

IRSTI 06.77.77
UDC 331

<https://doi.org/10.46914/1562-2959-2022-1-1-315-321>

SH.SH. SHAKUAL,*¹

PhD student.

*e-mail: shshakual@gmail.com

D.I. ZAKIROVA,¹

PhD.

e-mail: ulasdila@gmail.com

¹Turan University, Kazakhstan, Almaty

PROBLEMS OF MATERIAL INCENTIVES FOR THE LABOR OF UNIVERSITY TEACHERS

Abstract

This article aims to study the problems of material incentives for labor in education in the general motivation system of Kazakhstani universities' teaching staff. In current conditions, when there is simultaneously an increase in demand for higher education and a decrease in the social status and prestige of a teacher, the improvement of organizational and economic mechanisms for stimulating the work of the teaching staff should come to the fore. The article analyzes the level of wages in the education system, which for a long time lags behind the average level of wages in the country's economy. This fact significantly undermines the incentives to work in the field of education, which, in turn, determines the quality of education. The limitations of the existing system of material incentives for the work of the teaching staff in modern universities are revealed. The necessity of managing labor motivation based on various types of incentives for teachers to achieve higher and better results of labor activity is shown. The study used secondary statistical data from official sources and traditional methods: graphical, system analysis and synthesis, the method of scientific observation, comparison, etc.

Key words: motivation, material incentives, remuneration, education, higher education, labor motivation, teaching labor.

Introduction

The system of material remuneration for teachers of Kazakh universities is the main external factor in motivating labor, as in any sector of the economy. The stimulating remuneration mechanism is crucial for labor motivation in any economic sector. Traditionally, in an employee's mind, wages are associated with recognising his merits in the organization, indirectly expressing his social status.

The basis of the material remuneration system is the primary wage rates, which are determined by the situation in the sectoral labor market. In addition to the base salary, an essential role in the system of material incentives is played by incentive payments and other monetary rewards aimed at increasing individual labor productivity, designed to interest the employee in improving the socio-economic performance of the organization [1].

The difficulty of applying forms of material incentives in the field of higher education lies in the choice of the adequate criteria for assessing the quality of a teacher's multifaceted work, the creation of an optimal salary structure, the ratio of its fixed and variable parts, the need to ensure a direct relationship between the level of remuneration received and the individual results of the teacher's work.

Materials and methods

Established in the 1990s, the system of remuneration and incentives for the work of a teacher was weakly dependent on its quality, which led to a contradiction between the level of economic and social development: people of a socially significant profession were at a low level of economic development. As a result, the teacher was forced to choose favor of increasing the number of his earnings by taking

on a more significant classroom load, including through part-time jobs. Figure 1 presents data showing that about 16% of teachers in Kazakhstani universities have practiced part-time work over the past twenty years.

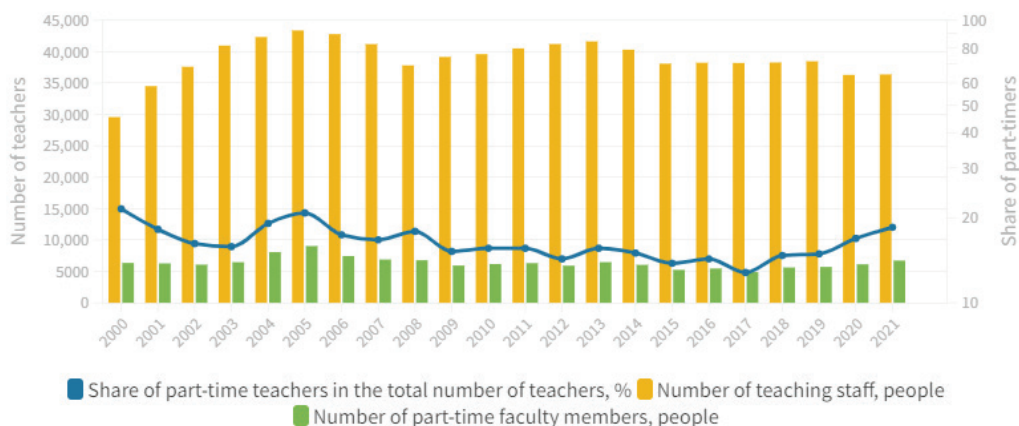


Figure 1 – Dynamics of the number of teaching staff in the universities of Kazakhstan

Note – Compiled by the author based on the source [2].

At the beginning of the 2021–2022 academic year, 36 378 teachers worked in the universities of the Republic of Kazakhstan. 6 729 people worked part-time, which amounted to 18,5%. The increase in the share of part-time workers observed after 2019 (14,9%) may be caused by a forced transition to distance learning and corresponding changes in working conditions.

At present, the amount of remuneration in education in Kazakhstan remains one of the lowest compared to other countries. It means an underestimation of the great social significance of the work of a teacher, as well as the performance of not all economic functions assigned to wages.

Table 1 shows the average annual salary received by professors in selected countries of the world in 2021.

Table 1 – The average annual salary of a professor, USD

No	Country	Salary per year
1	Switzerland	185 000
2	Australia	150 000
3	Netherlands	122 000
4	Great Britain	110 000
5	Denmark	109 600
6	USA	102 400
7	Finland	95 000
8	Canada	93 000
9	Germany	92 000
10	France	82 000

Note – Compiled by the author based on the source [3].

Suppose we calculate the average annual salary of a Kazakh professor in US dollars. It will be about \$10 000, which is much lower than abroad, even considering purchasing power parity.

At the beginning of the 20 century, a professor’s salary was 17–18 times higher than the salary of an industrial worker in the early 1920-s – 4 times [4]. In the period from 1961 to 1991 inclusive, a university professor received a salary 2,5–3 times higher than wages in the industry. However, the purchasing power of his salary was 4,9 times less than at the beginning of the century [5].

At the turn of the 20–21 centuries, workers in the education sector were among the lowest paid, along with workers in science, health, culture and agriculture. This trend continues today in the Republic of Kazakhstan (Figure 2).

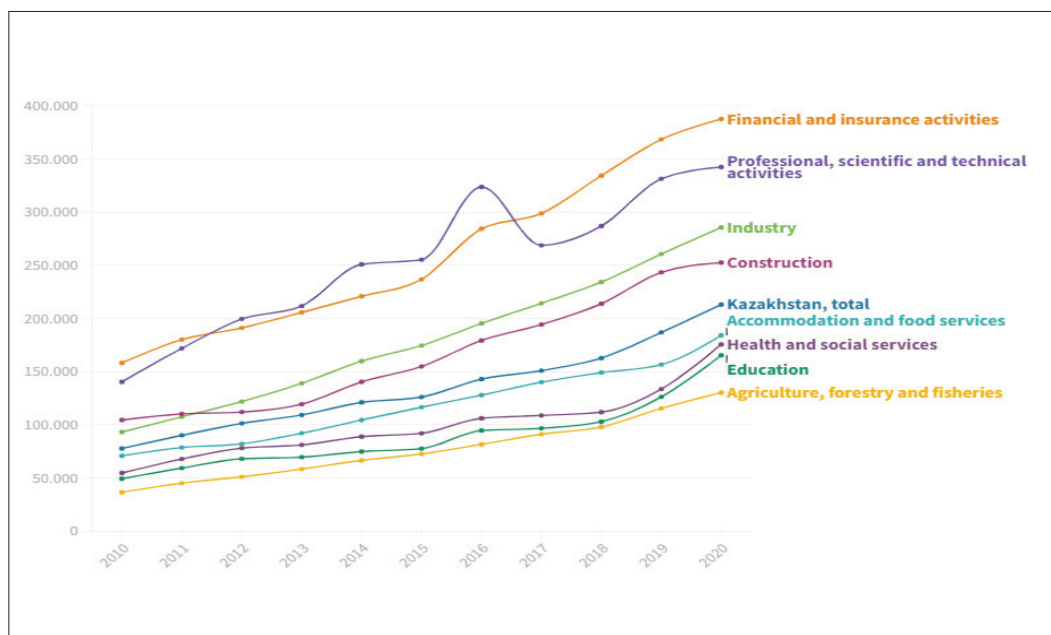


Figure 2 – Change in wages for certain types of economic activity in 2010–2020

Note – Compiled by the author based on the source [2].

Since September 2019, the remuneration of the teaching staff of universities has been increasing annually. Moreover, a minimum wage and a maximum teaching load have been established [6]. However, despite the measures taken, teachers’ salaries are still low.

For January-December 2021, the average monthly nominal wage in the Republic of Kazakhstan was 248 791 tenge. In education, this figure was 205 520 tenge (the ratio was 82,6%) (Table 2).

Table 2 – Dynamics of the average monthly salary in the economy of the Republic of Kazakhstan, tenge

Year	Average monthly salary, total in the Republic of Kazakhstan	Average monthly salary, in education	The ratio of the average monthly salary of education workers to wages in the economy, in %
2010	77610,5	49216	63,4%
2011	90027,9	59220,6	65,8%
2012	101263,3	67931,2	67,1%
2013	109140,8	69484	63,7%
2014	121020,6	74756,1	61,8%
2015	126021	77542	61,5%
2016	142898	94542	66,2%
2017	150827	96612	64,1%
2018	162673	102875	63,2%
2019	186815	126132	67,5%
2020	213003	165292	77,6%

Note – Compiled by the author based on the source [2].

According to Table 2, the enormous gap in the level of wages of workers in education with an average level of wages in the economy of Kazakhstan falls in 2015, when the average monthly wage in education is only 61,5% of the average wage in the country. In subsequent years, there has been a

positive trend in the change in the ratio of wages in the education sector to the average wage in the country's economy.

It should be noted that, according to the data in Table 2, the average annual wage growth rates in the education sector were uneven over the years. However, the increase in the nominal value of the teacher's salary only slightly contributed to its actual market weight growth.

Thus, statistical data analysis allows us to conclude that labor in the education industry, which is extremely important for modern development, is now devalued.

Main provisions

Some shortcomings characterizes the remuneration system used for many years in Kazakhstani universities. It does not perform the critical functions of wages – reproductive and stimulating.

The remuneration system, which is based on distributive relations, is characterized by inflexibility and does not use tools to stimulate quality and productive work. It does not establish a relationship between the amount of remuneration and the results of a particular employee's work. It does not take into account individual differences in the work activity of each teacher, does not take into account the ratio of classroom and extracurricular hours of work, the technology of conducting classroom classes, and the increase in the intensity of the work of a teacher in numerous student groups. Such a remuneration system leads to the establishment of the same salary for workers with different qualifications. It does not consider the entire range of professional activities of a teacher: lectures, practical and laboratory classes, research work, etc.

Thus, the close relationship between the remuneration criteria and individual elements of the employee's income is broken, which reduces the employee's confidence inadequate remuneration of his labor efforts and, as a result, the motivation of his work. The lack of a stable balance between the value of the labor contribution and the level of remuneration creates a feeling among workers in higher education that the system of remuneration and labor incentives is unfair.

The fixed size and teacher remuneration level do not correspond to the labor efforts expended. Its complete abstraction from informal criteria creates incentives for a teacher who performs and reduces his motivation for creative work – mastering advanced teaching technologies and conducting scientific research.

In addition to the accrual of the central element of the teacher's salary, the system of material remuneration of the university provides for the establishment of mandatory payments, which in higher education traditionally include: payments for an academic degree and title, which have a stimulating effect on the motivation of teachers to improve their skills; additional payments for the management of the department, the performance of the duties of the dean, his deputy and others.

The system of material incentives should also include the benefits and privileges provided by the university's management to its staff. It includes providing benefits for the education of family members, the organization of training and advanced training (internships at leading universities in the country and abroad, doctoral studies, sending employees to conferences and seminars), joint holding of significant events, and payments for payments anniversaries and holidays.

It should be noted that a significant drawback of the systems of material incentives used in individual universities is significant differentiation in the level of incentive payments accrued to teachers of various structural divisions of an educational institution. The level of payments for employees of prestigious faculties, as a rule, is much higher than for employees of faculties that are not in demand for the market of educational services, which negatively affects their labor motivation. Moreover, as practice shows, the bonus system is used by far, not in all universities of the country, the payment of bonuses is of a one-time nature and is not always carried out promptly. As a result, the teacher loses the connection between the additional contribution and recognition from the university management. The gap in remuneration of the managerial staff of the university, taking into account the benefits, allowances and privileges and the teacher, reaches a large size, which leads to a decrease in trust and, consequently, the level of controllability of the university staff. In general, the development of the payment and material incentives system is largely constrained by the limited financial resources at the university, which does not allow the management to use the entire range of types and forms of material rewards.

In recent years, various attempts have been made in the country to reduce the impact of unfavorable environmental factors that reduce the level of labor motivation in universities, which is reflected in various national projects and programs that affect the problems of the educational sphere. One of the measures to improve the situation in material incentives for labor was establishing the volume of the teaching load. Now, the maximum amount of one rate should not exceed 680 hours per academic year; the teaching load has been reduced. The change is intended to ensure that the faculty have more opportunities and time to engage in scientific activities [7].

Discussion and results

For the management of universities, this innovation necessitates the development and implementation of new approaches to stimulating the work of staff, in particular, the development of a mechanism for the formation of a variable part of the teacher's salary. Many universities do not currently have a detailed methodology for building economically sound bonus systems, primarily due to the specifics of labor activity in this economic sector. Most of the available applied recommendations for the construction of such systems are characterized by incompleteness and the presence of a significant proportion of non-formalized provisions that make their practical use difficult.

An essential role in the teacher's work motivation system is played by providing a social package that includes a specific list of services, guarantees, and benefits to improve quality of life. Social benefits can be provided both by the state and by the decision of the university management. In the first case, guaranteed social benefits do not play a vital role since they are mandatory for all sectors of the economy. Some universities, depending on their financial capabilities to stimulate effective and high-quality work, can provide: social benefits in monetary terms; empowering the university staff with the right to use the institutions of the social sphere of the university; social assistance to the family of a university employee; providing housing, etc. [8].

However, we note that neither a fixed salary nor allowances, benefits, compensations of a social nature are directly related to the results of the teacher's work. Practically do not depend on how intensively and efficiently he works during the year and, therefore, do not stimulate him to improve their work continuously. The state or a collective agreement guarantees the receipt of the above payments. Their existence only creates a sense of confidence and stability for the employee and plays a positive role in attracting and retaining personnel.

Conclusion

Even though the models of material incentives are an integral part of the entire system of motivation of the organization's personnel and give significant positive results, they are to a certain extent constrained. Over time, the employee becomes accustomed to a particular level of monetary incentives received, which necessitates constant positive reinforcement and requires additional financial costs from the employer.

Moreover, the system of material incentives is effective only in combination with other managerial influences on the motivation of personnel, for example, with a well-functioning system of advanced training. In this case, the use of material incentives is based on decisions in changing the quality of work. Hence, the goal of managing labor motivation in a university should be the optimal combination of both material and moral types of incentives for teachers to achieve high results of labor activity.

REFERENCES

- 1 J. Newstrom. Organizational Behavior: Human Behavior at Work, 13th Edition, McGraw-Hill Education, 2020, p. 554.
- 2 Bureau of National statistics. URL: <https://stat.gov.kz/>.
- 3 10 Countries With The Highest Professor Salaries In The World. URL: <https://naibuzz.com/10-countries-with-the-highest-professor-salaries-in-the-world/>.
- 4 Шипилов. А. Зарплата российского профессора в прошлом, настоящем и будущем // Alma mater (Вестник высшей школы). – 2003. – № 4. – С. 33–42.

5 Плаксий С. Сверхэксплуатация преподавателей – главная угроза высшей школе и развитию России в XXI в. // Alma mater (Вестник высшей школы). – 2004. – № 3. – С. 16–22.

6 Преподавателям вузов увеличили зарплату. URL: <https://kapital.kz/gosudarstvo/98746/prepodavatelyam-vuzov-uvlechili-zarplatu.html>.

7 Приказ Министра образования и науки Республики Казахстан от 25 марта 2021 года № 122. URL: https://online.zakon.kz/Document/?doc_id=35013157.

8 Гуцу Е.Г., Няголова М.Д., Рунова Т.А. Исследование мотивации трудовой деятельности преподавателя вуза // Вестник Мининского университета – 2018 – Т. 6. – №3(24). DOI: 10.26795/2307-1281-2018-6-3-13

REFERENCES

1 J. Newstrom. Organizational Behavior: Human Behavior at Work, 13th Edition, McGraw-Hill Education, 2020, p. 554.

2 Bureau of National statistics. URL: <https://stat.gov.kz/>.

3 10 Countries With The Highest Professor Salaries In The World. URL: <https://naibuzz.com/10-countries-with-the-highest-professor-salaries-in-the-world/>.

4 Shipilov A. (2003) Zarplata rossijskogo professora v proshlom, nastojashhem i budushhem // Alma mater (Vestnik vysshej shkoly). No. 4. P. 33–42.

5 Plaksij S. (2004) Sverhjekspluatacija prepodavatelej – glavnaia ugroza vysshej shkole i razvitiu Rossii v XXI v. // Alma mater (Vestnik vysshej shkoly). No. 3. P. 16–22.

6 Prepodavateljam vuzov uvlechili zarplatu. URL: <https://kapital.kz/gosudarstvo/98746/prepodavatelyam-vuzov-uvlechili-zarplatu.html>.

7 Prikaz Ministra obrazovanija i nauki Respubliki Kazahstan ot 25 marta 2021 goda No. 122. URL: https://online.zakon.kz/Document/?doc_id=35013157.

8 Gucu E.G., Njagolova M.D., Runova T.A. (2018) Issledovanie motivacii trudovoj dejatel'nosti prepodavatelja vuza // Vestnik Mininskogo universiteta. V. 6. No. 3(24). DOI: 10.26795/2307-1281-2018-6-3-13

Ш.Ш. ШАКУАЛ,*¹

докторант.

*e-mail: shshakual@gmail.com

Д.И. ЗАКИРОВА,¹

PhD.

e-mail: ulasdila@gmail.com

¹«Тұран» университеті,

Қазақстан, Алматы қ.

ЖОО ОҚЫТУШЫЛАРЫНЫҢ ЕҢБЕГІН МАТЕРИАЛДЫҚ ЫНТАЛАНДЫРУ МӘСЕЛЕЛЕРІ

Андатпа

Мақаланың мақсаты – қазақстандық жоғары оқу орындарының профессор-оқытушылар құрамын ынталандырудың жалпы жүйесінде білім беру саласындағы еңбекті материалдық ынталандыру проблемаларын зерттеу. Жоғары білімге сұраныстың өсуі және оқытушының әлеуметтік мәртебесі мен беделінің төмендеуі байқалатын қазіргі заманғы жағдайларда профессор-оқытушылар құрамының еңбегін ынталандырудың ұйымдастырушылық және экономикалық тетіктерін жетілдіру бірінші кезекке шығуы тиіс. Мақалада ұзақ уақыт бойы ел экономикасындағы жалақының орташа деңгейінен артта қалған білім беру жүйесіндегі еңбекақы деңгейіне талдау жасалды. Бұл факт білім беру саласындағы еңбекке ынталандыруды айтарлықтай төмендетеді, бұл өз кезегінде білім сапасын анықтайды. Қазіргі жоғары оқу орындарында бар профессор-оқытушылар құрамының еңбегін материалдық ынталандыру жүйесінің шектеулілігі анықталды. Еңбек қызметінің жоғары және сапалы нәтижелеріне мұғалімдерді ынталандырудың әртүрлі түрлерін біріктіру негізінде еңбек мотивациясын басқару қажеттілігі көрсетілген. Зерттеу барысында ресми дереккөздерден алынған қайталама статистикалық мәліметтер, сондай-ақ дәстүрлі әдістер: графикалық, жүйелік талдау және синтез, ғылыми бақылау әдісі, салыстыру және т.б. қолданылды.

Тірек сөздер: мотивация, материалдық ынталандыру, еңбекке ақы төлеу, білім беру саласы, жоғары білім, еңбек мотивациясы, оқытушылық еңбек.

Ш.Ш. ШАКУАЛ,*¹

докторант.

*e-mail: shshakual@gmail.com

Д.И. ЗАКИРОВА,¹

PhD.

e-mail: ulasdila@gmail.com

¹Университет «Туран»,

Казахстан, г. Алматы

ПРОБЛЕМЫ МАТЕРИАЛЬНОГО СТИМУЛИРОВАНИЯ ТРУДА ПРЕПОДАВАТЕЛЕЙ ВУЗОВ

Аннотация

Целью данной статьи является исследование проблем материального стимулирования труда в сфере образования в общей системе мотивации профессорско-преподавательского состава казахстанских вузов. В современных условиях, когда одновременно наблюдается рост спроса на высшее образование и снижение социального статуса и престижа преподавателя, совершенствование организационных и экономических механизмов стимулирования труда профессорско-преподавательского состава должно выходить на первый план. В статье проанализирован уровень оплаты труда в системе образования, который на протяжении длительного времени отстает от среднего уровня заработной платы в экономике страны. Данный факт значительно подрывает стимулы к труду в сфере образования, который, в свою очередь, определяет качество образования. Выявлена ограниченность существующей в современных вузах системы материального стимулирования труда профессорско-преподавательского состава. Показана необходимость управления мотивацией труда на основе сочетания различных видов стимулирования преподавателей к более высоким и качественным результатам трудовой деятельности. В ходе исследования использовались вторичные статистические данные из официальных источников, а также традиционные методы: графический, системного анализа и синтеза, метод научного наблюдения, сравнения и пр.

Ключевые слова: мотивация, материальное стимулирование, оплата труда, сфера образования, высшее образование, мотивация труда, преподавательский труд.