EMPLOYEES' EXPECTATIONS AGAINST THE WORKPLCE IN PUBLIC SCHOOLS

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Abstract

Background. The initiation of social responsibility on the part of a company – according to which corporations integrate social and environmental exercises in their business activity – has gained more publicity recently, so the CSR has become common knowledge. However, the CSR which was created in the interest of sustainable development is not exclusively the privilege of the organizational environment. The elements of social responsibility are those that can be integrated and realized in the non-business sphere, out of which the present study focuses on social and employment matters.

Research aims. The research aim is to cognize the employees' expectations in public schools, the general attitude of employees regarding their labour and social sensitivity, and the internal communication of public schools.

Method. The research applied the focus group depth interview method.

Key findings. According to the results, differences can be seen in the preference of employment and social matters between the business and non-business sectors. One of them is the need for employees to have esteem and also the knowledge of the explicit effects that must be improved. The role of trainings is important, but the adaption of responsible organisational solutions, methods (family-friendly view, healthy working environment, gender equality, activities outside work etc.) can help to improve proactive motivation among employees and also the inner communication that motivates employees.

Keywords: Organizational culture, CSR, Internal communication, Proactivity, Public schools

INTRODUCTION AND BACKGROUND

In recent times CSR has become more important in management practice both in the public and private sector, and not only the need of being a true altruist is increasing from a societal point of view. In our mind there is no differentiation between the public sector and the business sector from the point of view of the necessity to be responsible for employees as inside a stakeholder group.

The Definition of CSR and the Content and Formal Features of the CSR Report

The notion of social responsibility among ordinary peoples has been in the consciousness from the beginning, however in the activities of corporations of the modern world the concept of CSR counts as a relative new concept.

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The formation and understanding of the terminology has been changing over the years gaining new meanings, probably this process has not yet come to an end.

The expression of CSR goes through a further change in harmony with business, political and social development, and as a consequence there have been many attempts to define the concept. Nowadays we hear more and more about corporate social responsibility (CSR), however, it is not easy to find a single well-formed definition for the concept. All the definitions (Table 1) seem to be one-sided from a certain point of view.

Table 1. CSR Definition Based on Stakeholder Theories

Definition source	Definition
World business Council for sustainable Development, 1999	The commitment of business to contribute to sustainable economic development, working with employees, their families, the local community and society at large to improve their quality of life.
Khoury et al., 1999	Corporate social responsibility is the overall relationship of the corporation with all of its stakeholders. These include customers, employees, communities, owners/investors, government, suppliers and competitors. Elements of social responsibility include investment in community outreach, employee relations, creation and maintenance of employment, environmental stewardship and financial performance.
World business Council for sustainable Development, 2000	Corporate social responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of the workforce and their families as well as the local community and society at large.
IBLF, 2003	Open and transparent business practices based on ethical values and respect for employees, communities and the environment, which will contribute to sustainable business success.
Commission of the European Communities, 2003	CSR is the concept that an enterprise is accountable for its impact on all relevant stakeholders. It is the continuing commitment by business to behave fairly and responsibly and contribute to economic development while improving the quality of life of the work force and their families as well as of the local community and society at large.
Ethical Performance, 2003	At its best, CSR is defined as the responsibility of a company for the totality of its impact, with a need to embed society's values into its core operations as well as into its treatment of its social and physical environment. Responsibility is accepted as encompassing a spectrum – from the running of a profitable business to the health and safety of staff and the impact on the society in which a company operates.
Global Corporate Social Responsibility Policies Project, 2003	Global corporate social responsibility can be defined as business practices based on ethical values and respect for workers, communities and the environment.

Source: based on (Dahlsrud, 2008, p. 7).

Some definitions emphasize the environmental dimension, while others focus on the social, economic, and ethical or stakeholder dimension (Dahlsrud, 2008). For the present research the most adequate definition comes from Drucker (1954) – an expert on management theory and social sciences. He inspired several corporate leaders and experts from the non-profit sector. According to his opinion the primary responsibility of management is to take into account the effect of the corporate business policy and activity on the society (Drucker, 1954, p. 158). Nowadays management's responsibility has got stronger in its examination of CSR, but a new thought was added to it: the different social, economic, cultural, legal and political environment must be taken into consideration when we define CSR (Pauly-Reich, 1997; Habisch et al., 2005).

The focus of the research is on the employee, who is part of the inner stakeholder group and (Csigéné, 2008) hereafter the study overviews the CSR definitions that are connected to the stakeholder dimension. The role of the employees, from the point of view of their reactions and active participation in CSR activities, is how they communicate among the community. There is little literature about whether or how CSR affects employees, who as primary stakeholders directly contributing to the success of the company, understand that their behaviour can help answer the potential effects of corporate social responsibility not only on firms but on their stakeholder group.

According to the stakeholder theory managers have to deliver decisions in a way that they keep in mind the interest of the shareholders (Jensen, 2002; Matten-Moon, 2008). Having overviewed the definitions it can be stated that in all of the above mentioned definitions a reference can be found to one determining stakeholder – the employee. The CSR is looked upon as the privilege of the corporations and it is an obligatory expectation in their case, however it is not. The corporation takes on the environmental and social responsibility on a voluntary basis due to the aspect of sustainable development. It would be a mistake to suppose that only profit-oriented corporations are the cause of environmental, economic and social problems. Apart from them hedonist consumers, the state, politicians, civil organisations and non-profit organisations are also responsible (Rekettye, 2009).

Unfortunately for the majority of consumers success and individual happiness means owning financial goods and the increase of consumption with which they endanger sustainable development. In the interest of bigger consumption, the corporations produce more and more so that they can satisfy consumer needs, and with these sales they are able to achieve even bigger profit.

The primary aim of non-profit organisations is not to gain wealth and maximize profit, but to act with a public aim, their existence and activities

have an effect on the environment and society as well. One of the characteristics of the non-profit organisation is that they are formalized. This is especially true for the working community of educators who are the examined group of the present research.

Of course, nowadays there are good examples from both sides. It is enough to refer to the sustainable or responsible consumer groups (LOHAS,...), or to the tax allowances given by the state.

We can hardly find a corporation that would not publish, beside its annual report, its CSR or sustainable report. There are no strict rules for the structure of CSR reports (Table 2).

Table 2. The Structure of the CSR Reports

Category	CSR elements
Management	CSR-strategy: the corporation determines its CSR pledges;
	The worked out CSR policy: environmental policy, working policy, labour policy, social relationships and the policy linked to the business environment;
	The aim of CSR. The examination of direct and indirect effects of economic, regional and social;
	The corporation expresses its responsibility, which is demonstrated by the indicators of the performance;
	Defining CSR priorities
Environment	Environmental action plan: aims for developments, action achieving goals, determining the responsibilities of actions, the priority of actions, deadlines, monitoring and evaluation, communication of processes, building trust;
	Establishing the system of environmental management;
	Decrease of the environment load (decreasing the emission of greenhouse gases);
	Using resources (energy, water, paper etc.) in an energy saving and environmental friendly way;
	Recycling programme
Labour Relationships	Action plan for workforce, human resources;
	The training and development of employees;
	Creating a nice working environment, appropriate working conditions, ensuring the working environment;
	The practice of gender equality;
	Actions made in order to maintain health and safety;
	Establishing a family-friendly workplace;
	The practice of payment and increasing payment;
	Relieving the effects of loss of employment
Social Relationships	Action plan for taking social role;
	Voluntary programmes and professional, practical programmes;
	Agreement with local communities;
	Informing the neighbouring community and social notice;
	Supporting activity in the field of social interaction;
	Adequate relationship of politicians and government;
	Cooperation with global communities;
	Social trust building
Business Environment	The corporation acknowledges its suppliers;
	Commitment to green suppliers, practice of green suppliers;
	Practice against corruption;
	Making transparent the lobby interest

Source: own construction based on (*CSR self-assessment...*, 2010).

Some, like the Japanese, differ from the structure of the Anglo-Saxon (UK, US or Australia) or European report. The most obvious reason for this is that those countries apply a different evaluation system from the countries mentioned above. It should also be noted that the structure of the CSR report can differ within a country or corporation. The present study uses the Hungarian CSR reports as it base, which were prepared according to the proposals of KÖVET, ACONA Ltd (UK) and an international group of experts. The research only examines the content of the CSR report that is connected to labour.

Labour Psychology and Working Place Motivation

Labour psychology examines the psychological aspects of the activities of the working people in the interest of a more effective production and the welfare of workers (Klein, 2003). The work itself is the most important activity of the human race, through which one's needs can be satisfied, however, the workplace does not only satisfy the basic needs, but also the area of the increasing social life. But not only does an individual need to work, but having a good workforce is a great treasure for an organisation, as employees who wish to satisfy their needs and are motivated can give a good performance. For each organisation it is a question of how it motivates its employees and how performance can be boosted.

The motivated individual is willing to make efforts if they are in harmony with one's own needs. So motivation cannot be separated from the person. Motivation comes from the Latin verb movere, which means to move (Keményné, 1989). Motivation gives an answer to the whys of human behaviour, although several researches report the collective effect of several drives, habits, beliefs and outside rewards. Pinder (1998, p. 136) describes workplace motivation as the inner and outer power that switches on our behaviour connected to work and determines its form, direction, intensity and length of time. Rókusfalvy (1971) understands work motivation as the causes that urge us to create value, to do a productive activity. The general motivating factors of work motivation is the interest of the community, the financial motifs, moral reasons, need of maintaining a family and the individual ambitions. The present study reviews and presents the relevant motivation theory at the given studies.

METHOD

In our study we wanted to compare one well-defined and tangible group of the public sector with one from the business sector, in order to reveal the characteristic features of CSR and set them against each other using qualitative in-depth interviews. For this purpose the most appropriate available public servants were teachers. This non-business segment is

totally isolated from the business sector, so the characteristics of business sector's employees do not influence teachers' responses or decisions in any way. However, all of the features of teachers' group include specific features that determine leadership, labour issues and public relations within the non-business sector. Employees working in other non-business areas who had worked in the business sector during their former careers could be affected in some way and their answers could be distorted latently.

The present research examines its research questions with the method of the qualitative focus group interview. A qualitative in-depth interview does not provide representative data, but our study can reveal interesting results worth analysing further. The interviews were carried out and recorded by a moderator using a pre-prepared question catalogue. The data analysis was based on the results of the 6 focus group interviews, which were carried out in 10-12 member groups. People were randomly selected and invited to the interview in focus groups from public schools and business organizations of the Gyöngyös micro-region (Hungary). The criteria of the selection for those interviewed from public schools were those employed at a local governmental financed organization (with over 10 employees) and those from the business sector to be employed in an enterprise with over 10 but less than 25 employees. Respondents coming from the business sector were mainly from the scope of working in the field of industry and trade workers. The interviews were carried out in March and August 2012. The discussion of each focus group lasted between 55-65 minutes. The results represent the opinion of 34 teachers from public schools and 28 workers from the business sector. Employees' opinions were obtained based partly on their expectations, respondents had to rank given potential expectations in the field of work relationships. The data collection and the process of data processing were carried out in verbal form, however, when defining the preferences for hierarchic order the research used the five-point Likert scale to make comparisons (Babbie, 2001, p. 564).

The aim of the research was to answer the following research questions based on the primary data collection and theoretical bases:

A1: How important are the CSR characteristics for teachers when choosing their workplace?

A2: What are the differences between the preferences of CSR characteristics of employees in public schools and business organizations?

A4: Which methods of performance appraisal are used among public servants at schools?

A4: What motivates the employees of public schools through two theoretical models and to examine the employees' needs satisfaction?

Summarizing, the aim of our qualitative study was to design data generation, and to point out the main questions that differentiate the CSR

characteristics and dimensions of two sectors and provide a good base to build a further quantitative study.

RESULTS

CSR Preferences From the Employees' Point of View

The examination of preferences, which meant that the CSR features were evaluated from the employee point of view, was a significant part of the presented research. The study used elements of a corporation CSR report to examine its features. The interviewees had to rank the following features: economic and business environment, environment protection, and work and community relationships. The results can be seen in Table 3.

Table 3. CSR Preferences According to the Opinion of Business (n=28) and Public Schools Employees (n=28)

	Business sector		Public schools	
The hierarchy of CSR features	1.	Work relationship	1.	Work relationship
	2.	Business relationships	2.	Community relationships
	3.	Environment protection	3.	Environment protection
	4.	Community relationships	4.	Business relationships

Source: own construction based on the interviews 2012.

   Work relationships gained the first position in both examined groups, however, in the business sector the majority of respondents thought that business relationships were the second most important feature. According to their opinion a stable and successful corporation can ensure a predictable future for their employees. The opinion is supported by other researches as well. According to Málovics (2008) the fight against a lack of funds makes the life of SMEs very difficult, and organizations with liquidity problems cannot expend its time and energy to social responsibility.

   However, in public schools 2/3 of the respondents marked community relationships as their second preference. The first aim of the research might suggest that for employees in public schools business relationships and financial questions are not important, yet looking at the following aims this assumption is disproved. The reason for this is analysed by later research aims.

The Expectations of the Employees

In accordance to our second research aim, the respondents ranked employee expectation in the field of work relationships, the result of this ranking can be seen in Table 4.

Table 4. Expectations of Employees in the Business Organizations (n=28) and Public Schools (n=34)

	Business sector	Public schools
The hierarchy of employee expectations	1. The constant motivation of employees and ensuring opportunities as they prefer satisfied employees.	1. Keeping the workforce is important for the company and the organisation is willing to make efforts for it.
	2. Keeping the workforce is important for the company and the company is willing to make efforts for it.	2. Financial issues and matters
		3. The constant motivation of employees and ensuring opportunities as they prefer satisfied employees.
	3. The employees are informed about the future plans of the company.	4. The employees are informed about the future plans of the organisation.
	4. Financial issues and matters	5. The protection of the employees: healthcare (sport facilities), stress management, accident prevention.
	5. Ensuring trainings for employees.	
	6. The protection of the employees: healthcare (sport facilities), stress management, accident prevention.	6. Try to reduce the unfavourable effects of redundancy.
	7. Ensuring a discrimination free environment and gender equality.	7. Measuring employee satisfaction.
	8. Measuring employee satisfaction.	8. Ensuring trainings for employees.
	9. Try to reduce the unfavourable effects of redundancy.	9. Ensuring a discrimination free environment and gender equality.
	10. Official representative for the employees in the company.	10. Official representative for the employees in the organization.

Source: own elaboration based on empirical research.

The first four expectations of employees in the business sector and public schools are the same, however, their preferences differ. For the employees of the business sector the motivation which drives human behaviour is of high importance, in the public schools the most important expectation is to keep stability in the workforce. The performance of the employees can only be satisfactory if the expectations of the employees are in harmony with the expectations of the employers, hence the research deals with performance appraisal.

Performance Management in Public Schools

The research examines performance appraisal among public servants. One of the needs of employees is that their performance is evaluated from time to time, however, this need seems to remain unsatisfied. The objective evaluation is useful as it gives an overview of employee performance for the employer, and according to this the employer is able to rank its workforce. For the employee it is to help recognise the fields where further development is needed (Klein, 2003).

There are two basic forms of performance appraisal: formal and informal. According to our research results it can be clearly seen that in

public schools the informal way of performance appraisal is used primari-
ly, and in some groups exclusively, which means oral appraisal or repri-
mand, acknowledgement, punishment maybe rewarding. In the opinion of
the respondents performance appraisal is carried out orally and it is not
personalized. Out of our three focus groups, only one group marked that
their performance is evaluated regularly and it is a personalized evalua-
tion, twice a year, from the employee and employer side as well.

After comparing the self-evaluation and employer's appraisal a per-
sonal meeting takes place, in order to discuss the problematic issues and
to be able to give a better performance in the future.

Performance appraisal can be divided into three levels, in each level
there are different types of tasks and activities, to these the respondents
gave values from one to five. The base of the evaluation is formed ac-
cording to the professional expectation of education and to this the profes-
sional and operational expectations of the company are linked. Finally
such special aspects are evaluated that are connected to social relation-
ships (Table 5).

Table 5. Aspects of Performance Appraisal (Self-evaluation and Employ-
er's Appraisal) in Public Schools (n=11)

Level	Activity/Task
Basic expectations	Professional competence; Planning the educational work; Carrying out educational work; Evaluating students and the documentation of the results; Organizing school celebrations; Decoration and class administration; Partner relationships
Cooperation in the profes-sional and operational activities of the organization	Development of professional activity; Taking part in the professional and operational activity of the organisation; Taking part in work teams; Taking part in professional teams; Out of class activities, special courses
Requirements according to special expectations	Acknowledging performances that are important to the organization; Management; Social behaviour; Social activity

Source: own elaboration based on empirical research.

In the research employer's appraisal and self-evaluation was men-
tioned nearly by all the interviewed people. Performance appraisal is ex-
cellent nevertheless the aim of the director is to reach the maximum per-
formance level.

Organisational performance comes from the already existing skills,
abilities and motivations. One cannot exist without the other as without an

inner drive one cannot give a good performance, and without these abilities there is no motivation. So reaching the maximum performance level of both the above mentioned areas is needed (Klein, 2003).

Motivation

This study overviews certain motivation concepts that were the basic concepts (by Maslow and Herzberg) of the study. Attention should be paid to the fact that motivation aims to satisfy individual's needs and not organisational ones and in this respect responsible solutions and methods have an important role. These solutions can be to use a family-friendly concept, health and appropriate working environment, ensuring gender equality etc. By applying responsible solutions the inner driver of the employees can be increased, as their needs and expectations are satisfied, hence their performance increases.

The task of creating an inspirational working place is not an easy one as each worker is a different individual with different needs and expectations. According to Csíkszentmihályi (1997) effort should be made to ensure that employees can have an even better experience during their work. This is what is called the flow by Csíkszentmihályi (1997, p. 400). It is the task of the leader to recognize individual motivations as it would be of benefit for both the individual person and the employee. If the employees' level of motivation increases, the organisational performance also increases. This means that the performance of the organisation can be increased without input. During the focus group interviews the employees of public schools gave the above quoted responses to their expectations (Table 6).

Table 6. Comparing Employees' Expectations According to the Results of the Business Organizations and Public Schools (n=34)

Employees' expectations based on the interview	Quotations from the focus group interviews
Predictable, stable future	„Predictable future" and „Stability";
Friendly and inspiring environment	„Friendly inspiring environment"; „Environment conscious"; „Appropriate conditions"
Good relationships with colleagues	„Friendly atmosphere"; „Good team as we are together all day"; „Stress-free working environment"; „Good relationship with the boss" and "with colleagues"
The work itself and to see the result of the work	„The ideal working place is where there is a chance for self-determination";
Acknowledgement and appropriate payment	"We need an acceptable salary as our salary is as low as any skilled workers"; „Professional respect"; „An ideal working place pays well"; „A good working place is acknowledging"

Source: own elaboration based on empirical research.

The respondents from public schools mentioned such employees' expectations that reflect the needs of hierarchy of the Maslow model. (It is demonstrated in Figure 1). This model of motivation is the most frequently applied organisational model.
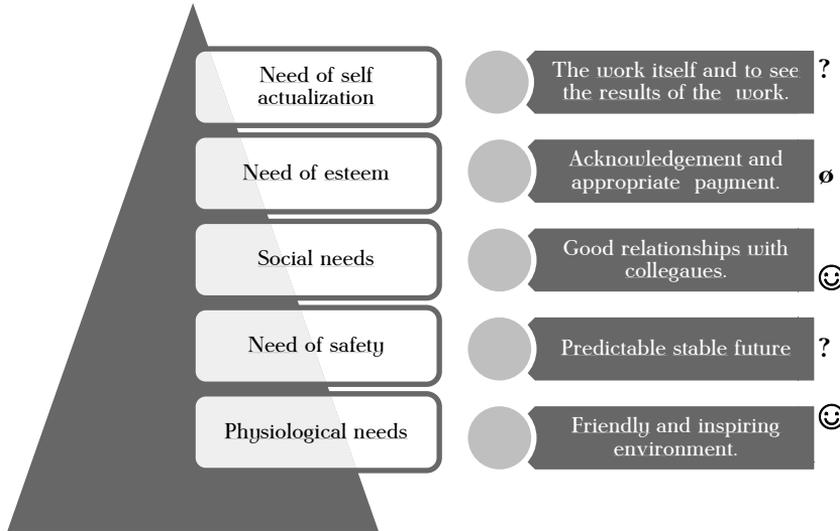

Figure 1. The Maslow Model and the Motivations of Employees in Public Schools

Source: own editing based on and Maslow model in the system of Keményné (1989, p. 130).

The motivational research of the study clearly demonstrated that public servants are unmotivated. Obviously both of the two motivation models raise further questions, but with their application the relationship to work and the employees' mood would be better. The solution of this problem greatly depends on the leader in many aspects. The essential problem is that leaders of educators are not managers however, several solutions can be presented. The motivation model of Maslow (Keményné, 1989) contains the elements of motivated behaviour and their reasons. The qualitative research brought the following results. The friendly and inspiring working environment satisfies those physiological needs that are needed to establish a civilised working environment. In developed countries this does not cause any problems, but as we can see the respondents mention this feature as an important expectation, thinking of innovative, effective work. However, this need is satisfied in the non-business sector. The need of safety is one of the most essential needs and curiously enough it seems that ensuring this in a working environment is not easy. The continuously changing and globalized world where leaders are forced to make fast decisions and to change their planned goals, the existence of the employee might became unpredictable and so the need for safety is high-

lighted. A stable and predictable future is missed by 2/3 of the non-business (public) sector's employees.

According to Maslow the hierarchy of needs means that motivating factors build on each other. Therefore one can only reach the next level, if the given needs are already satisfied. As one always wishes for something more, the already satisfied need is not a driving factor anymore, so the individual steps to the next level (Gordon, 1993, p. 298). However in public schools the employees' second level of needs is not stable, so most of the respondents thought of this level as an important one. Among the employees' expectations this came as first:

> For me payment is the most important, ..., but may be not the payment ..., the steady workplace is more important. Nowadays everybody has a kind of debt, so the small but steady income is more than nothing.

As an employee of an organisation that offers a predictable future performance, effectiveness, ambitions and loyalty of employees are more intensive and hence their requirements can be met. The leader might be well aware of this fact that is why "(...)our boss really makes an effort in our school that the headcount of the children and the staff remains steady".

Insecurity brings performance down and it can also have a negative effect on any other factors.

The feeling of being needed is important for the employee. The human is a social animal and aims to establish a good relationship with its peers, so the expectations of the employees in this respect are also determining. Employees would like to have a friendly atmosphere and an understanding leader. This need should be satisfied by sport clubs and events that are established by the responsible workplace. The respondents were rather satisfied regarding this aspect. 98% of the non-business sector employees showed satisfaction in this field, as all the respondents emphasized their good work relationship with their colleagues. The respondents reported an excellent working community.

> The community is excellent I would recommend this workplace to anyone.

Acknowledgement of the employee's performance can be shown by a compliment, a positive feedback or promotion but the most frequent form is through bonuses. As the payment serves as a kind of acknowledgement for the employee, having a too low or too high salary does not boost the performance; with such a tool the bottom and top threshold cannot be reached, the need is not satisfied. In public schools the need of esteem is damaged according to the respondents:

> An appropriate acknowledgement would be needed and I'm not thinking of the payment.

> Appropriate payment is a need, as our payment approaches the payment of a skilled worker.

Some employees feel the willingness to give a high performance, to build their career using the maximum of their abilities, hence their need for self-actualization is satisfied.

As the model of Maslow raises some questions among the employees' expectations of public schools, another model of motivation needs to be examined as well.

Herzberg developed Maslow's model further (Klein, 2007). According to Herzberg the factors of motivation can be divided into two large groups – hygienic and motivating factors.

The elements of the hygienic group can be seen as a major factor for workplace dissatisfaction. These can also be seen as factors that accompany work or as those that can be separated from work but they belong to the environmental conditions, in which work takes place.

According to Herzberg the existence of hygienic (sustaining) factors do not lead to the dissatisfaction of work. If they are lacking or deficient, then dissatisfaction appears.

The other group of factors, the motivators – such as challenging and interesting tasks, more responsibility, acknowledgement, success, promotion and the possibility of individual development – are the inner factors that lead to employee satisfaction. A better performance – similarly to Maslow – is the consequence of satisfaction. According to Herzberg these are the factors that motivate people in their work, but their absence do not lead to dissatisfaction. Hence satisfaction and dissatisfaction with work are two independent concepts (Gordon, 1993).

According to the results of the focus group research it can be stated that in the non-profit sector both the source of the satisfaction and the source of dissatisfaction of public servants' motivational factors are harmed. These motivational factors were evaluated by the interviewees when they had the opportunity to describe their ideal workplace. The opinion of the respondents is demonstrated in Table 7.

In the circle of studied public servants it can be stated that they worry about the lack of hygienic factors (work safety, payment.) and this leads to dissatisfaction with work. However, if in the future improvement takes place and their expectations were fulfilled, their dissatisfaction would cease, but they would not be satisfied. Despite the theory the harm of this factor group should be helped. At the same time the responding teachers worry about the lack of motivating factors (development opportunities, lack of acknowledgement). Nevertheless this does not necessarily mean that employees are dissatisfied with their work. This motivating factor group also needs to be helped, as if the needs connected to the motivators are satisfied, satisfaction in their work would increase significantly.

The motivational research of the study clearly demonstrated that public servants are unmotivated. Obviously both of the two motivation models raise further questions, but with their application the relationship to work and the employees' mood would be better. The solution of this problem greatly depends on the leader in many aspects. The essential problem is that leaders of educators are not managers however, several solutions can be presented.

Table 7. The Herzberg Motivational Factors According to the Opinion of Employees in the Public Schools (N=34)

Motivational factors – source of satisfaction	Wanting or harmed
The possibility of taking responsibility	
The feeling of good performance; Challenging work and its feeling of success:	
"Self-actualisation, innovation"	
Development (opportunity for learning), opportunity for building a career (promotion):	
"Such a workplace would be ideal for me, where there are trainings and opportunities for further studies"	yes
"The opportunity of further studies"	
Acknowledgement:	
„An acceptable acknowledgement would be needed. Thinking not only of payment"	yes
"Moral Acknowledgement"	
"Respected job and worker"	
Hygienic factors – source of dissatisfaction	**Wanting or harmed**
Work safety:	
"Nowadays everybody has a kind of debt, so the small but steady income is more than nothing"	yes
Payment:	
„It's ridiculous how much we earn, our salary is not nearly as much as that of a skilled worker"	yes
„Acceptable payment"	
"Well-paid job"	
Relationship with colleagues:	
„It is only the colleagues that keeps me on this career"	
"Friendly, opened colleagues are friendly "	
Physical working conditions and working environment:	
"Inspiring friendly atmosphere"	
"Appropriate physical conditions"	
"Well-equipped school"	
"Environment of high standard"	
Organisational rules:	
"Not too many rules that can be kept. "	
"Flexible workplace."	
The informal style of the leader:	
"Empathetic helpful boss."	
"Objective boss."	

Source: own elaboration based on empirical research.

DISCUSSION AND CONCLUSIONS

Based on our – non representative – research results we carried out among a well-defined special group of the public sector – teachers coming from primary schools – and in the business sector, we can state that there is no difference between the two sectors putting their work relationship into first place, the financial questions are important for both of them (confirming the Maslow and Herzberg concept). For the group of teachers – following financial expectations – the need of motivation and to be informed about their future, stress-free working environment and a self-learning friendly environment are important. That highlights the teachers need for safety, a stable future where they can improve themselves is of great importance. This hierarchy of employees' expectations in the business sector differs. For them the question of constant motivation is more important and less important are the financial issues and matters. One possible reason can be the difference between the two groups' incomes but this was not examined in the research. The same expectation was in the two groups that for employees job security is important and that they want to feel important for the organization.

If leaders placed more power in the hands of employees, it would help in creating a more stable vision. That is when establishing the vision of the organisation the leader would put the emphasis on the values of the employees and would involve them in the decision of how they would reach their future goals. Hence the employees would be more motivated in their work.

Obviously performance appraisal is important for the employee and also that, they can expect acknowledgement for their performance. Also the research of Taylor verified that financial motivation plays an important role, but it is not the only motivating factor if we would like to reach our top performance (Lawler, 1973, p. 224). The good leader acknowledges and rewards success not necessarily in a financial sense. Acknowledgement not only satisfies the employee, but also rewards one who belongs to such an organisation where the fate of the employees is important and so their insecurities would vanish. The inner communication of the organisations needs to be improved in public schools.

Training opportunities are offered for educators, but none of the organisations deal with career planning. The educators do not have the chance of promotion in their own organisation which means that this motivational factor is damaged and hence there is no employee satisfaction. By extending the scope of authority for certain employees this factor group can also be improved.

   Applying proactive tools that would boost responsible organisational activity could also provide a solution. Proactivity initiates productivity but in management theory it moves onto a wider scale of meaning (Figure 2).

   Organisations that try to have the competitive edge make it very important that their employees remain proactive, this feature plays an important role when recruiting new employees. The employees should exploit their abilities, should initiate new actions etc. Proactivity and taking responsibility goes hand in hand. That is why a leader should apply responsible organisational solutions, methods (family-friendly view, healthy working environment, gender equality, activities outside work etc.) in their organisation as they advance proactive motivation. These activities with the help of inner communication motivate employees.
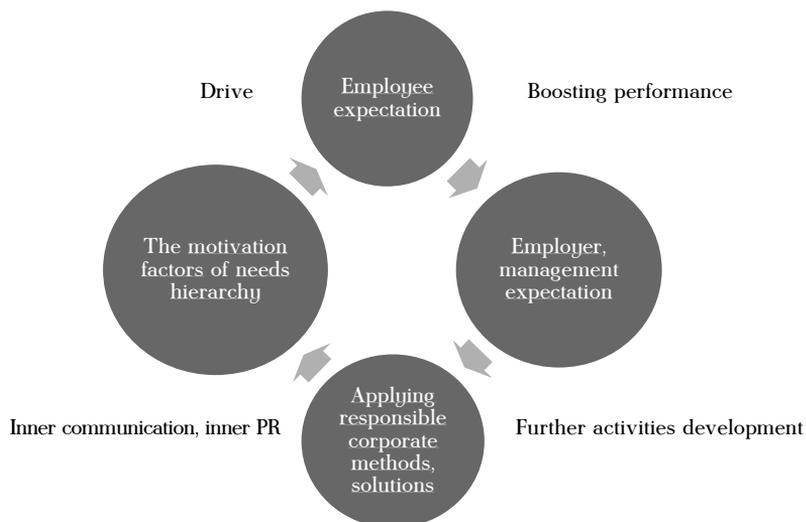

Figure 2. The Mode of Action of Boosting the Proactivity of the Responsible Organisation Activity

Source: own construction.

   The needs and expectation of employees would be satisfied continuously. Because of the varieties of motifs, the drive switches into gear and hence the employee gives an effective performance. That is the employees of organisations applying responsible methods are more effective, perform better, are more ambitious and also the expectations of the employers are satisfied. The proactive employees have their fate in their hands and if they feel that they can do something about their future become even more motivated. So the leader initiates further activities and develops the responsible organisational activities in the field of work relations so that the employees would be offered real value.

We must highlight that the main elements of social responsibility must be adopted and integrated into the non-business sector's every day life.

We agree that a qualitative in-depth interview does not provide representative data, but our study reveals interesting results. Although teachers, the group focused on from the non-business sector, de-emphasized the importance of economic and business relations and put them in the last places of the ranking, they mentioned wages noticeably in second place among the questions of workers' issues. Examination of this conflict and exploration of hidden or real facts and reasons needs a more detailed a quantitative study in future.

Based on the research we carried out among a special group of the public sector – teachers of public schools in a small Hungarian microregion – to get information about their knowledge on CSR and their expectations of their workplace – we can state that work safety, payment (as hygienic factors), future individual development and acknowledgement (as motivation factors) are determining agents in satisfaction or dissatisfaction of employees in public schools. In our – not representative sample – the de-motivational characteristics of employees attracts attention: the managerial approach of leadership of public organizations must be changed. Also the knowledge of explicit effects must be improved.

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OCZEKIWANIA PRACOWNIKÓW WOBEC PRACODAWCY W SZKOŁACH PUBLICZNYCH

Abstrakt

Tło badań. Zastosowanie społecznej odpowiedzialności w przedsiębiorstwach, integrującej społeczne i środowiskowe działania z biznesowymi, zyskuje ostatnio coraz więcej uwagi. CSR (Społeczna Odpowiedzialność Biznesu), stała się powszechnie znana. Jednak koncepcja ta, stworzona w interesie zrównoważonego rozwoju, nie jest wyłącznie domeną organizacji biznesowych. Elementy społecznej odpowiedzialności mogą być zastosowane w sferze niebiznesowej. W niniejszej pracy wzięto pod uwagę tylko niektóre z nich, związane z zatrudnieniem i sprawami socjalnymi.

Cele badań. Celem pracy jest poznanie oczekiwań pracowników w szkołach publicznych, ich ogólnego nastawienia do pracy i wrażliwości społecznej oraz komunikacji wewnętrznej w szkołach.

Metodyka. W badaniu zastosowano pogłębione wywiady grupowe zogniskowane.

Kluczowe wnioski. Uzyskane wyniki badań wykazały różnice w preferencjach dotyczących zatrudnienia i kwestii socjalnych w organizacjach biznesowych i niebiznesowych. Jedna z istotnych różnic dotyczy potrzeby uznania. Poprawy wymaga znajomość efektów. Rola szkoleń jest istotna, ale wdrożenie odpowiedzialnych rozwiązań organizacyjnych i metod (bezpieczne warunki pracy, równość płci, aktywność poza pracą itd.) może pomóc poprawić motywację pracowników. Także wewnętrzna komunikacja motywuje pracowników.

Słowa kluczowe: kultura organizacyjna, społeczna odpowiedzialność biznesu, komunikacja wewnętrzna, szkoły publiczne