

PSYCHODIAGNOSIS OF MOTIVATIONAL FACTORS IN ORGANIZATION¹

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Abstract: *The didactic profession, a standard of individual value, is in the last years perceived as a safe but poorly paid profession, on the other hand as a profession that proves passion, love for the younger generation. The increasing number of labor conflicts generated by wage grievances in the Romanian state education system has raised a growing number of questions about the equity of salary but especially about the optimal amount that would satisfy the teachers' wishes. The research carried out during the first months of the 2017-2018 school year at Miron Costin High School in Iasi aimed at diagnosing the motivational factors that underlie the satisfaction and dissatisfaction with work, a motivational psychodiagnosis among primary and gymnasium teachers.*

Key words: *psychodiagnosis, motivation, work satisfaction.*

1. Introduction

Motivation is the fundamental engine of our actions, the variable that guides our behavior in everyday life (Bogathy, 2007). Any action taken is justified by a set of factors that energize, activate and sustain the behavior. Knowledge of motivation factors is a vast field of research in psychology, a science that seeks to elucidate the inner causes that lead to a certain conduct. Often, the psychological point of view links the motivation of staff with human needs. The need that has the highest level of non-satisfaction will also exert the greatest pressure to be satisfied. On these grounds, the first theories on human relations and human resources emerged, theories that pursued the motivational aspects within organizations and how they determine work satisfaction. The optimal motivation level has been a constant concern of specialists in organizational management, being appreciated as the dominance and intensity of various forms of motivation that can lead to high performances or at least to achievement of the objectives (Armstrong, 2003; Chirică, 2010).

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2. Method

Our research aims to make a diagnosis of the motivational factors encountered in the "Miron Costin" High School in Iaşi, Romania, determining the extent to which the employees are satisfied with the conditions in which they work, and with the work they perform.

2.1. Objectives and hypothesis

The main objectives of the paper were: 1. To determine the extent to which the employees of Miron Costin Highschool, Iasi – Romania, are motivated in their work; 2. To establish other motivation factors besides money rewards that can increase the work satisfaction of school employees; 3. To highlight aspects that can influence teachers' performance: the socio-emotional issues they face; whether or not they are influenced by the motivation practices of the institution; if the manager needs information about the methods of stimulating and activating groups and the risks that may arise; if motivation tools are used correctly; other issues that might be relevant to the manager in his / her approach of coordinating the staff.

We assumed that: there is an association between work dissatisfaction and the fact that employee motivation has not been done correctly; the risk of problems with dissatisfaction and lack of motivation is the same regardless of gender; in terms of pay, the staff in the state education system is dissatisfied; the working conditions are not a reason for dissatisfaction for employees of Miron Costin High School in Iasi.

2.2. Sample

We opted for an exploratory - small-scale study including about 66.6% of all school teachers on both levels - primary and secondary. The group used in the research was made up of 34 teachers. By age criterion: 6 teachers aged between 25 and 35; 3 teachers aged 35 to 45; 8 teachers aged 45 to 55; 17 teachers aged 55 to 65. By gender criterion: 6 males and 28 women. Residence environment: urban.

- Distribution by age: Of the 34 participants, 17.63% were aged between 25 and 35 years, 8.82% aged 35 to 44, 26.47% aged 45 to 54 and 47.05% of participants were aged 55-65 years (Figure 1).
- Gender distribution: 17.6% of participants were male and 82.4% were female.

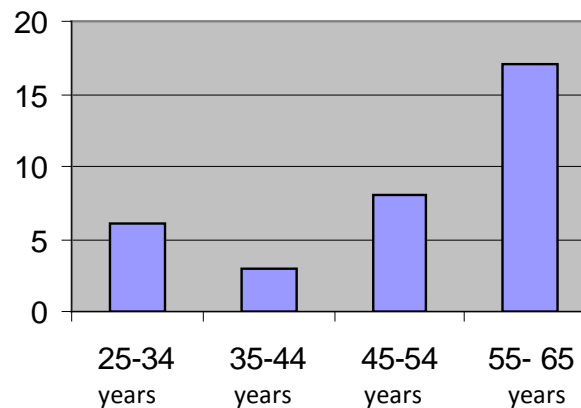


Fig. 1. Distribution by age

2.3. Methodology

In order to accomplish the proposed objectives and verify the established hypotheses we used a study case approach based on biographical data, anamnesis, interviews, and the questionnaire method. In this regard, we used two questionnaires: DM Questionnaire (Motivational Diagnosis Questionnaire) and SP Questionnaire (Professional Satisfaction Questionnaire) (Constantin, 2004).

3. Analysis of data

Based on the answers to Motivational Diagnosis Questionnaire all or most of the participants consider important the following aspects related to their work:

- To know as much as possible in their field of work ("very often" - 11 participants, 32.4% and "always" responding 24 of them - 70.6%).
- To do everything with maximum competence and fairness ("often" - 8 participants, 23.6%, "very often" - 11 participants, 32.4%, "always" - 12 participants, 35%).
- To make my work with pleasure ("very often" - 9 participants, 26.5%, "always" answered 25 of them, 73.5%).
- Have a job to provide the safety of tomorrow ("always" answered 33 participants, 97%, only one participant saying that "sometimes" agrees with this statement).
- As in the family, problems should lack in order to work better ("always" answered 34 participants, 100%).
- Decision making in the professional field with great objectivity ("very often" - 9 participants, 26.5%, "always" answered 25 of them - 73.5%).

In the SP questionnaire, the participants said:

- I think I'm well paid for my work ("never" answering 11 participants -32.4%, "sometimes" 12 participants -35% and "always"s answered 1 of them- 3%).
- I am very satisfied with the chances of raising the salary ("very rarely" - 25 participants - 73%, "sometimes" - 3 participants- 8.8%, "never" - 6 participants 17.6%).
- I do not think that my efforts are rewarded as it should ("very rarely" - 3 participants, 8.8%, "sometimes" - 5 participants, 14.7%, "very often" - 19 respondents, 55.9%, "always" answered 6 of them, 17.6%).
- My work is satisfactory - all 34 participants answered "always".
- The distribution of work tasks is not well established ("always" - 30 participants, 88.2%, "sometimes" - 2 participants, 5.9%).
- The benefits we receive are as good as in other companies ("never" - 3 participants, 8.8%, "very rarely" - 26 participants, 76.5%, "sometimes" - 5 participants, 14.7%,)

3.1. Analysis of motivational factors

- The distribution according to the satisfactory value of the salary rights is as follows: they did not give an ideal value (Figure 2).

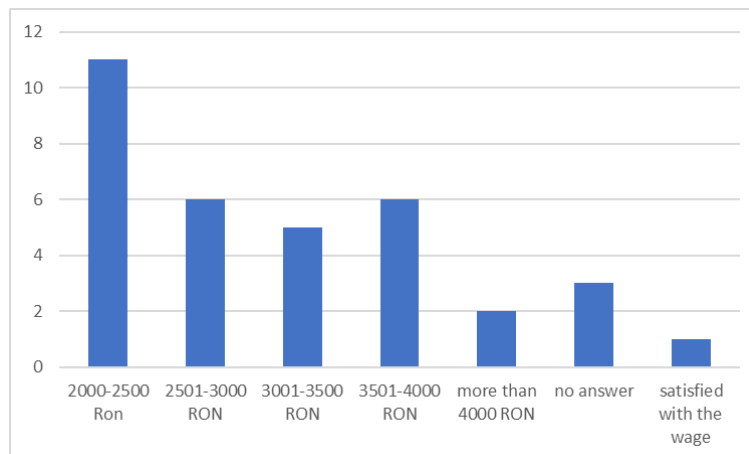


Fig. 2. *Distribution according to the value of wage rights*

The motivational factors that underlie work satisfaction are numerous, so the teacher is happy with working with children, their results, but also dissatisfied with indiscipline, the relations with parents the low value of money rights, being the main discontent.

Analyzing the assumptions we started, we found that: we can not make a generalization about the financial motivation or the dissatisfaction of employees. Of the total number of participants, 33,3% consider insignificant salary rewards; Account must be taken on the fact that they have additional sources of income by carrying out other activities (meditations). We can say that the majority of teachers are unhappy with the payroll. Thus, of the 34 participants surveyed and studied only 2 (5.88% of the participants) are satisfied with the wages.

The factors that underlie work satisfaction are: working with children, character formation, pleasant work environment, achievements: auxiliary, published materials. Unsatisfaction arises as a consequence of the following factors: the large volume of documents that need to be completed 5 participants 14.7%; Indiscipline and lack of involvement of students 7 participants 28.59%; Tensions with parents or lack of involvement 4 parents 11.76%; Issues in the system or institution: conflicts, lack of interest, level of money rights, tense relations between colleagues 4 participants 11.76%; 11 participants did not answer this question - 33.36%.

There is no correlation between the employee's age and declared optimal income, we can even say that regardless of age, the school's employees consider an optimal income the one with a minimum of 1000 RON above the current one. So young people average around 2500 RON while employees aged 45 consider 3500-4000 to be the right amount. Professional satisfaction exceeds money dissatisfaction, so a small number of those surveyed would leave work for a better paid but uncertain one. Most employees consider that the benefit package received is not fair.

Those surveyed said the benefits received are not the same as in other companies. School teachers are not happy with their chances of raising their salary.

Centralizing the data gathered in the case study we can state that in the school the following contradictory situations were noticed:

- most of the teachers consider that financial rewards are important;
- most of them think that a satisfactory salary would be at least 1000-1500 RON higher than the current salary;
- teachers have additional income sources: other activities, retirement; the partially paid employee have a leading position, so a higher income;
- we can not make a distinction between the money's dissatisfaction according to the gender of the respondents;
- there is no correlation between age and money dissatisfaction, almost all those questioned consider the salary unsatisfactory in relation to the training they have and the work done;
- teachers report their money rights as lower than in other institutions;
- another reason for professional dissatisfaction is given by the large number of documents to be filled in;
- significant sources of dissatisfaction are also students' indiscipline and poor involvement of parents.

8. Conclusions and discussion

Our research did not aim to find solutions to teachers' dissatisfaction, but wanted to answer the question "what rewards and dissatisfaction does the teacher have in professional terms?" All the motivation tools have advantages and disadvantages. There are some that can be preferentially preferable to others, and all the less so there are no prescriptions generally available to motivate staff (Johns, 1997; Katzenbach, & Smith, 1993).

The choice of methods is based on the organization's situation and the preferences of those involved. Each organization has its own motivation system. It can be adapted and improved on the go, even needs can change as the organization evolves and changes its features.

The education system should follow these theories, but the reality of school often distance itself from the theory. Professional satisfaction, the pleasure of working in the field, often compensates for the lack of money satisfaction, but that does not make us wonder what the scholar thinks about how he is paid, how it relates to other social categories.

In conclusion, we can say that the purpose of the research, namely the diagnosis of the motivational factors encountered in the school "Miron Costin" Iasi, was reached, and we could discussed the extent to which the employees of the school were satisfied with the conditions in which they work and with the work performed.

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