

Quality Assessment System in Obuda University Alba Regia Technical Faculty

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Abstract—What is important for the employee in its workplace (especially in higher education)? Why should the management know what motivates the staff? What is the role of the students? These are only a few questions, I looking for the answers. Due to a project a new assessment system was made based on the motivation of the employees.

Keywords: Quality, Employee, Motivation, Students

I. INTRODUCTION

We work in surroundings that our colleagues of thirty years ago would not recognize. Higher education has become part of a global shift to a new way of creating and using knowledge. The new way is focused on solving problems and be sensitive to customer needs. It strives for quantity as well as quality. It cuts across disciplinary boundaries.

In knowledge-based economies, governments see universities as engines for social change and the expansion of prosperity. University teachers have accordingly found themselves working harder and at the same time being required to be more businesslike and more accountable. The pleasures of the academic life have dwindled for many university teachers. They are unimpressed especially by the administrative effort associated with quality assurance and accountability. It uses up time and energy that could be focused on the core business of research and teaching [1].

Practically everybody in the academic community gets assessed these days, and practically everybody assesses somebody else. Students, of course, come in for a heavy dose of assessment, first from admissions offices, later from the professors who teach their classes, and increasingly from administrators complying with state accountability requirements. Students are also active participants in the assessment business, with end-of-course evaluations that are widely used by colleges and universities and various forms of web-based assessments of professors. The whole institution is regularly assessed in a highly detailed fashion by external accrediting teams made up of faculty and administrators from other institutions.

As commonly used today, the term assessment can refer to two different activities: the gathering of information (measurement) and the use of that information for institutional and individual improvement (evaluation) [2].

To manage change, universities and also other organizations must have employees committed to the demand of rapid change and as such committed employees are the source of competitive advantage. The concept of human capital and knowledge management is

that people possess skills, experience and knowledge, and therefore have economic value to organizations. These skills, knowledge and experience represent capital because they enhance productivity. Motivations represent those psychological process that cause the arousal, direction and persistence of voluntary actions that are goal oriented. There are several motivation theories. Maslow's need theory was the development of the hierarchy of needs. He believed that there are at least five sets of goals which can be referred to as basic needs and are physiological, safety, love, esteem and self-actualization. Maslow stated that people, including employees at organizations, are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires.

One of the earliest researchers in the area of job redesign as it affected motivation was Frederick Herzberg. He and his associates began their initial work on factors affecting work motivation in the mid 1950's. Herzberg discovered that employees tended to describe satisfying experiences in terms of factors that were intrinsic to the content of the job itself. These factors were called motivators. Motivators (e.g. challenging work, recognition for one's achievement, responsibility, opportunity to do something meaningful, involvement in decision making, sense of importance to an organization) that give positive satisfaction, arising from intrinsic conditions of the job itself, such as recognition, achievement, or personal growth.

TABLE I.
HERZBERG-FACTORS

| Motivators | Hygiene factors |
|----------------------------|----------------------------|
| satisfaction with the work | salary |
| challenge by the work | coworker relations |
| good team | safety |
| enough information | authority |
| | enough information |
| | work environment |
| | training, career |
| | spending leisure time |
| | solve problems, complaints |

Conversely, dissatisfying experiences, called hygiene factors, largely resulted from extrinsic, non-job related factors, such as company policies, salary, coworker relations, and supervisory styles [3]. Hygiene factors (e.g.

status, job security, salary, fringe benefits, work conditions, good pay, paid insurance, vacations) that do not give positive satisfaction or lead to higher motivation, though dissatisfaction results from their absence. The term "hygiene" is used in the sense that these are maintenance factors. These are extrinsic to the work itself, and include aspects such as company policies, supervisory practices, or wages/salary.

II. THE RESEARCH

The aim of the research was to make a quality assessment system to Alba Regia Technical Faculty. In order to make that we create a questionnaire in which the motivations of the employee was estimated. The questionnaire was divided up to six parts.

In the first part there were personal data (birthdate, workplace-institute etc.). The second part was general, questions about the satisfaction with the workplace, the environment of the workplace etc. In the third part we assessed the motivations of the employees using Herzberg factors: intrinsic and extrinsic factors (motivators and hygiene factors). In the next part of the questionnaire we tried to estimate the talent of the employees. The aim of the next part was to measure the satisfaction with the teaching. The last part referred to the estimate the satisfaction with the assessment system.

24 colleagues filled the questionnaire, 60% was female, 40% male. 13% was leader, 87% was employee. The distribution of the birth can be seen in Table 2.

TABLE II.
DISTRIBUTION BY THE BIRTH

| Birth date | Person | |
|------------|--------|-----|
| 1945-1964 | 11 | 46% |
| 1965-1979 | 10 | 42% |
| 1980-1994 | 3 | 12% |

The colleagues ranked what is important for their on a workplace out of the next factors: salary, work environment, training, career, bonus (Fig. 1.)

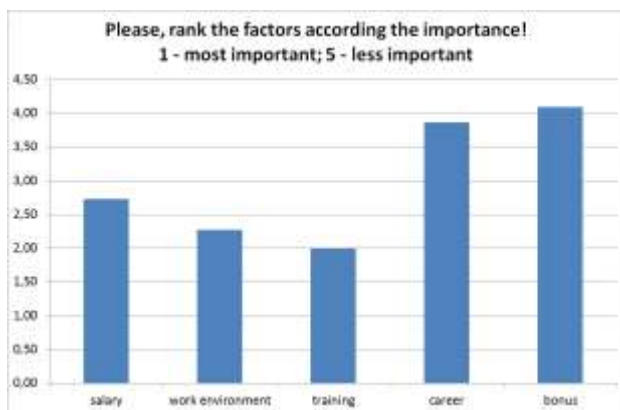


Figure 1. What is the most important for you in your workplace?

The survey was verified that for the colleagues is very important the training. The next factor was work environment: the most colleagues like to work alone (as teacher in general), and in a separate room. These things

are commonly characteristic the researchers. The third one was the salary, but it is true that as public servant it is not a motivator.

We got the same result in other analyses, in which we research what is the most important strong point in the workplace (Fig. 2.) The most important factor were the stability, the balance between the work and private life and the respect the colleagues. These factors are in essence the work environment. The less important factors were the outing and creature comforts.

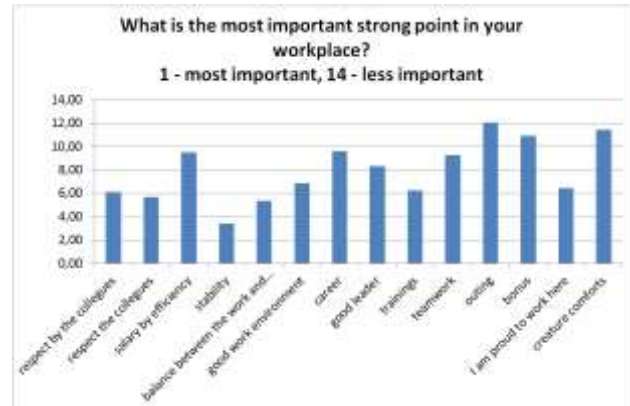


Figure 2. What is the most important strong point in your workplace?

To survey the motivation area among the colleagues were used the Herzberg factors. The questions were: How satisfied are you if..., and How dissatisfied are you if... (Table III, IV.)

TABLE III.
HYGIENE FACTORS

| | |
|---------------------|---|
| control | methods of the control |
| work specifications | technical specifications work environments |
| coworker relations | coworker relations relations with the leaders |
| salary and safety | work safety salary, bonus work-life balance |
| company policies | justice, legality |

TABLE IV.
MOTIVATORS

| | |
|-------------------|--|
| achievement | deliverance |
| appreciation | direct feedback leader appreciation |
| work | work flow work diversity great importance work |
| responsibility | responsible work |
| career and growth | career |

III. THE RESULTS

The first step was to analyses how dissatisfied the colleagues are if any factor is missing. In Table V. in the first column we can see the ranked statements (in Likert-scale 1-5). In the second column there are the average values of the statements, the next are the deviations (the average of the deviation is relatively high, 1,22); and in

the last column there are the sign of the Herzberg-factors (M-motivator, H-hygiene factor).

The survey verified us the hygiene factors, like safety, salary by efficiency, balance between the work and private life, the relationships with coworkers and leaders, work environment. The unfitting factor was achievement by the work, which can be due to the technologies and modern work logistic. Everybody work a lot and achieve in high level, so it is naturally if somebody good at work. The other factors were responsibility and great importance of work which are bound up with the achievement.

TABLE V.
DISSATISFACTION

| How dissatisfied you if... | Average | Deviations | Factor |
|--|-------------|-------------|--------|
| the work is uncertain | 4,17 | 1,18 | H |
| the salary is not by efficiency | 4,08 | 1,11 | H |
| not enough private life | 4,04 | 1,06 | H |
| not the best achievement | 3,96 | 1,17 | M |
| the coworker relationships are not good | 3,88 | 1,33 | H |
| not good relationship with the leader | 3,71 | 1,51 | H |
| not good work environment | 3,63 | 0,99 | H |
| you do not feel the importance of the work | 3,63 | 1,32 | M |
| not enough responsibility | 3,50 | 1,35 | M |
| not good company policies | 3,42 | 1,15 | H |
| you do not get the leader appreciation | 3,38 | 1,18 | M |
| no deliverance | 3,38 | 1,28 | M |
| not good control | 3,25 | 1,33 | H |
| the work is not diverse | 3,25 | 1,20 | M |
| no feedback | 3,21 | 1,26 | M |
| no career | 2,96 | 0,93 | M |
| the output of the work is hard to identify | 2,96 | 1,34 | M |
| lack of importance of the work | 2,21 | 1,29 | M |
| | 3,48 | 1,22 | |

The lack of motivators does not cause dissatisfaction (below in Table V.) To control this statement we made another table (Table VI), in which we can find the answer to the question: How satisfied are you if....

We can wait that the above mentioned (Table V.) motivator factors will be in the Table VI. The first result is that the good achievement is the best important for the colleague. The other group of the motivators (career, feedback) has no high score both table, so these factors neither are motivators or hygiene factors, the employee do not calculate with these factors.

The method of the control and salary are hygiene factors. Motivators are responsibility and responsive work. Other motivators are leader appreciation and the good identified outputs.

The relationships with coworkers and leaders are motivators and hygiene factors also. That means, that

someone is missing, that can cause dissatisfaction, and if anything is very good, that can cause satisfaction. Also the balance with private life, the safety and work environment are motivators and hygiene factors also. Individuals spend a lot of time at work. It is safe to say that work may seem like their home away from home. Since they spend so much time with coworkers and management, they need a pleasant work environment.

TABLE VI.
SATISFACTION

| How satisfied you if... | Average | Deviations | Factor |
|------------------------------------|-------------|-------------|--------|
| good achievement | 4,67 | 0,75 | M |
| good relationship with coworkers | 4,54 | 0,76 | H/M |
| good relationship with the leaders | 4,46 | 1,00 | H/M |
| safe work | 4,42 | 1,04 | H/M |
| the output can be easily identify | 4,33 | 0,80 | M |
| the work is diverse | 4,25 | 0,78 | M |
| good work environment | 4,04 | 0,98 | H/M |
| good company policies | 4,04 | 0,93 | H/M |
| enough private life | 4,00 | 1,22 | H/M |
| enough leader appreciation | 3,96 | 1,10 | M |
| good deliverance | 3,96 | 1,21 | M |
| responsible work | 3,92 | 1,19 | M |
| responsibility | 3,92 | 1,08 | M |
| salary by efficiency | 3,92 | 1,22 | H |
| good control methods | 3,75 | 1,09 | H |
| direct feedback | 3,58 | 1,04 | M |
| career | 3,13 | 1,27 | M |
| enough importance of the work | 2,46 | 1,35 | H |
| | 3,96 | 1,04 | |

IV. CONCLUSION

Workplace satisfaction helps companies extract the best performance from their employees. According to Herzberg, hygiene factors are what cause dissatisfaction among employees in a workplace. In order to remove dissatisfaction in a work environment, these hygiene factors must be eliminated. There are several ways that this can be done but some of the most important ways to decrease dissatisfaction would be to pay reasonable wages, ensure employees job security, and to create a positive culture in the workplace. Eliminating dissatisfaction is only one half of the task of the two factor theory. The other half would be to increase satisfaction in the workplace. This can be done by improving on motivating factors. Motivation factors are needed to motivate an employee to higher performance.

The survey shows that the negative events have more influences to our satisfaction/dissatisfaction. That shows

the questionnaire and the tables above. Some suggestions are:

- Creating complete and natural work units where it is possible. An example would be allowing employees to create a whole unit or section instead of only allowing them to create part of it.
- Providing regular and continuous feedback on productivity and job performance directly to employees instead of through supervisors.
- Encouraging employees to take on new and challenging tasks and becoming experts at a task.
- Not receiving feedback on their work can be quite discouraging for most people. Effective feedback will help team members know where they are and how they can improve.
- Autonomy and control are necessary for people to feel satisfied with their work. In fact, psychologists have found that the less control people have over their jobs, the more stressful and unsatisfying they find it.

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