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FIELD: MANAGEMENT

**A STUDY ABOUT MOTIVATING THE EMPLOYEES FROM M.A.I.
EDUCATIONAL UNITS**

- PhD THESIS ABSTRACT -

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INTRODUCTION

Employees' work behavior is influenced by each individual's needs, aspirations and interests, and according to the characteristics of his work environment, he will act in a manner which allows him to obtain the desired effects and results. What motivates people to work differs from person to person, from a context to another and from a life stage to another.

The restructuring of the public order and safety sector together with the financial constraints imposed a motivation system based more on the reduction of satisfactions: salary decrease, losing certain rights, financial penalties or even redundancy. The uncertainty climate where the employee works, being him a manager or a simple employee, the legal restrictions which do not allow anymore the financial reward of the performances, the reduction of the benefits no matter the results of the activity, cancelling the promotions for exceptional works have substantially decreased the managers' possibility to build a extrinsic positive motivation system. The only leverages in this respect are the verbal appreciations and granting various diplomas. However, the policeman or military job is a vocational job, the orientation towards this job being also based on the pleasure to perform the job and the work motivation of the staff from these units being also due to some intrinsic motivational factors, connected to the work content.

The initial and continuous training, the specialization and professional training of the M.A.I. staff is done through its own educational network. This consists of: one university, a training institute, six post-high-school institutions and several training centres. The employees of the teaching institutions form a heterogeneous group as professional status (officers, agents/NCOs, contractual staff/ civilians), as basic professional training (military or civil) and activities (education, administration, human resources, culture and traditions, accommodation, catering etc.). It is typical to these institutions the fact that the number of the teaching staff is usually smaller than that of the non-teaching staff, and the contractual staff represents an important percentage (generally between 20%-30% of the total filled positions. This latter category is applied distinct regulations in comparison with the policemen/military from M.A.I. in the field of rewards, penalties and career evolution.

First of all, if the policemen and the military from M.A.I. have a career guide, there is no such document for the contractual staff. Moreover, in the second half of 2011, was elaborated the project for a Strategy regarding the policeman' career management which was subject to public debate on the M.A.I.'s site (hasn't been approved so far), but a similar document for the contractual staff has not appeared even as an idea. Anyway, the project didn't bring anything new regarding rewards as it was considered enough to maintain the stimulation benefits and the disciplinary penalties in effect at the moment: advancing to the next professional rank before fulfilling the minimum probation, offering decorations and medals and moral and/or material rewards, written warning, salary decrease, promotion postponement, decline to an inferior rank or dismissal. Regarding the intrinsic aspect of motivation there were no proposals. Secondly, the internal regulations of M.A.I. lack the fair approach to rewards concerning the staff categories from their own units. While there are clear rules for policemen and military concerning the rewards which complete the salary law, the contractual staff does not benefit of such provisions. The only mention for them is: "the contractual staff from M.A.I. has the right to be rewarded with bonuses, prizes an distinct titles according to the current norms for special results at work "(The M.A.I. Minister's Order no 458 from 26.05.2003). Unfortunately there are no other norms for this aspect. Of course, the same legislation about salaries and the Work Code apply to the contractual staff as well as to policemen, but this doesn't clarify the specific rewards area either).

In this context, the biggest challenge for the manager of a M.A.I. educational unit is to find the most adequate leverages for motivating, training and engaging such a heterogeneous group as status and professional activity in order to achieve the organizational objectives. From this point of view, the manger could use, besides the rewards and penalties given by the law the intrinsic professional interest of each employee. According to Deci and Ryan (2000), man is a curious, active, playful being with a wish to learn and to explore, without needing external stimuli to do that. Thus, the work motivation of the staff from these units can increase due to some intrinsic motivational factors connected to the work content on condition the access in the system should be made on vocational and professional competence criteria. However, regarding the intrinsic motivation there is a dilemma: is the police/military staff attracted by the police/military activity of by the professor/economist/engineer job? Because in these institutions there is no order and safety activity, but teaching, administrative, economic activity etc.

The paper is structured in 6 chapters. Chapter 1 *Human Resources management in M.A.I. units* offers some historical and legal landmarks, it presents the human resources and analyzes the HR management in M.A.I.: recruitment, selection and filling in the vacancies; performance appraisal; the rights and duties of the employees in work relations; particularities about rewarding the merits and work discipline and rights for managing the human resources. All the information is based on specific legislation. Chapter II *Particularities of human resources from M.A.I. educational units* describes the professional training system from M.A.I. and presents the number, structure, status and conditions for employing teaching and non-teaching staff on education levels. We presented the particularities of human resources and management structures from higher education and professional training centres of M.A.I. Chapter III – *Employees’ motivation* makes some conceptual delimitations and reviews the main motivational theories, motivation types and motivation strategies and techniques.

Chapters IV and V present the research methodology and results at the level of each studied unit, but also data processed at the level of I.G.P.R educational units and their entire group of participants. The last chapter is meant for conclusions, study limits and future research directions.

1. THE RESEARCH PURPOSE AND OBJECTIVES

The research intends to contribute to the improvement of the managerial act by identifying the most adequate strategies and motivation techniques of the employees from the M.A.I. educational units. The novelty element is the fact that it studies the human needs under the Maslow’s theory aspect in correlation with the extrinsic and intrinsic motivational factors which are specific to the field.

The general objective of the study is to analyze the motivational system of the M.A.I. educational units in order to identify good practices and ways to improve it.

The specific objectives aim at: making a hierarchy of the motivational factors and a hierarchy of the employees’ human needs, establishing the relations existing between the human needs and the motivational factors and making comparisons between the human needs and the motivational factors according to: the professional status, the activity field, basic professional training, the level of studies and the employees’ gender.

Taking into consideration that the safety and order concept is typical for the field and the policeman, guardian or fireman job is a vocational one, we started from the following hypotheses:

1. The intrinsic factors prevail in comparison with rewards and penalties;
2. The safety needs are the employees' most important needs;
3. There is a directly significant relationship between needs and motivational factors;
4. There are differences regarding the motivational factors and the human needs between various categories of employees.

2. THE RESEARCH METHODOLOGY

Taking into consideration the study objectives, the application period and the collection, processing and interpretation methods, the current research is applicative, transversal, quantitative and qualitative.

2.1. Forming and determining the sample

Inside M.A.I. there are The Police Academy (424 employees in 2012), 6 post high-school institutions (841 employees in 2013) and 13 training units (2471 employees in 2013 according to the training concept). Out of these 4 institutions are directly subordinated to M.A.I. (the Academy and three training centres), and the rest are subordinated to the four general gun inspectorates; I.G.P.R. (two post-high-school institutions and four continuous training institutions) and I.G.S.U. (one post-high-school institution and a continuous training institution for which there are no data about the employees).

In our research questionnaires were applied to all educational units belonging to one of the four inspectorates (respectively I.G.P.R.) and at the level of one teaching unit directly subordinated to M.A.I.(respectively I.S.O.P.). The investigated population was formed of 641 employees from the studied units (C.C. Sibiu, C.P.P.P. Slatina, S.A.P. Cluj, I.S.O.P. Bucharest and S.A.P. Câmpina) .The sampling type is randomized probabilistic stratified sampling; the population being split in layers and for each layer we made a simply randomized sampling.

Taking into account the need for 30 subjects for each professional category at the level of each institution as well as the possibility that after applying the questionnaires they cannot

be collected entirely, we applied 641 questionnaires out of which we collected 444 valid questionnaires. Consequently, the quantitative analysis for the case study was made on a sample of 444 respondents, although the calculated sample had been 240.

2.2. Research techniques and instruments

To investigate the research problem we used the survey method with its two forms: the questionnaire and the interview. To identify the fields, the research area, to define the concepts and build the questionnaire we used the focus group method as qualitative research method. To collect the data we used a questionnaire created by the author together with the psychologist of a M.A.I. unit who has free practice certificate in psychology applied in national security field. The questionnaire was applied between February-June 2013 according to the legislation concerning research activity at M.A.I. level.

2.3. Data processing and analysis

Data processing and analysis was made statistically with the help of IBM SPSS Statistics software version 21. We applied descriptive statistical procedures for organizing, synthesizing and communicating the numerical data. To draw conclusions about the investigated population based on a data sample, in the virtue of some logical-probabilistic reasons we used the statistical inference. The normality of the data distribution was checked by analyzing the histograms and applying the Kolmogorov-Smirnov test. To analyze the internal consistency of the scales at the level of each institution as well as the level of the whole sample we calculated the Cronbach alfa () coefficients. The correlations and the comparisons between the variables studied at the level of the group and between various staff categories were made with the help of the parametric tests for samples with normal distribution and non-parametric tests for those which do not have normal distribution. In this respect, for comparisons we applied *t* tests for pair samples and for independent samples, test U Mann-Whitney test, Kruskal-Wallis test and Wilcoxon test. For correlations we calculated the correlation coefficients Pearson and Spearman rho. As the management of each institution wished, we made analysis for the variables studied at the level of each institution.

3. GENERAL CONCLUSIONS AND PROPOSALS

The results of the statistical processing of the data collected validated the first two hypotheses at the level of each unit, at the level of all I.G.P.R. educational units and at the level of the whole sample made of the employees from the five units in the study. Thus, it was scientifically demonstrated that *the intrinsic factors prevails in comparison with rewards and penalties, and the safety needs are the most important needs of the employees.*

The hierarchies of the motivational factors established for each case were identical showing that, whatever the institution, the employees consider the intrinsic aspects of work as being the most motivating for their work behavior, followed by penalties and only on the last place the rewards. The positive correlations identified between the intrinsic factors on one hand and the rewards and penalties on the other hand come in contradiction with the theories according to which the extrinsic rewards undermine the intrinsic motivation. This thing indicates the fact that the rewards and the penalties which are applied at the moment at M.A.I. level do not compromise the intrinsic motivation of the employees from I.S.O.P. and I.G.P.R. educational units.

Of the rewards applied, merit salary/grade and the money prizes are the most motivating for the staff. All the other rewards are considered by the majority of the employees to be motivating to a small, very small extent or not at all. The least motivating reward are the white weapons, a high percentage of the employees considering it not motivating at all. The answers to the items about rewards from other sectors or which could be applied at M.A.I. level show that the majority of the employees from I.G.P.R. and I.S.O.P. consider a private pension and a private medical insurance as motivating to a great extent. The most motivating category of rewards is represented by the economic benefits followed by promotion and last a non-financial recognition of the merits.

Regarding the penalties, the situation is a little different between the I.G.P.R. units and I.S.O.P. Thus, at the level of the education sector from the Romanian Police, all the penalties stipulated by the legislation in effect at M.A.I. level are considered motivating to a large extent, very large extent or totally by the majority of the employees. At the I.S.O.P. level only three penalties of those stipulated by the legislation are considered as motivating to a large, very large extent or totally by the majority of the respondents, respectively: dismissal/being

fired, salary decrease and suspending the employment relationship for a determined period of time.

The employees of the five educational units consider that the autonomy in performing the tasks, followed by economic benefits are more important for motivation than promotion, improving interpersonal relationships, non-financial recognition and getting more decision power as a result of work results. Getting work autonomy (planning, necessity, priority, the way of performing the tasks) or, on the contrary, losing it as an effect of the work results is more motivating for the employees than getting a certain decision power (or losing it) in the activity of other colleagues.

The hierarchies of human needs made at the level of I.G.P.R. educational units and at the level of all the five units in the study showed that the most important human needs are the safety needs followed by the affiliation needs. The order of the human needs situated on the last three places differed from one institution to another and at the level of all units not being validated statistically either. The strong and very strong positive correlations identified in all the analyzed cases indicate the fact that the increase of a need brings about the increase of another need and the other way around the decrease of a need brings about the decrease of the others as well. This means that it is not necessary for a need to be satisfied so that another should become important and orient the employees' behavior, Maslow's model not being validated from this point of view.

The third hypothesis, respectively the supposition that *there is a directly significant relationship between needs and motivational factors* was validated only partially, as there is a direct, but weak relationship between work motivation and human needs.

The results of the statistical processing of the data collected at the level of I.G.P.R. educational units and at the level of all the units in the study showed the fact that a possible reward or penalty does not have important effects on the employees' human needs as the correlations between them are weakly and very weakly positive. Also, the employees' needs do not have a significant orientation in orienting the employees' behavior towards obtaining certain rewards or avoiding penalties. The connection between needs and intrinsic factors is a little more intense (moderately positive), a situation which is explained by the fact that these factors are less general than the extrinsic ones represented by rewards and penalties.

In the case of I.S.O.P., there was no correlation between the rewards and the human needs. This result indicates the fact that the respondents' human needs are not satisfied by

obtaining economic benefits/extrinsic non-material rewards which are applied or can be applied in this unit. A possible explanation of this situation is the fact that the employees' human needs are satisfied from another source than the current work place. Also there is no connection between penalties and the physiological needs, and the correlation of the penalties with the other needs is weak. What is interesting in this case is the fact that the intrinsic motivational factors also correlate weakly with the esteem needs and the self-achievement needs and have no connection with the safety needs and the affiliation needs.

The fourth hypothesis according to which *there are differences regarding the motivational factors and the human needs between various categories of employees* was also partially validated, meaning that significant differences were identified statistically between the studied variables only in certain cases. The results obtained were different according to the level of data processing.

The conclusions of the studies bring to the managers of each institution but also to the decision factors from the superior level a series of concrete information about the employees' human needs and about what they consider would motivate them to work.

First of all, it is clear that the main staff motivation is intrinsic and not extrinsic, and the employees' dominating needs are the safety and affiliation ones. In this respect, the contribution of the study comes from the fact that it approaches the relation needs-motivation (intrinsic and extrinsic) researching the existence and the intensity of their connection. It was thus proved that at the moment of the study the staff' human needs do not have a significant influence upon the orientation of work behavior. In the I.S.O.P case these seem not to be satisfied by obtaining economic benefits/ extrinsic non-material recognitions which are applied or can possibly be applied in this unit. The staff would rather consider they would be motivated to work if the results obtained brought them autonomy in planning and performing the work tasks. In this case the managers should consider different strategies for re-designing the job descriptions in order to offer the employees the possibility to develop professionally and personally, to bring them challenges and professional recognition and the autonomy feeling they wish. Simplification, rotation, task enlargement and enrichment are concrete ways of achievement.

Secondly, the results indicate the fact that only two of the reward system elements which are applied at M.A.I level are motivating to a large extent and that the staff would be sensitive to stimuli applied in other sectors such as a private pension and an additional

medical insurance. Taking into account that: 1. The rewards do not undermine the intrinsic motivation, on the contrary they can stimulate it by increasing self-esteem, being seen as a way of professional fulfillment and 2. Employees want autonomy in task performance, an alternative reward system can be conceived by combining the tasks and stimulating more autonomy. These activities are suitable for people with organizational skills, stimulate staff cooperation and help in conflict management and tensions in the work place.

Thirdly, the conclusions about the importance of the motivational factors and of the needs for various staff categories (studies, professional status, field etc.) will help designing motivation strategies and techniques to be adopted at the level of each category. For example for those motivated by the relations with the other people we should opt strategies based on personal relations, We must take into account the fact that more differences are to be found between the employees with academic education and those without it, so strategies should be differentiated according to this criterion.

4. RESEARCH LIMITS AND DIRECTIONS

The sample is representative only for the studied population. The results can be thus generalized just at the level of I.G.P.R. educational units and at the level of the employees from the non-academic police education from M.A.I. In perspective, the research can be extended at the level of all M.A.I educational units, respectively at the level of order and public safety education from M.A.I. and then at the level of all M.A.I. units.

Another limit of the field research is given by the way of applying the questionnaire. It is not the same applicator. Because it was applied by different people, the ways of applying and collecting the questionnaires was different. This can influence the accuracy of the data. To limit this shortcoming each questionnaire contained an instruction box for filling in and information about the study purpose. We also discussed with each respondent about the instructions and the application of the questionnaire. Lack of attention for those who skipped some questions was another shortcoming. The reason could be the great number of items (133 items). These shortcomings were eliminated both by giving up the questionnaires which were not completed well, and by replacing the lacking values with the help of SPSS soft. For a future study we can elaborate a shorter questionnaire which will be applied by the same person.

As the time for studying this problem was short, the research was transversal and did not bring information about the longitudinal effects of motivation and human needs. It is possible that, in time, the hierarchy of the motivational factors, the sense and the intensity between them should suffer serious modifications under the impact of the social-economic context. In this respect, a future research direction can be a study which will aim at the evolution of the motivational factors and of the human needs in time.

LIST OF ABBREVIATIONS

C.C.	- The Dog Centre
C.P.P.P	- The Centre for Policemen Training and Improvement
I.G.J.R.	- The General Inspectorate of the Romanian Constabulary
I.G.P.F.	- The General Inspectorate of the Romanian Frontier Police
I.G.P.R.	- The General Inspectorate of the Romanian Police
I.G.S.U.	- The General Inspectorate for Emergency Situations
I.S.O.P.	- The Institute for Public Order Studies
M.A.I.	- The Internal Affairs Ministry
S.A.P.	- The Police Agents School

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