The Factors Affecting the Motivation of Administrative Personnel Working in Public Institutions

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Abstract

At the top of business concepts such as productivity, resources and production are human and human-based motivation. Realizing that the employee is not a robot but a social being. The institutions have attached importance to motivation to enhance the organizational success. Providing the expectations of the workers from the conditions in the business environment increases firstly the motivation of the business and then the efficiency of the organization. In this study, the demographic, economic, psychological, social, organizational and managerial factors affecting the motivation of the employees were examined. The aim of the study was to identify the factors affecting the motivation of the employees. In the survey, a five-point Likert scale was used. The study covers 349 of the 2456 administrative staff at Erciyes University. It was determined that the demographic variables such as gender, working year and marital status had no affect on the motivation. The positive feelings of the employees about the work, especially about the work environment and the business conditions also bring motivation with it. As the working year of the staff increases in the institution, the sense of ownership for the workplace increases. Salary promotion has a positive effect on motivation in low-income personnel. The business environment, the human relations in the department in which they are worked and the praise and appreciation by the superiors are the main reasons that positively increase motivation.

Keywords: Motivation, Psycho-Social Motivation Factors, Economic Motivation Factors, Organizational and Managerial Motivation Factors.

1. Introduction

Mental efforts that drive one's activities towards specific purposes with his/her own wish and desire are called motivation. Thanks to motivation, a work environment meeting the needs of employees is created. In Latin, "movere" is used in the sense of action (Şimşek, Çelik & Akgemci, 2019: 174). It can be said that the word motivation covers the concepts such as need, wish and desire in general. A goal must be found for motivation to emerge.

In the process that first started with the industrial age and then continued with globalization, the importance given to people has gradually increased. Although it may seem plentiful, human resources are limited and should be used efficiently. The most important factor that enables organizations to achieve efficiency and success is manpower. Motivation is one of the most important ways to direct employees for business purposes. The aim of this study is to identify the economic, administrative and psychosocial factors affecting motivation and to determine the effects of these on employees in working life.

Organizations should take care of the motivation of the personnel they have. Providing the employee's expectations from the business circle will first increase the business motivation and then the efficiency of the organization. Applications to improve the performance of the employee within the organization should be made. Significant decreases in business productivity are observed as a result of low motivation.

Employees who are highly motivated take their capacity and performance to a higher level. A motivational process begins with the stimulation of unsatisfied needs in turn. This need makes itself felt in the form of guidance to behavior and ends with the elimination of needs. The motivation process will continue in this way when another unsatisfied need arises. Mobilizing individuals and enabling them to concentrate their energy in a certain direction will occur with the concept of motivation by effecting the factors underlying behavior.

2. Literary Review

Many studies have been conducted on employee motivation. A study conducted by Bayrakdar (2016), investigated the factors affecting the motivation of employees in Bandırma Municipality. The survey study was conducted with 221 personnel. It determined that employees care about moral rewards rather than monetary rewards.

In a survey of 42 managers and 108 officers working in the Ministry of Education, Ministry of Justice, and Ministry of Health by Özturk and Dündar (2003), it was found that moral rewards provide more motivation for managers than monetary rewards. It was observed that monetary rewards lead to more motivation than moral rewards in civil servants. All public employees stated that the appreciation of their works created a sense of satisfaction in them.

Ünsar et al (2010) conducted a survey of 63 salespersons working in the electronics, food and clothing sectors in Edirne. Found that employees with low total monthly income levels were caring more about monetary rewards than moral rewards compared to those who have a high income.

3. Motivation Theories

Motivation theories have identified factors that lead a person to study. High performance is achieved when the factors that motivate the staff are known and applied. Each corporate manager should understand the needs of his/her employees and motivate them accordingly.

3.1 Theory X and Theory Y

Douglas McGregor first developed the theory X and theory Y in 1957 (Tezcan, 2006: 46). A manager with the characteristic of theory X will accept the person as a passive element of the organization and display authoritarian behavior. What is expected of the manager is to make detailed job descriptions, continuous control,

little transfer of authority, to determine detailed penalty practices and the principles to be followed. A manager with the theory Y property is based on developing the potential that a person has. A manager who adopts this theory will aim to develop his/her subordinates, try to create conditions that will ensure the person's motivation.

3.2 Herzberg's Two Factors Theory
Herzberg studied a group of 200 engineers and accountants (Macit, 2001). He asked them to explain under what circumstances they felt better or worse. The research data showed that those who put forward the concepts of success and responsibility that are directly related to work felt the best. While those who put forward the concepts of wages and working conditions that are not directly related to work felt the worst. Thereupon, he identified two groups of factors (Yeşil, 2016: 170);

a) Factors that encourage work: Responsibility consists of employee success, status, promotion, recognition, surveillance techniques and human relationships. Employees are not satisfied with the job in cases of the manager's harsh attitude, poor working conditions and lack of job security. Those in this group are the motivating factors. They motivate a person because their existence is the factor that connects a person more to the workplace, giving a person a sense of success. Their absence or incompleteness results in a person not being motivated.

b) Health factors: They are factors such as wages, working conditions, health and safety of the employee, interest in work, the importance of work and fairness in the work circle. Although they cannot motivate staff, they contribute to the formation of the necessary situation for them to be motivated, increasing work speed and work efficiency. They alone are not the motivating properties. Motivation can only be achieved with the factors that encourage work.

3.3 Mcclelland's Theory of Achievement Need
McClelland, a psychologist, argued that, people tend to different needs and will be satisfied to the extent that these needs are provided. A person exhibits behavior under the influence of three different needs. These are;

a) Need for achievement: The extend of achievement and the importance that an individual attaches to achievement vary from person to person. The extend of success and the sense of satisfaction that it will create in the individual are phenomenons that vary. Being good for o human is possible with looking for perfection. Meaningful goals that require work are selected. Behaviors that enable them to be achieved are shown.

b) Need for affiliation: It is the fact that a person enters a group with a desire to make friends and develops social relationships. Each individual develops an emotional attachment to certain people. It is an individual's desire for a friendship relationship with others. It is the need to establish good friendships away from conflicts with which he/she can establish close relationships. They are feelings such as establishing an emotional closeness with people, being accepted and valued in groups of friends, being loved.

c) Need for power: In line with the desire to dominate the environment, people want to expand their resources of power and authority, to influence others, to maintain their power. They desire some authority, such as having and dominating power that can have an impact on others.

3.4 Alderfer's ERG Theory
To understand an individual's behavior, it is necessary to know his/her needs. The sense of absence that is desired to be eliminated is called need. According to Alderfer, there are three types of needs (Şimşek, Çelik & Akgemci, 2019: 185). These are existence, relatedness and growth.

<u>**a) Need for existence:**</u> These are the basic needs for living, such as survival, protection from physical hazards, housing, dressing, rest, and warming. Theirs reciprocates in working life are wages, bonuses, work circle, social security, etc.

<u>**b) Need for relatedness:**</u> It covers the way one builds and maintains social relationships with other people. They are feelings of showing love to others and being loved in return. It is seen in the circle of family and relatives, non-governmental organizations he/she is a member of and in the environment of business friendships.

<u>**c) Need for growth:**</u> It's about developing personal traits. It is the needs such as prestige, status, famousness, being important, leadership, being effective among friends, being successful, self-confidence, specialization in business, maturity and independent personality.

3.5 Skinner's Theory on Operant Conditioning
Behavior is conditioned according to the results encountered. Human shows behavior for any reason (goals, needs, previous conditioning etc.). The important thing is the outcome of the behavior. According to the outcome of the behavior, a human will either repeat or not repeat the behavior. It is repeated if the result of the behavior is rewarded by the environment. Behaviors that the environment does not adopt are not repeated. Reward and punishment motivate the individual. Showing the desired behavior is possible with the reward (Şimşek, Çelik & Akgemci: 2019: 189). Increase in wages, premium, bonuses, praise, appreciation, promotion, increase in responsibility, new status, sharing in decisions are the main types of rewards. Any event that reduces the repetition of behavior is called punishment. Criticism, restriction of powers, demotion of rank, an appointment to passive duty, termination of the job are the main examples of punishment. Managers motivate staff by keeping rewards and punishment in balance (Adair, 2005: 117).

3.6 Wroom's Expectancy Theory
What causes behavior is the personal characteristics of a person and the influence of the environment (Şimşek, Çelik & Akgemci, 2019: 186). A person has a worldview, experience, and expectations. The structure of the organization, remuneration, awarding, audit and evaluation constitute environmental conditions. People behave towards the rewards they want. A person sees a relationship between a certain effort and a certain reward (Aslanadam, 2011: 34). The reward allows the individual to be motivated and affects the efforts he or she will show. Accordingly, the power of any result to motivate a person at the first moment depends on the positive returns that a person hopes to gain when they achieve this result in the future.

3.7 Porter and Lawler's Theory Of Motivation
This model introduced innovations to Wroom's theory (Doğru, 2010: 19). The first is that the person must have the necessary knowledge and ability. The second variable is the role that the person perceives. Certain types of behavior that an organization expects from its members are called perceived roles. Each member must have the appropriate understanding of the role that the organization has imposed on him to be successful. Success is defined. Staff is trained according to the expected performance. The performance will be rewarded based on knowledge, ability and perceived role variables. It is important for motivation that people should have an appropriate role within the organization to be able to perform and perceive their role. Otherwise, role conflicts can occur and at the end of this, people's performances are blocked.

3.8 Adams' Equity Theory
The point of origin of the theory is that staff desire to be treated equally in their business dealings. This desire affects motivation. A person compares his/her own work with the work of others at the same level and the reward he/she receives with the rewards others receive (Ulukuş, 2016). The goal is to ensure equality of reward. A person finds peace when he/she believes that a balance has been achieved between himself/herself and his/her

colleagues. The salary increase, promotion, responsibility, job security, improvement of workplace conditions can be the rewards. The individual will feel uneasy when he or she perceives to has received a very high incentive reward compared to the colleagues. The person will reduce his/her effort and efficiency, to achieve equality. On the other hand, a person who feels that the balance is broken against him/her will first explore ways to increase his/her reward or he/she will engage in gossip and calumny, causing other friends to be demoralized. Managers who wish to use this theory should reward similar efforts equally.

3.9 Locke's Goal-Setting Theory
According to this motivation theory, people perceive and interpret their environment according to their own value judgments. A person sets his/her own goals and manages his/her behavior according to the goals he/she sets (Ulukuş, 2016). In other words, the main reason for the behavior is the conscious goals and intentions of individuals. The goal is the object of a particular job, it guides thought and directs behavior. The degree of the attainability of goals also determines the individual's degree of motivation. A person who sets goals that are difficult to achieve will perform higher and be more motivated than a person who sets goals that are easy to achieve. Organizational goals determined by managers also guide individual behavior. The reward should be given according to the degree of achievement of organizational goals. For example, the job of producing 5 tons of cheese per day is a goal. Designated objectives deliver the highest degree of performance, no matter how high their difficulty levels are.

4. Motivational Tools
Practices aimed at motivating employees do not have the same effect for all employees. Each individual has some unique characteristics. Applications aimed at motivating individuals due to varying influences such as different lifestyles, different needs and expectations, social structures, psychological situations, cultural structures cannot be expected to have the same effect on everyone.

Motivational tools are collected under three headings (Şimşek, Çelik & Akgemci, 2019: 175-177; Akbaş, 2018; Geçer, 2018; Yılmaz, 2011; Yıldırım, 2007);

- Economic tools: These are employment guarantee, monetary rewards and social benefits such as participation in profits, premiums and dividends.

- Psycho-social tools: This heading comprises of ensuring the job security of employees, social and cultural activities, having power, status, self improvement and authority within the organization, job satisfaction, offering suggestions, taking initiative and working independently, respecting the private life of the person, being appreciated.

- Organizational and managerial tools: These are unity of purpose, commitment to work and office, education, career planning, providing opportunities for growth, giving responsibility, communication, participation in decisions, physical working conditions, positive competition, job enrichment, performance evaluation and disciplinary system.

5. Materials and Method
The implementation part of the study was conducted with 2456 administrative staff working at Erciyes University. The sample of the population in the study was also 349 employees. A five-point Likert scale was used in the survey.

6. Findings and Analysis
Of the 349 staff involved in the study, 118 (34%) were women and 231 (66%) were men. 300 (86%) were married and 49 (14%) were single. In the study, there were 16 people (5%) in the 20-29 age range, 147 (42%) in the 30-39 age range, 115 (33%) in the 40-49 age range, 58 (17%) in the 50-59 age range, 13 (3%) in the 60-

65 age range. Also, 316 staff (91%) have higher education grade. Looking at the working year of staff in the institution; there were 37 people (11%) with 1-5 years of working time, 110 (32%) with 6-10 years, 118 (34%) with 11-15 years, 34 (10%) with 16-20 years, 22 (6%) with 21-25 years, 28 (7%) with 26-30 years.

The survey content consisted of 10 expressions for psycho-social factors, 8 expressions for economic factors and 10 expressions for organizational-managerial factors (see Tabel 1). Analysis of the surveys was carried out using the SPSS package software.

Table 1: Factor Analysis (n= 349)

Psychosocial Factors	Compenent 1
1. The work I do allows me to use my skills.	,683
2. I use my own methods when I do my job.	,669
3. Employees are valued at my workplace, I am remembered on special occasions (birthdays, etc.)	,618
4. I participate in social activities organized after working hours with my colleagues.	,628
5. Social activities organized in the institution are sufficient.	,506
6. Getting along well with my colleagues increases my motivation.	,538
7. The work I do suits my skills and abilities.	,633
8. Working with people I don't agree with lowers my motivation.	,596
9. Being praised and appreciated gives me the desire to work harder.	,703
10. The lack of questioning, pressure and interference against my private life increases my motivation in my institution.	,717
Explained Variance	32,319

Economic Factors	Compenent 2
1. The salary I get for my work is enough.	,480
2. Increasing my salary also increases my motivation.	,704
3. Having a high salary is important than getting along well with my supervisors and colleagues.	,744
4. Being praised and appreciated is more important than the fee I receive.	,453
5. Financial rewards and premiums are more important than coworkers and the business circle.	,720
6. Material rewards are the most effective tool that increases my motivation.	,743
7. I'd like to move to another institution to get a higher fee.	,517
8. My peace of mind in the institution is more important than the increase in financial income.	,541
Explained Variance	12,778

Managerial Factors	Compenent 3
1. I'm proud to be working in this business and I feel like I belong.	,427
2. I find the vocational training organized by my institution adequate and useful.	,513
3. Promotion opportunities in my institution are sufficient and fair.	,650
4. In my workplace, jobs are distributed fairly among employees.	,687
5. I can easily communicate with my superiors at work.	,583
6. I'm in full charge of my business.	,589
7. My opinion is asked about the decisions to be taken about the work I do in my workplace.	,647
8. I am satisfied with the physical working conditions of my workplace.	,648
9. In my workplace, there are no incidents of discrimination and favoritism among employees.	,793
10. In my workplace, disciplinary rules apply to everyone the same.	,807
Explained Variance	9,271

Total Variance			54,365
Scale reliability			0,778
Kaiser-Meyer-Olkin (KMO)			,840
Bartlett's Test of Sphericity (X2)	3211,087	**df** 378	**p** 0,000

Table 2: Factors Affecting Motivation

Psychosocial Factors	X	Ss
1. The work I do allows me to use my skills.	3,21	1,283
2. I use my own methods when I do my job.	3.88	,998
3. Employees are valued at my workplace, I am remembered on special occasions (birthdays, etc.)	2,62	1,307
4. I participate in social activities organized after working hours with my colleagues.	2,88	1,261
5. Social activities organized in the institution are sufficient.	1,91	1,060
6. Getting along well with my colleagues increases my motivation.	4,14	1,045
7. The work I do suits my skills and abilities.	3,44	1,302
8. Working with people I don't agree with lowers my motivation.	4,09	1,250
9. Being praised and appreciated gives me the desire to work harder.	4,07	,997
10. The lack of questioning, pressure and interference against my private life increases my motivation in my institution.	4,15	1,080

Economic Factors	X	Ss
1. The salary I get for my work is enough.	2,56	1,315
2. Increasing my salary also increases my motivation.	4,34	,848
3. Having a high salary is important than getting along well with my supervisors and colleagues.	2,50	1,144
4. Being praised and appreciated is more important than the fee I receive.	3,01	1,243
5. Financial rewards and premiums are more important than coworkers and the business circle.	2,38	1,057
6. Material rewards are the most effective tool that increases my motivation.	3,03	1,191
7. I'd like to move to another institution to get a higher fee.	3,43	1,279
8. My peace of mind in the institution is more important than the increase in financial income.	3,77	1,123

Managerial Factors	X	Ss
1. I'm proud to be working in this business and I feel like I belong.	3,17	1,251
2. I find the vocational training organized by my institution adequate and useful.	2,27	1,063
3. Promotion opportunities in my institution are sufficient and fair.	1,70	,994
4. In my workplace, jobs are distributed fairly among employees.	2.11	1,199
5. I can easily communicate with my superiors at work.	3.34	1,250
6. I'm in full charge of my business.	2,83	1,226
7. My opinion is asked about the decisions to be taken about the work I do in my workplace.	2,93	1,241
8. I am satisfied with the physical working conditions of my workplace.	2,94	1,426
9. In my workplace, there are no incidents of discrimination and favoritism among employees.	2,34	1,265
10. In my workplace, disciplinary rules apply to everyone the same.	2,39	1,265

As can be seen from Table 2, in the dimension of negative psychosocial factors affecting motivation, administrative personnel absolutely disagree with the article "Social activities organized in the institution are sufficient" with an average of 1.91±1.06. The article "Employees are valued at my workplace, I am remembered on special occasions (birthdays, etc.)" appeared among the negative factors affecting motivation with an average of 2.62 ± 1.30, which means that they disagree.

In the dimension of positive psychosocial factors affecting motivation; The article "The lack of questioning, pressure and interference against my private life increases my motivation in my institution" with an average of 4.15 ± 1.08. The article "Being praised and appreciated gives me the desire to work harder" with an average of 4.07 ± 0.99. The article "Working with people I don't get along with lowers my motivation" with an average of 4.09 ± 1.25 affect motivation, which means that they agree with these articles.

The article "The fee I get for my work is enough" with an average of 2.56±1.31 and the article "Having a high wage is important than getting along well with my supervisors and colleagues" with an average of 2.50±1.14 and the article "Financial rewards and premiums are more important than coworkers and the business circle" with an average of 2.38±1.05 are among negative factors affecting motivation with a level of "disagree". Which shows their lowest approval in the dimension of negative economic factors affecting motivation.

The article "Increasing my salary also increases my motivation" was found to be one of the positive factors affecting motivation with an average of 4.34±0.84 and the article "My peace of mind in the institution is more important than the increase in financial income" was found to be another positive factor affecting motivation with an average of 3.77±1.12. Which shows their highest approval in the dimension of positive economic factors affecting motivation.

In the dimension of negative managerial factors affecting motivation, the article "Promotion opportunities in my institution are sufficient and fair" has an average of 1.17±0.99, which means "absolutely disagree". The article "In my workplace, jobs are distributed fairly among employees" has an average of 2.11±1.19, the article "I find the vocational training organized by my institution adequate and useful" has an average of 2.27±1.12. Article "In my workplace, there are no incidents of discrimination and favoritism among employees" has an average of 2.34±1.26 and article "In my workplace, disciplinary rules apply to everyone the same" has an average of 2.39±1.26, which means that they disagree.

In the dimension of managerial factors that positively affect motivation; the article "I'm proud to be working in this business and I feel like I belong" with an average of 3.17 ± 1.25 and the article "I can easily communicate with my superiors at work" with an average of 3.34 ± 1.25 were determined to be responded that "I am hesitant" (see Table 2).

Table 3: Correlation Analysis Of Scale Factors

		Psychosocial Factors	Economic Factors	Organizational Managerial Factors
Psychosocial Factors	r	1		
	P			
	N	349		
Economic Factors	r	,136*	1	
	P	,011		
	N	349	349	
Organizational Managerial Factors	r	,529**	-,061	1
	P	,000	,255	
	N	349	349	349
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

As seen in Table 3; there is a positive, low-level relationship between psycho-social motivation and economic motivation. There is a high degree of the positive relationship between psycho-social motivation and the managerial motivational dimension. There is no relationship between economic motivation and the managerial motivation dimension.

7. CONCLUSIONS

The importance of motivation lies in the fact that employees do their work better and faster, as well as in the fact that they demonstrate success at the same level. Motivation has two characteristics within itself. The first characteristic of motivation is that it has an energy that directs the individual to behavior. The second feature is that it facilitates communication. In this way, the movement that a person will show before these effects occur and the movement that they will show after the characteristics of motivation come into play differ. The main point of action here is that the staff is willing to make an effort to fulfill the task assigned to them.

For a high-performance organization, the priority approach should be to value employees. Employees who are valued will work more willingly.

Otherwise, the motivation and performance of the staff will be reduced. If the staff is not satisfied with where they work, it will cause negativity on behalf of the organization in a successive manner. It is extremely important that corporate managers should have human affairs. Motivation cannot be expected from a manager who cannot analyze the needs and problems of the institution well. The manager's approach to staff should be taken into account in providing motivation. The administrator has a say in the establishment and execution of the order. It is effective in the distribution of responsibilities and duties and in the perception of fairness towards the staff. Managers must assign responsibilities and duties based on each employee's position.

Following a path that encourages and stimulates employees of the institution will lay the groundwork for motivation. For employees, opportunities to get a promotion in the organization should be provided. Expectations arise as a result of individual efforts and achievements. The needs and expectations of all employees must be provided according to the enterprise's capabilities.

Thanks to this study, factors that positively or negatively affect the motivation levels of employees were identified and ways to increase the employee's productivity were identified. From the point of view of managers, factors that cause employee unrest and low productivity in the institution have been identified. The things to be done to eliminate these negativities have been explained. It was revealed that demographic variables such as gender, year of study, marital status did not affect motivation. In older employees, a sense of ownership of the institution increase. Motivation varies depending on the amount of wages received by the staff. The working circle, the relationships in the organization and to be praised and appreciated are other factors that increase the motivation. Therefore, a working circle should be created based on feeling comfortable, protecting safety and health. Physical working conditions are very important in motivating employees.

As a result, income, security, promotion, the attractiveness of work, status, personal authority and power, participation in decisions constitute a fair and continuous disciplinary system. If motivation is provided, the gains of this will be achieved by achieving new accomplishments and making employees ready for new accomplishments.

Declarations

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