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THE MAIN SOCIAL INSTITUTIONS FOR THE DEVELOPMENT OF LABOUR BEHAVIOUR AND LABOUR MOTIVATION



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Abstract: The article is devoted to the study of the main social institutions which have the greatest influence on the labour behaviour development and employees' labour motivation. At the beginning of the article the author proves that the traditional using the term "formation" is not applicable to the employee's labour behaviour; it is more correct to use the term "development". Further, the main forms and influence directions are determined to each social institution for the person's labour behaviour development: the family, educational and upbringing institutions, the media (mass media), labour collectives, the state, the church, property and science. The author conducted a classification of these social institutions, dividing them into two groups: operating on the macro and micro-levels of socio-economic relations. Since one of the social institutions is the church, the author studied the Orthodox religion's attitude towards the work as the individual's moral need. The basic levers are named, influencing employees' labour behaviour used by the organization in which the individual works.

Keywords: social institutions; labour behaviour; motivation to work; labour behaviour development; influence of social institutions.

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Introduction.

The issue of employees' labour motivation development is acute urgent, as the proportion of high-quality workforce is increased in modern production significantly, the change in the generations of employees has been occurred, all this requires a change in the incentive and staff management system.

The implementation of management tasks is carried out with the help of various social institutions. In relation to the labour behaviour management, specific relatively independent mechanisms of social regulation can be called as social institutions; these mechanisms monitor the behaviour of individuals by using special measures and methods of suggestion, persuasion and education, various forms of coercion and pressure, expression of recognition and approval.

The purpose of this article is the analysis of forms and directions of the basic social institutes influence on employees' labour motivation development.

Social institutions forming the labour motivation

The term "formation" is often used to conduct in Russia; however, this issue studying has showed that the term "formation" is more correct to use in relation to a large number of people (for example, the labour resources formation, the contingent formation). In relation to an individual and his behaviour, the term "formation", i.e. "fitting to one form," is not correct. When we try to rule human behaviour, it is not any formation, but rather the establishment of certain guiding conditions for its development; therefore it is more logical to use the term "development".

In our opinion, the labour behaviour development – is the process of targeted impact on the personality of the future and/or the present employee in order to install him the qualities, standards and models of labour behaviour which are necessary for successful work, as well as the process of conscious changes in the employee's work behaviour and attitudes towards the work.

The main social institutions that promote the development of person's labour behaviour are: family, education, the media, the church (religious organizations) and the organization where the person works. In addition, property and science affect the development of labour behaviour.

We refer the state, the media and the church to the social institutions acting at the macro level. The influence of the state as a social institution on the development of the individual's labour behaviour is carried out in several directions:

Firstly, the state creates and controls the implementation of laws (primarily, the Labour Code of the RF and the Employment Act), employment programs, standards of education and upbringing;

Secondly, the state acts as the owner of a part of enterprises and as an employer can influence the change of its employees' labour behaviour;

Thirdly, the state adopts and implements economic and social policies (for example, employment in priority sectors of the economy becomes prestigious).

State policy is voiced by the media and the Internet, which have a great impact on today's young people, the development of their labour behaviour. The media can be called a universal public institution that influences the development of people's consciousness and behaviour, especially the younger generation, whose psyche is not yet sufficiently formed up. The young man sees the desired profession volumetrically on the pages of newspapers and the screen, wants to try himself in a new, fashionable, interesting form of activity, often without knowing what kind of skills and efforts this or that occupation requires.

During the Soviet period, Russia had accumulated rich experience in the labour education of youth by the media. That period all newspapers and magazines wrote about the leaders of production; a lot of films were shot on the production theme, revealing not only the pride and joy of work, but also moral themes (let us recall the feature film "Prize", built on the decision whether to receive an undeserved prize). Part of the episodes were shot at the characters' workplaces, even in the films "about love", melodramas. These films were watched by children and teenagers together with adults. There was a general mood in society: a person who did not work could not live fully.

The number of films raises in the modern period fundamentally other issues: crime, love, fantasy. Labour, work is often absent in these films completely, and a negative or condescending attitude to work is advocated sometimes. As a result, the development of the children' work behaviour is difficult.

The church is the next important social institution which influences the development of person's labour behaviour. The largest religious organization in Russia is the Orthodox Church. For many centuries "Orthodoxy has been an inseparable part in the Russians' life, it consecrates various aspects of human existence: family, work, daily life routine. From the Church's point of view, the Christian commandments should serve as a starting point in the sphere of inter-human relations regulation, including labour ones." [1, p.9] According to the Gospel, a person is called not only to know the world, but also to transform it through a morally oriented economic activity, called to be the "master of creation." According to Holy Scripture, we are not only entitled to the right, but also a duty to work - both for our own existence ("if any would not work, neither should he eat" (2 Thessalonians 3:10))..., and for sustaining life on the earth in fulfilment of God's commandment which has been given while the man's creation ("...and replenish the earth, and subdue it; and have dominion..."(Genesis 1.28)). [1, p.9]

Motivation for work is not an end in itself in the church, for it is said in the New Testament: "But seek ye first the kingdom of God, and his righteousness". [2] However, the Orthodox ascetics'

experience shows that in Ruthenia many monastic monasteries have been not only centres of spiritual life, but also hart of extraordinary material improvement. [1, p.10]

We refer all other social institutions to micro-level ones. The development of labour behaviour begins in early childhood in the process of labour education in family. Involving in work in modern families is difficult. Previously the children used to have to work together with adults from an early age in the peasant and working family; now childhood has turned to be basically a period of learning and playing. [3, p.18]

It is important to inspire the child from an early age that he is an equal member of the family, and therefore he has his duties - labour and moral. [4, p.27] Meanwhile, many parents strive for the time being to protect their child from labour, thinking that hardworking comes in adulthood, when a person has already chosen his life's path and is engaged in professional work. Hardworking - a pronounced positive person's attitude to work activity and as one of the core personality traits clearly manifested at the behavioural level on the one hand, and... formed as one of the core personality traits - on the other [5, p.387]. However, if you do not teach a little person to enjoy work as he enjoys other aspects of life, work will turn into a burden for him, an unpleasant necessity, by fulfilling which a person will feel unhappy. [6, p.249] And in order to love work, two conditions are necessary: a person must be able to work and work should be attractive. [7, p.19] Ensuring these conditions is the main task of the family as a social institution for the development of labour behaviour.

The school plays an important role in making decisions about certain forms of behaviour, including labour. A single state concept of labour education is absent in schools and other educational institutions in modern situation in Russia, despite the existence of state educational standards.

Labour education in school is the process of involving schoolchildren in a various pedagogically organized types of socially useful work in order to give them a minimum of production experience, labour skills, to develop their creative practical thinking, diligence, hardworking and the working man's consciousness. [8, p.3] Labour education has also as its task the implementation of primary vocational education and vocational guidance, the formation of diligence, moral traits and aesthetic attitude towards the goals, work process and its results. [9, p.11]

Further formation of person's labour behaviour is carried out in the system of vocational training. Labour education in the system of higher and secondary vocational education is aimed to the development of the individual qualities that ensure the successful implementation of activities for which education is oriented. [10, p.23] It promotes the professional workers' self-determination, increasing their competitiveness in the labour market, as well as the formation of labour motives

and qualities for the student, which are necessary for the implementation of effective labour activity, the formation of competence.

An important social institution that promotes the development of labour behaviour is the organization in which a person works. The labour potential of the employee has already been largely shaped: personal behaviour is built on the basis of knowledge and adoption of the "the game's rules," the system of assessments and self-assessments, social expectations and experience. However, there is an adjustment of labour behaviour during the process of interaction in the workplace in accordance with the rules and social norms adopted in this collective, the requirements of management, the peculiarities of the labour process at the enterprise and so on.

The organization management has many influence levers on the labour behaviour of employees at its disposal. The most common are:

- System of labour motivation. Such prerequisites are necessary for labour management on the basis of motivation, as revealing the employees' inclinations and interests, determining the motivational opportunities and alternatives. The ways to improve the labour motivation are: material incentives, improving the organization of work process, involving staff in the management process and not monetary incentives;

- Employees' training and development. Employees' development means providing a person with a job that would give the opportunity for growth, creativity, responsibility, self-actualization. Professional education, training of managerial reserves and career management are methods for managing professional development;

- Formation of organizational culture. Organizational culture is expressed by a set of the most important assumptions accepted by members of the organization and received expression in the values declared by the organization, giving people certain behaviour guidelines, which are transmitted through symbols and images contained in the spiritual and material the individual's environment in the organization. [11, p.421] One of the organization goals should be the formation of the desired employee behaviour stereotypes. Strong culture can be more effective than any formal structural control.

Property as a social institution can also influence the labour behaviour development. For example, when a teenager sees how his parents run through Brick walls to develop their own business, which after a while will become his property, he is ready to learn how to work, competently manage, thereby developing labour behaviour.

The social institute of science has an impact on the labour behaviour development, firstly, by improving technology, therefore, changing the content of labour; secondly, indirectly: pedagogy

and psychology - through the educational system, labour sciences - through the scientific organization of workplaces.

Conclusion

To summarize, the development of labor behavior begins at an early age, but it changes throughout the entire person's working life. Nowadays one of the most important tasks in the field of labor motivation management is the influence rational direction of public institutions on present and future workers' labor behavior and labor motivation.

The author has revealed that the greatest influence is exerted by the media on the macro-level of economic relations on the labor behavior development. An analysis of the Orthodox religion's attitude towards the work as the individual's moral need is an unconventional moment for socioeconomic researches. In addition to the listed social institutions, other also needs further studies.

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ОСНОВНЫЕ СОЦИАЛЬНЫЕ ИНСТИТУТЫ РАЗВИТИЯ ТРУДОВОГО ПОВЕДЕНИЯ И ТРУДОВОЙ МОТИВАЦИИ

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Аннотация. Статья посвящена изучению основных социальных институтов, которые оказывают наибольшее влияние на развитие трудового поведения и трудовой мотивации работников. В начале статьи автором доказывается, что к трудовому поведению работника не применимо традиционное для России употребление термина «формирование»; правильное употреблять термин «развитие». Далее определены основные формы и направления влияния каждого из социальных институтов развития трудового поведения человека: семьи, учреждений образования и воспитания, средств массовой информации (СМИ), трудовых коллективов, государства, церкви, собственности и науки. Автором проведена классификация указанных социальных институтов путем деления их на две группы: действующие на макро- и на микро-уровне социально-экономических отношений. Поскольку одним из социальных институтов является церковь, далее автором изучено отношение Православной религии к труду как нравственной потребности личности. Перечислены основные рычаги влияния на трудовое поведение работников, имеющиеся в распоряжении организации, в которой индивид работает.

Ключевые слова: социальные институты; трудовое поведение; мотивация труда; развитие трудового поведения; влияние социальных институтов.

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