

## Ways to Enhance Job Motivation of Managers in Ardabil

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**Abstract:** The present research was done for the purpose of examine both job motivation rate and ways to enhance it in managers. Statistical universe contains 85 male managers belonging to Ardabil's Education Department, from which 70 individuals were selected as samples by using Morgan Table and random sampling method. This research was conducted by Descriptive-Correlation type of method and is considered among applied researches. Two questionnaires of "job motivation" and "factors effective on job motivations of managers" were used to collect data. Collected data were analyzed through Pearson and Spearman Correlation Tests. Results showed that masters in primary schools and high schools have the most and least motivation, respectively and among economic, social, organizational and cultural-organizational factors, the only statistically significant relation is the relation between organizational (such as participation in determining purposes), "continuous evaluation of performance and providing feedback" and job motivation factors.

**Key words:** Job motivation • Organizational factors • Performance evaluation • Cultural-organizational factors

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### INTRODUCTION

Third millennium sees rapid growth in science and technology and extraordinarily speedy progress of knowledge. One of the most important issues emerging in this era is how to administer huge human communities and how to establish organizations capable of orienting the possible form of these modern phenomena toward the purposes of their founders. With speedy progress of science and technology, lots of innovations take place in all fields and due to emergence of various developments, both positive and negative events very quickly come to pass. In a changing world as such, existence of nations without scientific and technological arms under a correct and proper management is impossible. Without having a correct management it is impossible to break the spell of backwardness and to avoid educational poverty and ignorance, because a capable management considered key for any kind of growth and progress and without a proper management and sufficient investments for its development, attempts are all fruitless [1]. Based on these facts Wang [2] believes that management in every organization is a reconciling and productivity factor for material and human resources in achieving the purposes of the organization and Hoy and Miskel [3] are of opinion that management play the same role in education, but the

importance and sensitivity of this organization's products are by far higher than in others. Hence, nowadays art and science consider the management as one of the important indicator of temporary civilization including effective factors in social, cultural and economic development of current communities [4].

As a result of need for such critical tasks, importance and effectiveness of management in current century, has been so widespread that some of the scholars refer to modern world as "the world of aware managers" [5]. However, managers follow some processes to accomplish their tasks which include components such as programming, organizing, control and supervising, motivation, communications, leadership and decision-making [6].

Unless there is a motivation or need to stimulate them, individuals won't accomplish a behavior. Human motivation, either being consciously or unconsciously, result from his or her needs in life. Motivation or need is described as an internal feeling which compels human being to accomplish series of activities. Since, motivations encourage and stimulate an individual to accomplish a work or behavior on a certain direction, therefore, effectiveness of management activities depends upon propensities of individuals in the organization to accomplish the tasks given to them [7].

Latham and Pinder [8] suggest that job motivation is a set of energizing forces created internally and externally and lead to occupational behaviors and also determine their form, orientation, intensity and durability. They believe that motivation is a psychological process resulting from the interaction of an individual with its environment.

This is following that having a true understanding of motivation may be applied as a valuable tool to identify the causes of behaviors within organization in order to foresee the effects of managerial measurements. In addition, it will enable us to orient the behaviors, within organizations, in a way that achieve individual and organizational ends.

Scholars in the field of **content theory** seek to identify and specify factors which create motivation for working, in a human. In other word, content theories look for things which activate individual's behavior to accomplish a job [9].

Content theories of motivation, offer numerous recommendations. Firstly, content theories of motivation suggest that individuals are of different needs in different times. Needs change as individuals enter into a new stage of their life, so that rewards motivate a person in a certain year may be of little motivational value in following years. Secondly, managers should give the authority to the staff to select their own reward. Thirdly, these theories warn not to rely excessively on financial rewards as a source for motivating staffs. Although money motivates staffs to some extent, there are also other potential sources which do so [7].

Process theories attempt to describe and analyze that how the personal factors act and react and influence each other to create certain types of behavior [10]. These theories consider the behavioral process of living creatures, in other word, they explain how a processed behavior begins, continues and why it is stopped [9]. Process theories mostly deal with cognitive antecedents which influence the motivation or human efforts and most importantly with the way by which humans communicate with each other [11].

Content Theories explain why individual needs vary from time to time, whereas, in Process Theories needs are processed into behavior before being explained [7]. Process Theories are not attempting to identify and list the motivational stimuli, rather to reveal that how the motivation occurs.

“Participation” is a tool for recognition. Correct participation both lead to increased motivation and provide valuable information to organization [12]. Various researches conducted in this field including those by Chance and Grain, Sarjent and Hannam, Nurse

and Devonish, Shojaee-Abbasi, Azadmard, Pour-Ashraf and Toolabi and Bakhshi, each prove that Participation in managerial decision making processes lead to increased job motivation [13-19].

Identifying strong staff and rewarding them and through which, creating motivation to improve performances of them and of other staffs, are among the main reasons for conducting “Performance Evaluation”. The main purpose of evaluation is to collect the necessary information on forces employed in organization and provide it to managers so that they can adopt appropriate and necessary decisions in order to enhance the activities of the staff both qualitatively and quantitatively. Therefore, the final target in conducting performance evaluation is rather to raise the efficiency and effectiveness of organization, not to renounce and punish the weak staffs [20]. Rewarding discriminately and considering inequality before the law have proven responsible for decreased motivation [21]. There is relation between the satisfaction of teachers of their performance evaluation and job motivation [17]. Bakhshi believe that appropriate accomplishment of the task in order to achieve the purposes of managerial system is the most fundamental issue emphasized throughout the processes and methods of creating motivation [19]. Hazavehei and Samadi suggest that conducting a serious and scientific evaluation on works of workers, providing feedback through different ways associated with accomplished works is one of the most important factors increasing the motivation of the workers [22].

Economic factors are mostly associated with salaries and rewards and this is the matter of material input to organization versus the output from it by a person. Motivation from such a fee depends upon its relationship with other factors from which one cannot separate the other factors as an element potentially possessing direct effect. So being, researches done by Hawthorne prove that in the matter of quality of staffs’ behavior and subsequently of individual satisfactions and contents from working state, social considerations overshadow the material ones [23].

Herzberg considers the economic (salary and fee) factors as the hygienic and protective ones, that is, although the elimination of these factors from job cause dissatisfaction, their presence doesn’t result in motivation. Numerous researches conducted in this field including researches by Xaio and Li, Azadmard, Ranjbarian and Alavi-e Naeeni, Barati and Mahmoudi each in a way verifies studies of Hawthorne and Herzberg and emphasize that economic factors have little or nothing to do with job motivation [17, 21, 24-26].

Social base is a position that an individual achieve it through social hierarchy. This position evolves from judgment about the importance and value of individual social consideration in the community. Hence, social base is a sort of mental and value-correlative criterion that members of society has about each other either in positive or negative directions. According to Khalilian-Fard [27], Ali-Mohammadi [28] and Fallah-zadeh Abarghooyi [29] social factors are the most important motivational factors.

Doulan and Schouler [30] regard education as an experience based on learning and believe that it takes place to create rather lasting changes in a person so that he or she could improve his/her ability to accomplish a job. Whereas, professional growth is a kind of learning and training of various skills, specialties and knowledge associated with a certain vocation. Based on the studies of Krieg [31] increased skill, specialty and ability don't result in further tendency toward remaining motivated in job. Azadmard [17] also emphasizes that there is no relation between education and professional growth and job motivation. Consequently, researches of Raoufi-fard [32] suggest that managers who have passed the educational courses of the State Management Center have the same efficiency as those have not passed these courses. However, Pour-Ashraf and Toolabi [18] believe that professional growth is one of the most effective contexts on tendency toward remaining motivated in job.

Based on the cases mentioned in this study, we identify the factors associated with enhancement of job motivation in managers of schools in Ardabil City.

## MATERIALS AND METHODS

The *method* of present research was of Descriptive-Correlation type, because it is discussing the relation between some factors and the job motivation of managers.

*Statistical universe* for investigation constituted from 85 male managers in schools (Primary-, Guidance- and High-schools) in Ardabil city, from which 70 individuals selected as *statistical samples* using Random sampling method.

**Instruments:** Data gathering was done via two questionnaires: 1- Questionnaires for job motivation of school managers 2- Questionnaires for factors effective on job motivation of managers.

To measure the job motivation, a questionnaire was used which consisted of 22 questions and examined the job motivation of managers in schools based on the

theory of Hack man and Oldham [33] and that of McClelland on needs. Scale of this questionnaire is of 5 rate Likert scale. The method of numbering points was based on a 1 to 5 scale, for options: very low – low – middle – high – very high. This questionnaire measured job motivation in following three dimensions: Essence of the job (3 questions), organizational space (5 questions) and individual characteristics (need for progress 5 questions, need for ambition 5 questions and need for establishing relationship 4 questions).

*Content validity* of the job motivation questionnaire was examined and verified via the scholars. Its *reliability* was determined by investigator using SPSS software and in two following methods:

- Test-Retest method: managers from sample schools took the test and answered the job motivation questionnaire within 8 days and in two different times and correlation coefficient between their answers in two turn, was.74.
- Consistency method: Cronbach's alpha method has been used to examine consistency.  $\alpha=.84$  was the amount calculated as Cronbach's alpha coefficient.

Second questionnaire used in this study, was *questionnaire of factors effective on job motivation* of managers which included 30 questions and the scale of it was 5 rates Likert scale. The method of numbing points has been 1 to 5 for options: no effect – very low – low – high – very high. In this questionnaire 5 questions have been arranged for "factor of supplying proper material resources"; 7 questions for "factor of increasing social respect and position"; 4 questions for "factor of participation of managers in determining the goals"; 7 questions for "factor of continuous evaluation of performance and providing the feedback of the results to managers"; and 7 questions for "factor of professional learning and growth of managers".

*Content validity* of this questionnaire was examined and verified by the scholars. Its *reliability* was determined by investigator using SPSS software and in two following methods:

- Test-Retest method: correlation coefficient between their answers given in two turns was.76.
- Consistency method (Cronbach's alpha method):  $\alpha=.94$  was the amount calculated as coefficient of Cronbach's alpha.

Collected data were analyzed using Correlation Method of Pearson and Spearman.

**RESULTS**

Based on Figure 1, the mean score of job motivation of managers in Primary School (82.4) is more than that of Guidance (78.2) and High schools (74.3).

According to the Table 1:  $r = .24$  with  $N = 70$  and  $P < .05$  indicate that the relationship between organizational factors (such as participation of managers in determining the goals) and job motivation is significant when the level of confidence is as high as 95%. Therefore, one can conclude that job motivation will increase if managers were allowed to participate in determining the goals of schools. Determining factor ( $r^2$ ) was up to .06 for above-mentioned relation, meaning that 6% of job motivation variance can be described by variance of managers' participation in determining the goals.

Also  $r = .273$  with  $N = 70$  and  $P < .05$  indicate that the Relationship between "continuous evaluation of performance and providing of feedback" and job motivation is significant when the level of confidence is as high as 95%. Therefore, we can conclude that as the continuous evaluation and providing of feedback to managers increases, so does the job motivation in them. Determining factor ( $r^2$ ) for above-mentioned relation was up to .07, meaning that 7% of job motivation variance can be described by variance of continuous evaluation and providing feedback.

But  $r = -.053$  with  $N = 70$  and  $P > .05$  indicate that the Relationship between economic factors (such as material resources) and job motivation is not significant when the level of confidence is as high as 95%.

Also  $r = .157$  with  $N = 70$  and  $P > .05$  indicate that the Relationship between social factors (such as social respect and position) and job motivation is not significant when the level of confidence is as high as 95%.

Finally  $r = .129$  with  $N = 70$  and  $P > .05$  indicate that the Relationship between cultural-organizational factors (such as professional learning and growth) and job motivation is not significant when the level of confidence is as high as 95%.

According to research side, the relationship between the five factors of "economic (providing facilities suitable material), social (respect and social status), Organizational (participation in goal setting), continuous assessment of performance and giving feedback results, cultural - Organizational (education and professional growth) " At the level of  $\alpha = .01$  was observed significant statistically.

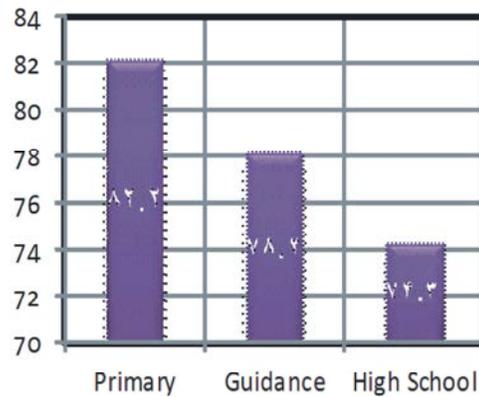


Fig. 1: Comparison of means job motivation among managers of three academic schools

Table 1: Review significant relationship between some factors and managers job motivation

Variable	Job Motivation
Material resources	$r = -.053$ Sig=.663
Social respect and position	$r = .157$ Sig=.195
Participation of managers in determining the goals	$r = .239 *$ Sig=.047
Continuous evaluation of performance and providing of feedback	$r = .273 *$ Sig=.022
Professional learning	$r = .129$ Sig=.287

$N = 70$  \*  $p < .05$

**DISCUSSION**

Education is an institute with a goal to produce competent and dignified persons in the society. It is clear that realization of such a great goal requires a correct and scientific management. Nowadays, application of management science in educational system is highly important. Having professional managers at the top of this huge system can help to get the societies to its sublime goals.

Because of such an important and critical role of managers in the system, it is necessitating the investigators to pay more attention toward them and try to have more knowledge of them. Among issues which can help managers in reaching the goals targeted by the system, is to identify the necessary, sufficient and up to date motivations about management. And this is why, nowadays, motivation has become one of the concepts that lots of managers and scholars increasingly focus their attention on it [34, 35].

The current research has discussed the job motivation issue and the ways by which it is enhanced in managers working at Primary-, Guidance- and High-schools and the results indicate that the average job motivation decreases from primary schools through high schools, meaning that managers of primary schools and high schools has the highest and lowest levels of average job motivation, respectively.

Another result from this study indicated that the relation between economic (such as proper material resources) factors and job motivation statistically is not significant. This result is consistent with results for the researches of: Xaio and Li –motivational factors in schools of rural area is more associated with their job security and working environment than with their salaries– [24]; Azadmard –there is no significant relation between variables of salary and job motivation of teachers– [17]; Ranjbarian and Alavi-e Naeeni –not receiving reward for a long time, is not decreasing the job motivation– [21]. However, it is not consistent with result reported by Pour-Ashraf and Toolabi that salary and rewards is one the contexts effective on tendency of teachers to remain motivated [18] and this inconsistency is probably due to different statistical societies that they had chosen to investigate on and of course due to different personal ideas and characteristics and the working conditions under which they conducted their researches.

In current study, social factors (such as social respect and position) were not recognized as being effective on job motivation of managers and the relation between them was not statistically significant which from this perspective is something in contrast with result reported by Pour-Ashraf and Toolabi that social position of the teachers' job is a context effective on their tendency toward remaining motivated [18]. And this inconsistency can be due to their statistical society being different from that of the current research and also to their subject of research and subsequently its results that included the hygienic factors of Herzberg.

Results from this research indicated that relation between organizational factors (such as participation in determining the goals) and job motivation is statistically significant. This result is consistent with results of research conducted by: Chance and Green –high job satisfaction of staffs has a direct relation with high participation rate– [13], Sarjent and Hannam –relation between teachers remaining motivated and participation– [14], Nurse and Devonish –staff regard their working environment as being fair if they have

chance to participate in management decision-making processes– [15], Shojaee-Abbasi and Azadmard –there is relation between participation in decision-making processes and job motivation– [16, 17], Bakhshi –creating sense of commitment and responsibility in individuals to observe the rights and jurisdictions and rules (which occur in case of individual participation) is a basic issue in processes and methods through which motivation is created– [19], Pour-Ashraf and Toolabi –participation in decision making processes is a context effective on tendency of teachers toward remaining motivated [18].

Another result indicated that continuous evaluation of performance and providing a feedback of results has been associated with job motivation of managers and is among the factors effective on it and from this aspect this is consistent with results of researches done by Hazavehei and Samadi –serious and scientific evaluation and providing feedback in different way is among the most important factors increasing the motivation of workers– [22], Azadmard –there is significant relation between the satisfaction of teachers of their performance evaluation with job motivation (which is realized by continuous evaluation and providing of feedback)– [17], Ranjbarian and Alavi-e Naeeni –rewarding discriminately and considering inequality before the law (which result from lack of continuous evaluation and incorrect provision of feedback) have proven responsible for decreased motivation– [21], Bakhshi –the most fundamental issue through the processes and methods creating motivation, is the appropriate accomplishment of the tasks needed for achieving the goals of managerial system (and this is possible with a correct evaluation and feedback)– [19].

Another result from this research was that cultural-organizational factors (such as professional training and growth) has no effect of job motivation of managers and the relation between them statistically is not significant and this is consistent with the results from the researches of Azadmard which indicated that the relation between training during service and job motivation of teachers is not significant [17].

Since the results of any research can be affected by various conditions and factors especially those of research on motivation and management contexts which have complexities of their own and also it can be affected by individual values too, therefore it is necessary to take precautions in case of using the results from this study in other places.

Based on the results from this research it is suggested that planners and authorities in Education Ministry to have an in-depth look at managers' role (especially managers at primary schools who show a higher job motivation, in spite of having harder working conditions) who serve as the leaders of schools and interact very closely with teachers and students and try to take practical steps in enhancing the job motivation of managers of Guidance and High schools and do not ignore the value and importance of allowing managers to participate in determining the goals and making decisions and continuously evaluate (fairly and in a way that is acceptable by managers) their performances and provide on time and necessary feedback so that God willing the defects disappear and they get more interested in their jobs and to see more advances being made day by day in education arena, which is one of the main pillars for health and progress of every society.

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