

## ***EDUCATING FUTURE SPECIALISTS: LABOUR MARKET, HIGHER EDUCATION AND COMPREHENSIVE SCHOOLS***

### **Students' Integration into the Labour Market: Formation of Motivation, Salary Needs and Expectations**

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**crossref** <http://dx.doi.org/10.5755/j01.ss.87.1.12321>

#### **Abstract**

The controversial issues of employee motivation and wage expectation formation are often analysed in research and practical terms by addressing the fact that a prospective employee (especially with no work experience) may be employed with preformed wrong wage expectations. The paper aims to assess the problematic aspects of the integration of young (18-23 years old) persons, studying at university, into the labour market associated with the expectations of desired wage.

**Keywords:** net and gross wages, employee needs and expectations, wage expectations, motivation, students.

#### **Introduction**

Companies operating in the modern business environment are constantly improving their systems of motivation and remuneration in order to increase the loyalty of employees, as well as the quality and productivity of their work. The questions of the human resources management (also motivation and remuneration for work) have been analysed different researchers: Armstrong (2009), Boxall (1999, 2003), Dessler (2001, 2005), Fisher et al. (2006), Gomez Mejia et al. (2004), Hall and Torrington (2002), Lesch and Bennett (2010), Merboth (2008); Bakanauskiene (2004, 2008), Barsauskiene (2006, 2010), Gerikiene (2009, 2010), Kumpikaite (2011), Martinkus (2003, 2006), Sakalas (2003, 2006), Vanagas (2009), Zaptorius (2005, 2007).

Although one of the main motivators for employees is the material wage corresponding to their needs and expectations, other motivation elements, such as career possibilities, variable salary for the results achieved, etc. are also emphasised. The problem is that the dissatisfaction with the receivable material wage and non-material motivational measures exists in a substantial number of business enterprises operating in various economic fields. The reasons may be various: failure to familiarize the

employees with the system of remuneration and motivation in the business enterprise, too low interest of the employees themselves to learn about various aspects of remuneration for work (what is the cost of the employee to the company, including all material and non-material payment tools granted), as well as the wrongly formed expectations of the employee himself. The problem of wrong treatment of the wage paid, which is addressed in this paper, that conditions the perverted approach to the wage existing in the labour market of Lithuania is associated with the formation of the wage expectations of young employable-age people.

Drawing on the above considerations, the following aim of the paper has been defined: to evaluate the problematic aspects of students' (18-23 years old) wage expectations and formation.

In first part of the article the theoretical aspects of the employees' needs and expectations of wage and other motivation measures in a business enterprise are discussed.

The motivation and expectations of desirable material wage of students in business sector in Lithuania is analysed at the second part.

Analysis of research literature and a questionnaire survey of the university students were employed. Statistical processing of the empirical research results has been carried out by the means of statistical analysis software and the data processing packages *Microsoft Office Excel*, *IBM SPSS Statistics 21* (calculations of averages, standard deviations; correlation analysis).

#### **The needs and expectations of employee formation: theoretical aspects**

When examining the use of manpower in business enterprises in order to achieve maximum productivity, quality, customer satisfaction and, therefore, a successful existence of the enterprise in a competitive market, an emphasis is laid on the importance of the implementation of equitable remuneration and motivation and the strategy of human resources in order to promote and mobilize the

employees and satisfy their needs.

The theoretical analysis (Graham et al., 1998; Kumpikaite et al., 2011; Sahoo et al., 2011; Schmidt et al., 2011) of the employees' needs and expectations in pursuance of the increase of motivation has highlighted the importance of the employees' expectations associated with the satisfaction of primary needs (the guarantee of subsistence and security). It is the material wage determined for the employee in the business enterprise that is the basis of satisfaction of the aforementioned needs (Sahoo et al., 2011). The problem analysed in the paper is wage expectations of young employees leading to the dissatisfaction with the wages existing in the labour market. In general, the formation of the wage expectations of a young person is influenced by the situation in the labour market of the country, as well as the surrounding social environment (academic institutions, various groups of like-minded fellows, etc.). This is confirmed by Berzinskiene and Rudyte (2008), who argue that the position of young people in the labour market is dependent on the total demand, and the young people searching for a job for the first time encounter a number of problems. Firstly, due to the lack or abundance of particular professions in the labour market, and secondly, due to unreasoned wage expectations. According to Berzinskiene and Rudyte (2008), the relatively low accumulated levels of the available human capital prejudice the opportunities of the young people to get a job. The young people (students or new graduates) with no practical experience are often willing to get higher remuneration (material and non-material) from a company than the later is ready to pay.

Verhaest et al. (2013), having analysed the relationship between the educational background and the practical skills of young employees in the working activities, associated the existing inequalities in the labour market namely with the results obtained in the latter studies. The work, which nature requires more knowledge provided by formal education, is generally associated with better practical skills, i.e., there exists a certain balance. It is interesting that, according to Verhaest et al. (2013), the employees with lower and advanced education usually have less skills than the ones with sufficient education required for the respective nature of work.

Drawing on the study carried out by Laud (2007), the skills and work experience of employees have a significant impact on the formation of the system of motivation and work remuneration. It has been noticed that the employees, whose work experience in a business enterprise is longer, give more importance to material wages. The opinion of less experienced employees reflects the opposite situation – at the beginning of career, the employees feel more appreciated, if they are trusted and given greater powers, as well as more complicated functions.

Another important aspect concerning the situation of the young people in the labour market is the favourable opportunities of international mobility of the times. The mobility of young people and the increase thereof can be treated as a factor influencing upon the formation of wage expectations. It should be emphasized that two types of the young people mobility need to be distinguished: short trips

(for one semester – with the purpose of studies, for a certain season – with the purpose of work) and long-term emigration. Konevas and Duoba (2007), having researched the students' mobility and its influence upon the increase of the country's human capital argue that the studies in a foreign country provide much cultural, personal and academic knowledge, promote such general competences of the young people as persistence, determination, stamina, and familiarize with the labour market conditions of that country. This is supported by Kumpikaite et al. (2013), who state that the mobility of students allows developing both academic skills and cultural awareness, and civic skills. Having acquired theoretical and practical knowledge in a foreign country, a student is rating his/her work higher, as well as his/her expectations of material and non-material motivation measures desirable to be paid for the work increase.

The main factors of the young people migration are generally referred to as the differences between the supply and the demand of labour force, as well as the differences of wages in different countries (Ciasniene and Kumpikaite, 2011). When analysing the notions of the neo-classical economic theory, the authors confirmed the role of 'pushing' and 'pulling' forces influencing upon the migration decisions. The existing ample opportunities (especially for the young people) to get employed by the companies not only in their own country, but also in foreign countries on purpose to be paid higher wages are closely associated with the wage expectations being formed.

The wage and its size are inseparable from the quality (level) of the living conditions of an individual and his/her satisfaction with the living conditions, which can be assessed very subjectively. As it has been already mentioned, namely the standard of living of the country, region is one of the most important external economic factors, also closely related to a legal - political facet, determining the movement of young people in the international labour market. The employee is treating the wage as a basic part of his own and his family income, and the means to improve his living and material situation.

With the constant increase of the prices of personal consumption goods and services, the trade unions of developed countries are seeking to include a clause regarding the increase of wages depending on the change of price index into the collective agreements (Bakanuskiene et al., 2003; Barsauskiene et al., 2010). The direct dependence between the standard of living and the size of wage is reasoned by the applicable wage indexation depending on the level of prices and the quantity of goods and services per capita (deWalque et al., 2010). Mietule (2012) has analysed the theoretical aspects of life quality and its separate elements, as well as assessed the quality of student life that is defined under such aspects as educational services, disposable income, health care, cultural and entertainment events and the feeling of belonging to a family, a circle of friends and acquaintances. It follows that the need to seek after a certain standard of living of the students is closely related to the desired wage after entry into employment. It should be stressed that work is described by means of a value

related to a difference between loss of leisure and income earned from work (Lesch and Bennett, 2010). The aspect of time is very important for a young person accepting a job proposal and negotiating on work remuneration, because the current life cycle stage of the young employees is especially related to family formation.

The importance of the influence of social environment, and more specifically education institutions upon the young people is confirmed by Organisjana and Koke (2012), who have researched the relationship between the elements of entrepreneurship, as well as the opportunities of higher education to develop the entrepreneurship of students. Through the prisms of cognition of a student's needs and feelings, the institutions of higher education are forming the motivation and behaviour of the later, i.e. his entrepreneurial spirit, and thus the ability to enter the labour market and succeed in it. The importance of the development of entrepreneurial spirit and the formation of entrepreneurial competences in the process of studies should be emphasised due to the possibility to improve the attraction and integration of young people into the labour market (Burgete et al., 2011). Zvireliene et al. (2012) having analysed the role of higher education institutions in the process of students' integration into the labour market conclude that the practical training serves as a possibility to acquire more knowledge about the labour market. The lack of practical preparation is one of the most important problematic aspects of the integration into the labour market. It should be emphasized that during the practice, the students can familiarize with the employees' motivation and remuneration system applicable in a business enterprise. This may influence upon the attitude towards the determination of the employee's work price.

Attention should be drawn to the changes in higher education policy. The higher education is increasingly focused on promotion of internationality and development of lifelong learning mainly due to the demographic changes in the country (Grebliauskas et al., 2012). According to the authors, the migration from developing countries (both for the purposes of studies and work) can

mitigate the consequences of demographic changes, but there should be added the fact that they may also have a significant impact on the country's labour market and changes in it. It is possible that these immigrants will not only occupy certain job positions, but will agree to work for lower wages, what is very useful for a business enterprise.

To summarize the theoretical analysis, one may note that the motivation of young people to work and the formation of their wage expectations are influenced by many external factors, such as the situation in labour market and the standard of living of the country, the possibilities of international mobility that determine the number of young people both leaving from and arriving to the country for longer or shorter periods, as well as the education policy of the country and individual academic institutions. Such aspects as internal attitudes, features of character, lifestyle of young people, which are influenced by their close environment (the family and peers), should be undoubtedly emphasized as well. Under the influence of these circumstances, an empirical research has been carried out to highlight the desired wage of students upon the completion of their studies.

## Methodology

The empirical research is based on the research results of doctoral thesis 'Systematic evaluation of factors influencing remuneration in Lithuanian business organizations' (Ziogelyte, 2013) and other research results.

In observance of theories applicable to the assessment of factors affecting the remuneration for work, the factors influencing the motivation and remuneration for work were systematised dividing them into three groups in doctoral thesis. Group of factors of the employees' value and subgroups of factors constituting it – relative value of the employee, personal qualities, needs and expectations, social status (age, sex) is analysed in this paper. The focus of attention of this paper is young employees' needs and expectations.

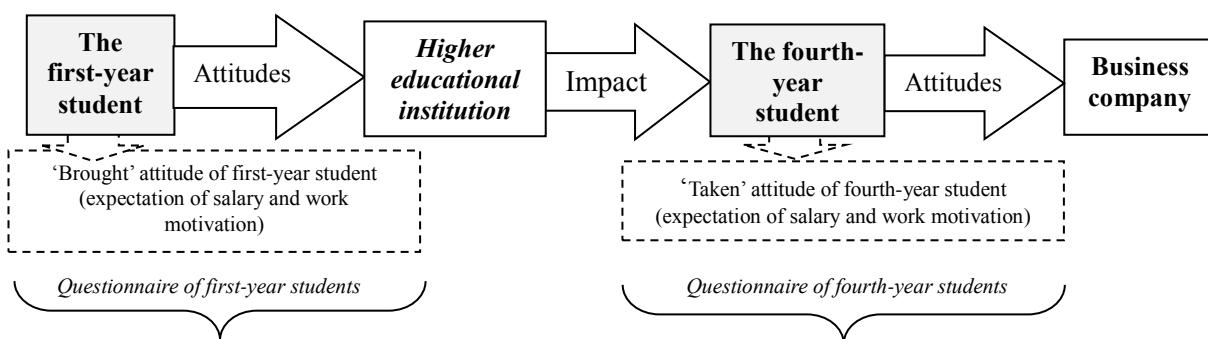


Figure 1. Relation of students, higher educational institutions and business companies

*Analysing the problem, according research results of dissertation:* business companies must address the issue of wrong interpretation of wage by employees, or, to put it more precisely, their failure to understand that the variable component of wage and elements of indirect wage are the elements of the final wage received from the organisation for the performed work, through a more effective organisation of a process of familiarisation of employees with the system of remuneration for work and its changes in the course of time.

*Assumptions which are addressed in this article:* first-year students bring attitude towards work motivation, they have not formed expectation of salary; higher educational institutions set students for integration into the labour market; students are not employed with wrongly formed attitude and salary expectations.

The method of empirical research was student survey. It was essential to select adequate groups of the sample in order to achieve statistically reliable, objective research results that would reflect the appropriate population characteristics (the actual situation regarding the desired remuneration corresponding needs and expectations of students). In order to assess attitudes of different year students, the first-year and the fourth-year students were interviewed by means of a questionnaire survey.

Statistical processing of results of empirical research is performed using statistical analysis software, data examination packages *Microsoft Office Excel, IBM SPSS Statistics 21* (calculation of averages, analysis of correlation). Quantitative data processing allows determining if there is a connection between the analysed subjects in quantitative indicators and dependence between these subjects.

## Analysis of research results

In September 2014, 152 respondents, i.e. the first-year (77 respondents) and the fourth-year (75 respondents) students were interviewed by means of a questionnaire survey (a short questionnaire of closed type questions).

Three main questions given in the questionnaire of the survey were targeted at highlighting the students' opinion on the desired wage and the minimal wage acceptable for work upon the completion of studies. The aim was also to examine the situation of the students' attitudes towards the working time for an average remuneration in the Lithuanian labour market.

First of all, it is appropriate to give the general summary of all respondents' responses and then to examine the answers of the respondents of the two groups (the first- and the fourth-year students) separately.

The desired net wage of all respondents for work in their field (the type of work related to their studies) upon completion of the studies amounts to an average of around 680 euros. The highest rate of the respondents (29,6 percent) stated willing to get the wage of approximately 797 euros. Just 13,2 percent of the respondents referred to the amount in the range from 942 to 1450 euros as the wage to be paid upon the completion of their studies.

The minimal wage for which the respondents would agree to work after completion of their studies (a job

according to their speciality, nature of work related to their studies) amounts to an average of 516 euros (standard deviation – 735,4 euros). A majority of the respondents (33,6 percent) confirmed that they would agree to work for the minimum wage of 507 euros. Just 4 percent of the respondents answered that the minimum wage they would agree to work for after completion of studies is in the range between 942 and 1450 euros.

The analysis of the desired wage and the minimal wage for which the respondents would agree to work after the completion of studies from the perspective of gender shows that the desired wage of male respondents is 24,5 percent higher than of the female. The average minimum wage of the women (for which they would agree to work after the completion of studies) is also 21,7 percent lower than of the men.

A comparative analysis of the students' responses in regard to the year of studies has revealed that the desired wage of the first-year students (after the completion of studies) amounts to an average of around 724 euros, whereas of the fourth-year students – 635 euros (Table 1). The difference (89 euros or 12,2 percent) between the different groups of respondents shows that the final-year students are assessing their abilities and opportunities in the labour market more critically and realistically.

The highest rate of the first-year students (36,4 percent) have stated that they would like to work for the remuneration of 797 euros. Even 52 percent of the interviewed first-year students referred the amount ranging between 363 and 507 euros as the minimal wage acceptable for them upon the completion of studies. The highest rate of the fourth-year students (48 percent) would be willing to work for the remuneration ranging between 652 and 797 euros. The interesting fact that even 26,7 percent of the fourth-year students believe that their wage should be around 362 euros. Even 40 percent of the fourth-year students have specified the lowest wage of 507 euros that would satisfy them upon the completion of studies.

The fourth-year students would agree to work for lower remuneration than the first-year students, i.e. the average minimal wage of the final-year students is even by 122,9 euros (21,3 percent) lower than of the first-year students.

A similar situation has become apparent upon the comparison of the students' attitude towards the indices under research from the perspective of a gender. The analysis of the first-year students' responses by the gender has revealed that the average of the desired wage of men is 811 euros, while of the women – 679,2 euros (cf. the average wage of the fourth-year male students is 851,4 euros, whereas of the female – 576 euros).

In order to assess the relationship between the first-year and the fourth-year students' desired wage and the minimum wage, for which they would agree to work, a correlation analysis has been carried out. The following statistical assumptions have been hypothesized:

$H_0$ : there is no dependence between the desirable wage and the age of a student.

$H_1$ : there is dependence between the desirable wage and the age of a student.

Table 1

**The desired wage and the minimal wage for which the respondents would agree to work after the completion of studies: general and by gender aspect**

| Respondents Mean (Euro) | The first-year students | The fourth-year students |
|-------------------------|-------------------------|--------------------------|
| <i>The desired wage</i> |                         |                          |
| General                 | 723,7                   | 634,8                    |
| Women                   | 679,2                   | 576,0                    |
| Men                     | 811,0                   | 851,4                    |
| <i>The minimal wage</i> |                         |                          |
| General                 | 576,9                   | 454,0                    |
| Women                   | 544,2                   | 423,7                    |
| Men                     | 641,0                   | 566,1                    |

The obtained correlative matrix has revealed that these two variables are related by a very weak reciprocal correlative (the Pearson correlation coefficient  $r = -0,196$ ) and statistically significant ( $p < 0,05$ ) relationship. The following correlation has become apparent: the elder students' desired wage upon the completion of studies is lower.

The following statistical assumptions have been drawn:

$H_0$ : there is no dependence between the minimum wage (acceptable after the completion of studies) and the student's age.

$H_1$ : there is dependence between the minimum wage (acceptable after the completion of studies) and students' age.

The obtained correlative matrix has revealed that these two variables are related by a very weak reciprocal correlative (the Pearson correlation coefficient  $r = -0,270$ ) and statistically significant ( $p < 0,01$ ) relationship. The following correlation has become apparent: the elder students would agree to work for a lower wage upon the completion of their studies. Upon the examination of the students' opinion about the desired wage, it is also purposeful to analyse a reverse question - about the duration of working time for an average remuneration in Lithuania. The analysis of the working hours for an average remuneration in Lithuania has revealed that the interviewed students preferably support the view that the working-week of 40 hours is the best one (even 40,1 percent of the respondents have chosen the working-week of 40 hours, while only 21,7 percent of the respondents indicated the working-week of 32 hours to be the best one).

The statistical distribution analysis of the questionnaire survey data has shown that it can reasonably be assumed that the opinion of the first-year and the fourth-year students regarding the duration of the working time for an average remuneration coincide (approximately 40 percent of both the first-year and the fourth-year students referred the working-week of 40 hours as a suitable one).

Each young person in the primary stage of integration into the labour market is an individual with different needs and expectations, which must be perceived by a business enterprise to achieve success in its activities. Upon completion of studies, a student expects to get a salary corresponding to his/her position, seniority, experience, education and professional qualifications, as well as to feel satisfaction in work. To achieve this, business enterprises must have a clear and transparent motivation and work

remuneration systems objectively justifying the wage differentiation for the employees of different age, education, position, etc.

### Conclusion and recommendations

Drawing on the analysis of research literature and the research results of the questionnaire survey, the following conclusions and recommendations have been drawn:

1. The attitude and implemented wage policy of the Government, as well as the remuneration systems of business enterprises are complicated processes conditioned by a number of static and dynamic factors that affect not only the employees' welfare, productivity level, change and desire to work efficiently and qualitatively, but also the opportunities of young persons to integrate into the labour market. The unfair competition of business enterprises related to recruitment procedures, the irregularities of motivation and remuneration systems (unreasoned differentiation of wages) have a significant impact on the attitude of young people towards the labour market and formation of their wage expectations.
2. The main factors influencing the motivation of young people to work and formation of their wage expectation are the situation of the labour market and the standard of living of the country, the opportunities of international mobility, the overall education policy of the country and individual academic institutions, as well as the internal attitudes, features of character, lifestyle of an individual conditioned by his/her close environment (the family and peers).
3. It is not an easy task for business enterprises to retain and motivate employees, especially young people, who are constantly searching for new challenges and changes. Young people (even without work experience) are useful for many business enterprises, because they easily soak up novelties, quickly react to changes and are not afraid of them, as well as have no unreasonably high wage expectations as it has been showed by the results of the empirical research.
4. The empirical research results have highlighted the differences of wages desirable by the first-year and the fourth-year students upon completion of their studies, i.e. the wage acceptable to the fourth-year students upon completion of their studies is lower (more in line with the actual situation). Therefore, it

- should be concluded that the educational institution is properly forming the attitude of the students towards wages and preparing them for integration into the labour market.
5. The comparative analysis of the desired and minimum (acceptable upon the completion of studies) wage of the students by the criterion of age has revealed more critical attitude of the elder students towards the wage desirable to be paid upon the completion of studies and abilities to assess their opportunities in the labour market more realistically.
  6. The empirical research results have shown that the formation of work motivation and wage expectations of young people is related to many external factors, such as the situation of the labour market and the standard of living of the country. Upon completion of studies, the students assess realistically their value in the labour market and wish to get a salary corresponding to their abilities, education, experience and the average wage level of the country.
  7. To motivate young people properly, business enterprises employing the young, inexperienced employees need to draw attention to their inner attitudes, needs and expectations. In future, upon having gained work experience and skills and become loyal to the company, these employed young employees, to whom the company has ensured the motivation measures corresponding to their expectations, will become a part of the company's accumulated human capital.
  8. For further research, it is appropriate to choose the specific features of attitude towards wages and motivation measures and the challenges of integration into the labour market of students already employed while studying.

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L. Pilukienė

**Studentų integracija į darbo rinką: motyvacijos ir darbo užmokesčio lūkesčių formavimas**

Santrauka

Šiuolaikinėje verslo aplinkoje veikiančios įmonės, siekdamos didinti darbuotojų lojalumą, jų darbo kokybę ir produktyvumą, nuolat tobulina motyvavimo ir darbo apmokėjimo sistemas. Ir nors vienas pagrindinių darbuotojus motyvuojančiu veiksniu yra jų poreikius ir lūkesčius atitinkantis materialusis darbo užmokesčis, tačiau akcentuojami ir tokie motyvavimo elementai kaip karjeros siekimo galimybės, kintamasis darbo užmokesčis už pasiekus rezultatus ir t.t. Problema ta, kad

nepasitenkinimas gaunamu materialiuoju darbo užmokesčiu ir nematerialiomis motyvavimo priemonėmis egzistuoja daugelyje verslo įmonių, veikiančių įvairiose ekonominėse veiklose. Priešaisių galima rasti įvairių: darbuotojų nesupažindinimas su darbo apmokejimo ir motyvavimo sistema verslo įmonėje, per mažas pačių darbuotojo suinteresuotas sužinoti įvairius darbo apmokejimo aspektus (kiek darbuotojas kainuoja įmonei, išskaitant visas suteikiamas materialias ir nematerialias apmokejimo priemones), taip pat neteisingai susiformavę paties darbuotojo lūkesčiai. Akcentuotina tai, kad verslo įmonių nesažininga konkurenčija darbuotojų paieškos ir įdarbinimo kontekste, minėti motyvavimo ir apmokejimo už darbą sistemų netikslumai (nepagrįstai diferencijuojant darbo užmokesčių), daryti itin didelę įtaką jauno amžiaus asmenų požiūriui į darbo rinką ir darbo užmokesčio lūkesčių formavimuisi. Šiame straipsnyje netaisingo gaunamo darbo užmokesčio traktavimo problema, sąlygojanti Lietuvos darbo rinkoje egzistuojantį iškreiptą požiūrį į darbo užmokesčių, siejama su jaunu, darbingo amžiaus asmenų darbo užmokesčio lūkesčių formavimu.

Straipsnyje siekiama įvertinti jauno amžiaus asmenų (18-23 metų), studijuojančių universitete, integracijos į darbo rinką probleminius aspektus, susijusius su norimo gauti darbo užmokesčio lūkesčiais. Siekiant tikslus, pirmiausia straipsnyje pateikiami darbuotojų poreikius ir lūkesčius atitinkančio darbo užmokesčio ir kitų motyvavimo priemonių taikymo verslo įmonėje teoriniai aspektai. Remiantis teorinėmis nuostatomis, analizuojami atlirkto empirinio tyrimo rezultatai, reprezentuojantys studentų norimo gauti materialaus darbo užmokesčio lūkesčius, taip pat apibendrinami studentų darbo užmokesčio lūkesčių formavimo probleminiai aspektai ir tobulinimo galimybės.

Darbuotojų motyvacijos ir darbo užmokesčio lūkesčių formavimo klausimai mokslinėje ir praktinėje plotmėje yra dažnai analizuojami, atkrepiiant dėmesį į tai, kad potencialus darbuotojas (ypatingai neturintis darbinės patirties) gali išsidarbinti su iš anksto netaisinguose susiformavusiuose darbo užmokesčio lūkesčiais. Mokslišnės literatūros analizė atskleidė, kad jauno amžiaus asmenų motyvacijai dirbtų ir darbo užmokesčio lūkesčių formavimui įtaką daro daug išorinės aplinkos veiksnių - darbo rinkos situacija ir gyvenimo lygis šalyje, tarptautinio mobilumo galimybės, kurios sąlygoja tiek ilgesniams ar trumpesniams laikui išvykstančių, tiek į šalį atvykstančių jauno amžiaus asmenų skaičių, taip pat šalies švietimo ir atskirų mokslo įstaigų politika. Be abejo, akcentuotini ir tokie aspektai, kaip jauno amžiaus žmonių nuostatos, charakterio savybės, gyvenimo būdas, kuriems įtaką daro artima (šeimos, bendraminčių) aplinka.

Darbuotojų poreikių ir lūkesčių, siekiant motyvacijos didėjimą, teorinių aspektų išryškino darbuotojų lūkesčių, susijusius su pirminių poreikių (pragyvenimo ir saugumo užtikrinimas) patenkinimui, svarbą. Būtent materialusis darbo užmokesčis, nustatytas darbuotojui verslo įmonėje, yra minėtų poreikių patenkinimo pagrindas. Jauno amžiaus asmenys (studijuojantys arba ką tik baigę studijas), neturėdami praktinio patyrimo, dažnai nori iš įmonės gauti didesnį užmokesčių (materialiųjį ir nematerialiųjį), nei ši pasirengusi mokėti. Darbo užmokesčis, jo dydis neatsiejamas nuo individuо gyvenimo sąlygų kokybės (lygio), pasitenkinimo gyvenimo sąlygomis, kurio vertinimas yra labai subjektivus. Darbuotojui darbo užmokesčis yra pagrindinė paties darbuotojo ir jo šeimos pajamų dalis, pragyvenimo, materialinės padėties gerinimo priemonė.

Kitas svarbus aspektas, kalbant apie jaunimo padėti darbo rinkoje, yra šiuo laikmečiu egzistuojančios palankios tarptautinio judėjimo galimybės. Jauno amžiaus žmonių mobilumą ir jo didėjimą galima traktuoti kaip veiksnį, darantį įtaką darbo užmokesčio lūkesčių formavimuisi. Aukštasis mokslo taip pat vis labiau orientuojasi į tarptautiškumo skatinimą, mokymosi visą gyvenimą plėtojimą. Akcentuotina tai, kad reikia išskirti du jauno amžiaus asmenų mobilumo tipus: trumpalaikės išvykos (vieną studijų semestrą - studijuoti, tam tikru sezonu metu - dirbt) ir ilgalaikė emigracija. Aukštojo mokslo institucijos būtent ir sudaro galimybes studentams pasinaudoti trumpalaikio vizito užsienio šalyse galimybėmis tiek studijų, tiek praktikos atlikimo tikslais. Praktinio pasirengimo stoka yra vienas svarbiausių integravimosi į darbo rinką probleminiu aspektu. Akcentuotina tai, kad praktikos metu (tieka Lietuvoje, tiek užsienyje) studentai gali susipažinti su verslo įmonėje taikoma darbuotojų motyvavimo ir darbo apmokejimo sistema. Tai gali daryti įtaką požiūriui į darbuotojo darbo kainos nustatymą.

Itin menkas šios problemos ištyrimo lygis Lietuvoje, mažas atliktu tyrimų skaičius tiek mokslinėje, tiek praktinėje plotmėje, paskatino nagrinėti minėtą klausimą, siekiant įvertinti studentų požiūrio į darbo užmokesčių situaciją Lietuvoje. Tyrimo metu kelti klausimai: ar studentas, ištojės į mokslo įstaigą, „neatsineša“ jokio požiūrio į motyvavimo priemones darbe, neturi suformuotų darbo užmokesčio lūkesčių; ar mokslo įstaiga tinkamai parengia studentų integracijai į darbo rinką; ar studentas tikrai verslo įmonėje išsidarbina su iš anksto netaisinguose susiformuotais darbo užmokesčio lūkesčiais?

Pasirinktas tyrimo metodas - studentų apklausa raštu. Siekiant atspindėti skirtų kursų studentų nuomones apie darbo užmokesčio lūkesčius, į klausimus buvo paprašyta atsakyti I-ame ir IV-ame kursuose besimokančius asmenis. 2014 metų rugsėjo mėnesį buvo apklausti 152 respondentai, besimokantys pirmame (77 respondentai) ir ketvirtame (75 respondentai) kursuose.

Siekiant įvertinti pirmo ir ketvirto kursų studentų (skirtingo amžiaus) norimo gauti darbo užmokesčio ir mažiausio darbo užmokesčio, už kurį sutiktu dirbtį pabaigę studijas, ryšį, atlikta koreliacinė analizė. Pirmiausia nagrinėta priklausomybė tarp studento norimo gauti darbo užmokesčio ir amžiaus. Gauta koreliacinė matrica parodė, kad šiuos du rodiklius sieja labai silpnas atvirkštinis koreliacinis (Pearsono koreliacijos koeficientas  $r = -0,196$ ) ir statistiškai reikšmingas ( $p < 0,05$ ) ryšys. Išryškėjo tokia tarpusavio priklausomybė – vyresnio amžiaus studentų norimo gauti darbo užmokesčio pabaigus studijas yra mažesnis. Išanalizavus priklausomybės egzistavimą tarp studento mažiausio (už kurį sutiktu dirbtį pabaigus studijas) darbo užmokesčio ir jo amžiaus, taip pat gautas silpnas atvirkštinis koreliacinis (Pearsono koreliacijos koeficientas  $r = -0,270$ ) ir statistiškai reikšmingas ( $p < 0,01$ ) ryšys. Išryškėjo tokia tarpusavio priklausomybė – vyresnio amžiaus studentai, pabaigę studijas, sutiktu dirbtį už mažesnį darbo užmokesčių. Lyginamoji studentų norimo ir mažiausio (už kurį sutiktu dirbtį pabaigę studijas) darbo užmokesčio analizė, atsižvelgiant į amžiaus kriterijų, išryškino vyresnio amžiaus studentų kritiškesnį požiūrį į šiandieninę darbo rinkos situaciją šalyje, taip pat gebėjimus realiau vertinti savo galimybes darbo rinkoje.

Empirinio tyrimo rezultatai išryškino pirmo ir ketvirto kurso studentų norimo darbo užmokesčio pabaigus studijas skirtumus, t.y. ketvirto kurso studentų darbo užmokesčis, už kurį jie sutiktu dirbtį pabaigę studijas, yra mažesnis (labiau atitinkantis realią darbo rinkos situaciją), todėl darytina išvada, kad mokymo įstaiga tinkamai formuoja studentų požiūrį į darbą ir darbo užmokesčių, paruošia integracijai į darbo rinką.

Tolesnio tyrimo kryptimis tikslinė pasirinkti jau studijų metų dirbančių studentų požiūrio į darbo užmokesčių ir motyvavimo priemones ypatumus, integracijos į darbo rinką sunkumus.

*Reikšminiai žodžiai:* neto darbo užmokesčis, bruto darbo užmokesčis, darbo užmokesčio lūkesčiai, motyvacija, studentas.

First received: November, 2014

Accepted for publication: December, 2014