for a jobseeker at the UWM in Olsztyn	37.9	50.1	88.0	11.2	1.0
I am thinking of quitting my job at the university for the other organisation	2.9	7.5	10.4	38.7	50.9

*1 – „yes”, 2 – „rather yes”, 3 – „rather no”, 4 – „no”

"Learning and development" is another area where employees expressed their opinions. Over half of the respondents (57.4%) indicate that the university provides training to help in developing skills important for the job and 66.6% claims (including 21.6% in a decisive way) that they have the opportunity to report their training and development needs. According to 53.3% of respondents, work at the university enables

career development and promotion, and according to 56.3% of respondents – the university appreciates employees with high potential of knowledge and skills (Table 3).

Table 3. Opinions of the surveyed employees obtained in the area "The learning and the development"

Specification	Answers* (in %)				
	1	2	1+2	3	4
The university provides trainings for me, which are helping in developing the abilities important for the work I perform	18.3	39.1	57.4	28.8	13.8
The possibility of career development and promotion is associated with work at the university	10.4	42.9	53.3	37.2	9.5
At work I have the opportunity to report my training and development needs	21.6	45.0	66.6	25.9	7.5
In the university the employees with a high potential of knowledge and skills are appreciated	12.0	44.3	56.3	33.0	9.8

*1 – „yes”, 2 – „rather yes”, 3 – „rather no”, 4 – „no”

Respondents generally positively evaluated the area of relations with superiors. The vast majority of respondents (89.4%) state that their supervisor clearly informs what the goals of their work are and provides them with the necessary support (82% of responses) – Table 4. The supervisor encourages employees to use their own initiative (79.5 %) and values employees' opinions (83%). The vast majority of respondents (88.8%) stated that they have the opportunity to report their ideas to their manager, submit change proposals, and opinions and suggestions reported by employees are taken into account by superiors (78.7%). Almost 75% of respondents believe that the supervisor treats all employees fairly and is able to make good decisions (88.7%). In the opinion of the majority of respondents (78.5%), the supervisor provides feedback on their work on an ongoing basis and they always receive praise for a job well done (67%) whenever they deserve it. In the case of professional or personal problems, according to almost 90% of the surveyed people, employees can count on understanding and help from superiors. Relations with superiors have an impact on the fact that respondents want to work in the surveyed organization (as indicated by 86.4% of the surveyed population, including 44.1% of the answer "definitely yes").

Table 4. Opinions of the surveyed employees obtained in the area of "Relations with superiors"

Specification	Answers* (in %)				
	1	2	1+2	3	4
My supervisor clearly informs me about the goals of my work	44.3	45.1	89.4	8.4	2.2
My supervisor gives me the support necessary for effective work	40.0	42.0	82	14.4	3.6
My supervisor encourages me to use my own initiative	38.5	41.0	79.5	15.6	4.9
My supervisor values my and my colleagues' opinions	33.6	49.4	83.0	12.5	4.5
My superior treats all the employees fairly	28.4	45.9	74.3	16.7	9.0

Specification	Answers* (in %)				
	1	2	1+2	3	4
My supervisor regularly gives me feedback on my work	31.5	47.0	78.5	16.8	4.7
My superior makes good decisions	33.5	55.2	88.7	7.5	3.8
In my job, I have the opportunity to report my ideas and proposals for changes to my supervisor	43.7	45.1	88.8	8.3	2.9
Opinions and suggestions that I submit are taken into account by my superiors	28.3	50.4	78.7	17.3	4.0
Whenever I deserve it, I receive praise from a superior for a job well done	26.2	40.8	67.0	26.3	6.7
In the case of professional or personal problems, I can count on understanding and help from my superiors	47.8	41.2	89.0	7.5	3.5
Relations with superiors have an impact on the fact that I want to work at UWM in Olsztyn	44.1	42.3	86.4	10.8	2.8

*1 – „yes”, 2 – „rather yes”, 3 – „rather no”, 4 – „no”

In the case of opinions on communication, the majority of respondents (60.8%) feel fully informed about the intentions of management and the university authorities, as well as about important changes introduced in the organization (66%) – Table 5. In addition, the vast majority of respondents (95%) indicates that they are provided with the information necessary for the proper performance of their work and that this information is always provided on time (79%). Respondents are of the opinion that communication between employees at the university fosters good cooperation (76.6%), and university employees are willing to cooperate with each other (75%). In the opinion of 82.1% of respondents (including 51.6% of the "sort of" answers), relationships with colleagues have an impact on the fact that they want to work in the surveyed organization.

Table 5. Opinions of the surveyed employees obtained in the area of "Communication and cooperation"

Specification	Answers* (in %)				
	1	2	1+2	3	4
I feel fully informed about the intentions of management and the university authorities	11.9	48.9	60.8	32.1	7.1
<u>I am well informed about important changes in the university</u>	10.7	55.0	65.7	28.7	5.6
<u>I have the information necessary to do my job properly</u>	38.6	56.2	94.8	5.1	0.1
Important information for my work always reach me on time	17.0	62.0	79.0	19.0	2.0
Communication between employees at the university promotes good cooperation	21.9	54.7	76.6	19.0	4.4
University employees are happy to cooperate with each other	14.6	60.4	75.0	20.9	4.1
Relations with colleagues have an impact on the fact that I want to work at UWM in Olsztyn	30.5	51.6	82.1	15.9	2.0

*1 – „yes”, 2 – „rather yes”, 3 – „rather no”, 4 – „no”

According to the respondents, the organization of work at the university allows for effective work (86.3%) – Table 6. The vast majority of respondents (88.8%) speak positively about the working conditions (position equipment, availability of resources), time schedule – working hours (95.2%), which affect the effective implementation of entrusted tasks. Moreover, in the opinion of the surveyed employees, proper performance of tasks is possible due to the available work tools and technology (92.9%).

Table 6. Opinions of the surveyed employees obtained in the area of "Work organization"

Specification	Answers* (in %)				
	1	2	1+2	3	4
The organization of work at the university allows me to work effectively	20.0	66.3	86.3	12.6	1.1
Working conditions (position equipment, availability of resources) allow me to effectively carry out the tasks assigned	35.2	53.6	88.8	10.1	1.1
The distribution of working time (working hours) allows me to effectively complete the assigned tasks	46.7	48.5	95.2	3.8	1.0
The available tools and technology allow me to properly perform my tasks	39.8	53.1	92.9	6.0	1.1

*1 – „yes”, 2 – „rather yes”, 3 – „rather no”, 4 – „no”

The area of remuneration and motivation was assessed the most critically. About 50% of respondents believe that there is no job incentive system in the organization under study (Table 7).

Table 7. Opinions of the surveyed employees obtained in the of area “Remuneration and motivation”

Specification	Answers* (in %)				
	1	2	1+2	3	4
In UWM in Olsztyn there is a system of employee motivation	9.3	40.9	50.2	38.6	11.2
I know the principles of remunerating university staff and they are clear and understandable to me	14.8	47.2	62.0	28.9	9.1
I consider the remuneration received to be appropriate in relation to the difficulty and complexity of the work I do	4.7	30.8	35.5	46.9	17.6
I believe that my wages correspond to my work contribution	4.1	30.0	34.1	46.8	19.1
I consider the remuneration received to be fair in relation to the remuneration of colleagues	5.2	41.8	47.0	35.7	16.4
I believe that my pay is favorable in comparison to the pay that I could receive in another organization	4.5	32.8	37.3	46.4	16.3
I am satisfied with the additional (non-wage) benefits I receive	20.1	50.5	70.6	21.9	7.5
I am adequately appreciated for my individual performance at work	9.0	43.0	52.0	35.5	12.5
I believe that the remuneration policy of the UWM in Olsztyn should be reviewed	44.7	42.7	87.4	10.8	1.6

*1 – „yes”. 2 – „rather yes”. 3 – „rather no”. 4 – „no”

Just over 60% of respondents point to knowledge, clarity and comprehensibility of the rules for remunerating university staff. Fewer respondents believe that the remuneration received is appropriate in relation to the complexity of the work (35.5%) and the work contribution (34.1%) and less than half of the persons surveyed (47%) maintain that the remuneration received is fair in relation to the salaries of colleagues. The majority of respondents (62.7%) consider that their pay is favorable in comparison with the pay they could receive in another organization. The employees surveyed in the majority (70.6%), however, are satisfied with the additional (non-financial) benefits received. Over half of the employees (52%) indicate that they are appropriately appreciated for individual work achievements. Considering the above opinions, it should not come as a surprise that the vast majority of respondents – 87.4% (including 44.7% of "definitely yes" answers) believe that the university should review the policy of remunerating employees.

4. Conclusions

1. In the area of attitude to work and organization, acceptance of norms, behavioral patterns and ways of acting at the university is observable. Employees are satisfied with the work, which is reflected in the positive attitude of employees to the tasks entrusted to them. They are familiar with the goals set at the workplace and the goals of the university. The research shows that employees also feel professional satisfaction, involving the possibility of using skills and talents, and the freedom of action. However, there is a clear lack of satisfaction with the received remuneration for work.

2. More than half of the surveyed employees indicate that the university gives them the opportunity to learn and develop through the opportunity to participate in training in accordance with the training and development needs identified by them.

3. The vast majority of respondents positively assess relations with superiors that relate to the work performed (clearly defined goals, providing support, the possibility of manifesting their own initiative), interpersonal relationships and understanding of professional and personal problems. Highly rated relationships with supervisors have an impact on the fact that people surveyed want to work in the organization under study.

4. The respondents also positively assess the area of communication and cooperation at the university. Most of the respondents indicate that the flow of information about changes in the organization is good. Transmission of information about the work performed and communication between colleagues is highly rated. Positive relations with colleagues strengthen the willingness to work at the university.

5. The vast majority of employees surveyed positively assess the area of work organization, especially referring to working conditions, working time distribution and availability of necessary work tools and the impact of work organization on its effectiveness.

6. The most critically evaluated is the area of remuneration and incentive. About half of the surveyed population states that there is no motivational system at the university, indicating that they are not properly appreciated for individual work achievements. Slightly more respondents declare knowledge of the applicable principles of remunerating

employees. Employees consider the level of remuneration received to be unsuitable in relation to the complexity of their work. Over half of the respondents also consider it to be unfair compared to the remuneration of colleagues. Also, in the opinion of the respondents, the level of remuneration at the university is unfavorable in comparison with other organizations. Most of the respondents are only satisfied with the additional (non-financial) benefits they receive. In the opinion of the vast majority of people at the university covered by the survey, the remuneration policy for employees should be reviewed.

The conducted research confirmed that the motivation and commitment of employees is influenced by a variety of factors in such areas as: attitude to work and organization, learning and development, relations with superiors, communication and cooperation, work organization and rewarding and motivating. In the surveyed organization, the last of the indicated areas was evaluated the most critically, which indicates the need to improve solutions in the scope of the incentive system, with particular emphasis on the employee remuneration system. However, it should be borne in mind that shaping effective motivational solutions in universities as public sector organizations is not an easy task. Many of them require systemic changes, especially in the area of remunerating employees. However, it is worth looking for opportunities for improvements using the existing tools. Increasing the motivational impact of remuneration would be supported by the introduction of a transparent basic pay system based on the results of work evaluation and unambiguous criteria for variable remuneration, including bonuses. However, it should be remembered that in the case of motivators dependent on the results of work, the involvement of the management is of great importance – this pertains to, inter alia, transparent procedures and an appropriate approach from the management. Findings and recommendation resulting from conducted researches can be used by public organizations, especially by Universities, offices e.t.c

References

- Anitha, J. (2014). Determinants of Engagement and Their Impact on Employee Performance // *International Journal of Productivity and Performance Management*. Vol. 63. No. 3: 308–323.
- Armstrong, M. (2009). Remuneration management. – Cracow: Wolters Kluwer. 123 p.
- Burkiewicz, M. (2003). The role of employee involvement in human resources management strategies. – Warsaw: PRET S. A. 57 p.
- Burns, P. (2005). Corporate entrepreneurship. Building an entrepreneurial organization. – New York: Palgrave Macmillan. 214 p.
- Cohen, A. (2007). Commitment Before and After: an evaluation and reconceptualization of organizational commitment // *Human Resource Management Review*. Vol. 17. No. 3: 336–354.
- Croston, D. (2008). Employee Engagement: The People First Approach to Building a Business. – Sydney: Moonstone Media. 166 p.
- Juchnowicz, M. (2009). Employee engagements phenomenon // *Education of Economists and Managers*. Vol. 2. No. 12: 11–23.
- Juchnowicz, M. (2010). Management through engagements. Conceptions. Controversies. Applications. – Warsaw: PWE. 58–60 p.
- Kahn, W. A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work // *Academy of Management Journal*. Vol. 33. No. 4: 692–724.

Kinowska, H. (2009). Impact of selected structural factors on employee involvement // *Education of Economists and Managers*. Vol. 2. No. 12: 65–81.

Meyer, J.P., Allen, N.J. (1991). A Tree-Component Conceptualization on Organizational Commitment // *Human Resource Management Review*. Vol. 1. No. 1: 61–89.

Robinson, D., Perryman, S., Hayday, S. (2004). The Drivers of Employee Engagement. IES Research Report. – Brighton: Sussex. 23 p.

Schaufeli, W. B., Salanova, M., Gonzalez-Roma, V., Bakker, A. B. (2002). The Measurement of Engagement and Burnout: A two-sample Confirmatory Factor Analytic Approach // *Journal of Happiness Studies*. Vol. 3. No. 1: 71–92.

Smythe, J. (2009). CEO – engagement director. – Cracow: Wolters Kluwer. 53 p.

DARBUOTOJŲ AKTYVAUS VEIKIMO FORMAVIMO VEIKSNIAI AUKŠTOJO MOKSLO ĮSTAIGOS PAVYZDŽIU

***Iwona Zofia Czaplicka-Kozłowska¹, Sylwia Stachowska²**

^{1, 2} *Varmijos-Mozūrijos universitetas Olštynė, Lenkija*

Įteikta 2018 10 03; priimta 2018 11 15

Santrauka

Motyvacija padeda organizacijai pasiekti konkrečių tikslų, skatina jos narius įsitraukti į veiklą, būti lojaliems, taip pat kelti savo paslaugų kokybę. Tinkamai suformuoti sprendimai susiję su darbuotojų motyvavimu gali atnešti daug naudos kiekvienai organizacijai. Tai susiję ir su viešosiomis institucijomis, kurioms priskiriamos ir aukštosios mokyklos. Pagrindinis šių tyrimų tikslas – darbuotojų aktyvaus veikimo formavimo veiksnių įvertinimas Varmijos-Mozūrijos universitete Olštynė, Lenkija. Tyrimas buvo atliktas naudojant anketas, kurios buvo išplatintos ne dėstytojams. Atlikti tyrimai patvirtino, kad darbuotojų motyvaciją ir aktyvią veiklą daro įtaką įvairiems veiksniams, tokiose srityse kaip: požiūris į darbą ir organizaciją, mokymasis ir tobulėjimas, santykiai su vadovais, bendravimas ir bendradarbiavimas, darbo organizavimas bei atlyginimas ir skatinimas. Tiriamoje organizacijoje kritiškiausiai buvo įvertinta paskutinioji iš nurodytų sričių, a tai rodo, kad būtina tobulinti skatinimo sistemos sprendimus, atkreipiant ypatingą dėmesį į darbuotojų atlyginimų sistemą.

Reikšminiai žodžiai: darbuotojų dalyvavimas, veiksniai, žmogiškųjų išteklių valdymas.

JEL Codes: H83, J24, M12.

* *Autorius pasiteirauti*