

THE IMPACT OF THE MOTIVATIONAL SYSTEM AND THE ORGANIZATIONAL CULTURE ON STUDENTS' SATISFACTION

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ABSTRACT

The first part of the research refers to the main aspects regarding the most important motivational theories, while the second part presents the institution in which we applied the questionnaires - the Faculty of Administration and Public Management, emphasizing its importance within the Bucharest University of Economic Studies. In this part we also introduce the main disciplines studied, the degree of student's satisfaction and the actions organized within the faculty, dedicated to students. We wanted to discover whether the students are aware of the existence of an organizational culture within the faculty and if there is a link between the organizational culture and their satisfaction. We also believe that participation in scientific sessions organized within the faculty contributes to the gain of research competences. The third part, presents why we chose the questionnaire as a research method, describes the profile of the respondents and our interpretation of the data. The last part illustrates the main findings of the research and our recommendations.

KEYWORDS: *motivational theories, students satisfaction, higher education, motivational management, organizational culture*

1. INTRODUCTION

This paper reviews research literature on the most important motivational theories, organizational culture and methods of increasing motivation among students (Enderstein, 2017; Kantarelis and Kantarelis, 2017; Nica, 2017; Popescu, Petrescu, and Sabie, 2018). It also presents the correlation between motivation and satisfaction and their impact on the student's performance.

The study of these factors has been thoroughly analyzed in literature and they are associated with achievement and learning. It is difficult to give a concrete definition of motivation. Motivation explains the link between need satisfactions and employee job performance (Lazaroiu, 2005). In the literature review there are different types of motivation but in this paper our concern is on intrinsic and extrinsic motivation.

Intrinsic motivation remains an important construct (Ryan, Deci, 2000, p. 54). Intrinsic motivation reflects the inner impulse to learn and assimilate. The extrinsic motivation reflects external control or true self-regulation (Ryan, Deci, 2000, p. 54). The rewards that dominate in the educational system are thought to be extrinsic because they are thought to be unrelated to the act of learning itself (Covington, Mueller, 2001, p. 158). As a result when teachers attempt to encourage intrinsic behavior these activities may be discouraged (Covington, Mueller, 2001, p. 158). Rewards and punishments are often counterproductive, because they undermine "intrinsic motivation" (Bénabou, Tirole, 2003).

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Organizational culture designates a set of ideas, knowledge, standard rules, values, manifestations, premises that define the way in which work is carried out (Mathis, 2017; Mirică (Dumitrescu), 2019; Moghtader, 2017; Nordberg, 2017), the treatment of the persons involved and motivation. There is a need for leadership continuity and stability for the organizational change in the public sector (Nica, 2013). All organizations in the higher education area are unique even though the services provided are more or less identical to those of competition. Their history, their status, their structure, the energy and the personalities that have crafted and dominated them, their successes and failures are those that form and make them what they are. The organizational culture in the educational system help to understand better the factors that make the organization to get structured, develop, and perform (Campbell, Ross, and Thomson, 2017; Machan, 2017; Peters, 2017; Shaefer, Wu, and Edin, 2017). It also allows identify possible ways for universities to improve management (Lacatus, 2013, p.422) It is really hard to improve the motivation system. In order to change a system or a part of it, there is an important need to actually know, in depth and with accuracy, how it works. (Potcovaru, Girneata, Trifu, 2015, p.129).

2. METHODOLOGY OF RESEARCH

We applied a questionnaire to the students from the second and the third year of studies from the Faculty of Administration and Public Management. The faculty is an extremely active and responsible part of the academic community from the Bucharest University of Economic Studies. The mission of the faculty is "to prepare specialists for the economic functions of the public sector". The Faculty of Administration and Public Management has two specializations: „**Public Administration**” and „**Human Resources**”. The mission and the vision contribute at the development of the organizational culture inside the faculty. The mission is: “to prepare and to form specialists in administrative and socio-humane sciences”. The values are: responsibility, high quality education, transparency, performance and professionalism.

The Faculty of Administration and Public Management had 1.370 students registered at the beginning of the academic year 2017-2018, of which 1.166 students at the bachelor studies. At the specialization Public Administration 351 students are enrolled in the first year, 205 students in the second year and 238 students in the third year.

The purpose of this research is to analyze which factors of motivation prevail among students: intrinsic or extrinsic factors. One specific objective is to identify the sources of student motivation, to observe the manner in which organizational culture influences the motivation of students, to analyze whether there is a correlation between motivation and academic performances and to determine if the organizational culture influences the academic performances.

The questionnaire is a very efficient method for collecting data and providing valuable information and the questionnaire that we had applied has 17 questions.

Research Hypotheses

Hypotheses 1: The more motivated the students are, the higher the academic performances;

Hypotheses 2: The type of motivation that prevails is extrinsic motivation;

Hypotheses 3: If the students are aware of the organizational culture they are more motivated;

The results can be used to improve motivation among students from the Faculty of Administration and Public Management.

The respondent's profile

The respondents are students from the Faculty of Administration and Public Management, “Public Administration Specialization”. We applied the questionnaire to 185 students using random sampling, but only 106 students from the second and the third year responded, representing 59% of

students from the second year and 41% of students from the third year. As it can be observed a smaller percentage of students from the third year were interested to fill in the questionnaire. Regarding the sex of the respondents 38% are male students and 72% are female students. The female respondents are almost the double of male respondents. Another characteristic of the respondents is that a percentage of 96% of them are between 18 and 22 years old and only 4% of them are between 22 and 24 years old.

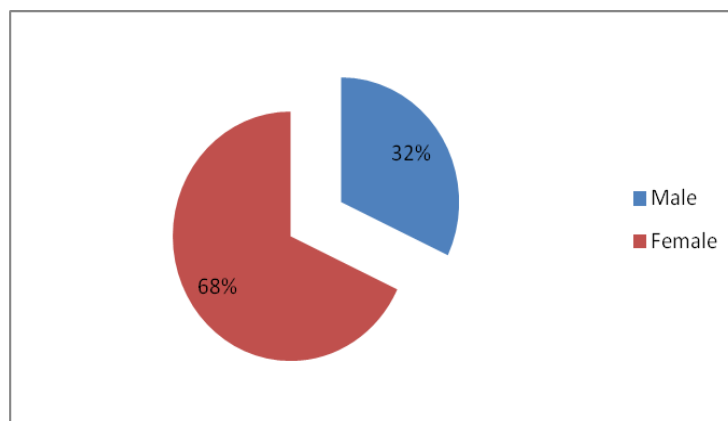


Figure 1. The sex of the respondents
Source: data from the questionnaire

3. DATA ANALYSIS

As it can be observed in Figure 2, a percentage of 66% are satisfied with their educational experience, 30% are neutral with their educational experience and only 4% are dissatisfied. None of the respondents are very satisfied or very dissatisfied.

It was very interesting to observe that 68% of the respondents answered that they are intrinsic motivated and only 32% of the respondents answered that they are extrinsic motivated. More than half of the subjects are motivated by intrinsic motivation.

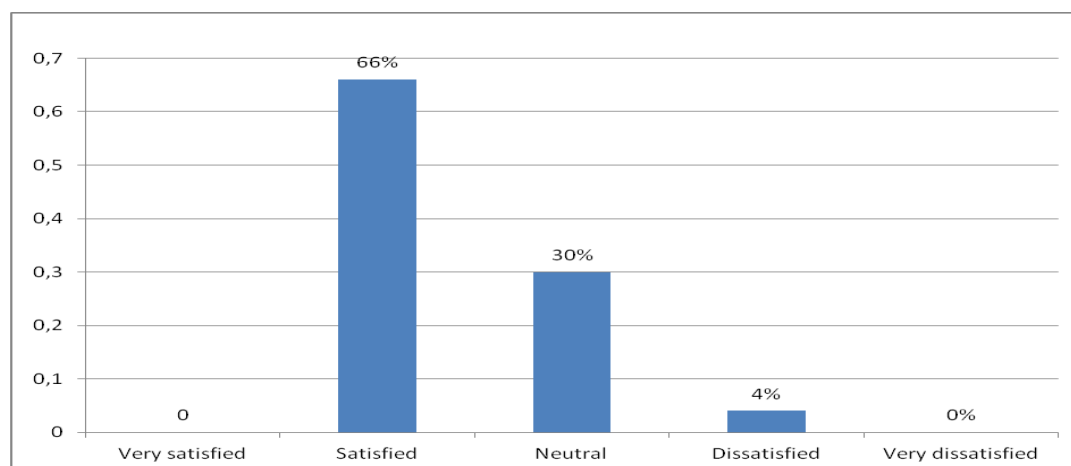


Figure 2. Overall, how satisfied are you with your educational experience?
Source: data from the questionnaire

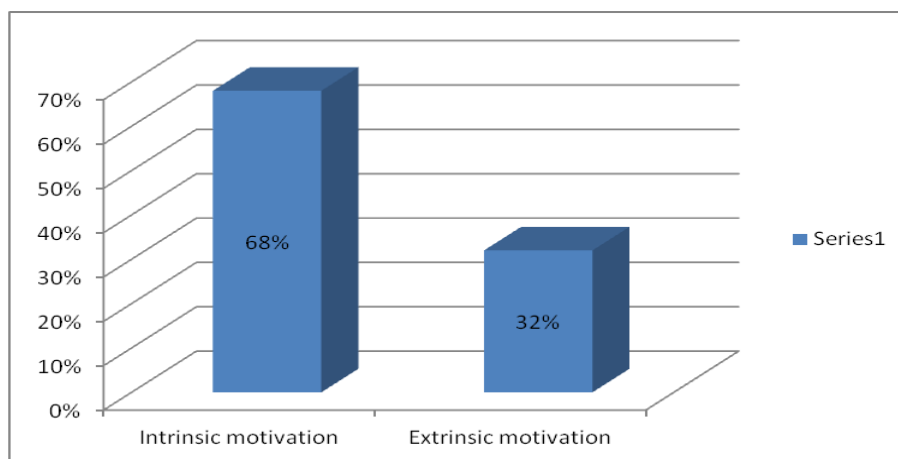


Figure 3. Which type of motivation is more important for you?

Source: data from the questionnaire

The second hypothesis is not confirmed, more than a half of the respondents considering that the intrinsic motivation is more important than the extrinsic motivation.

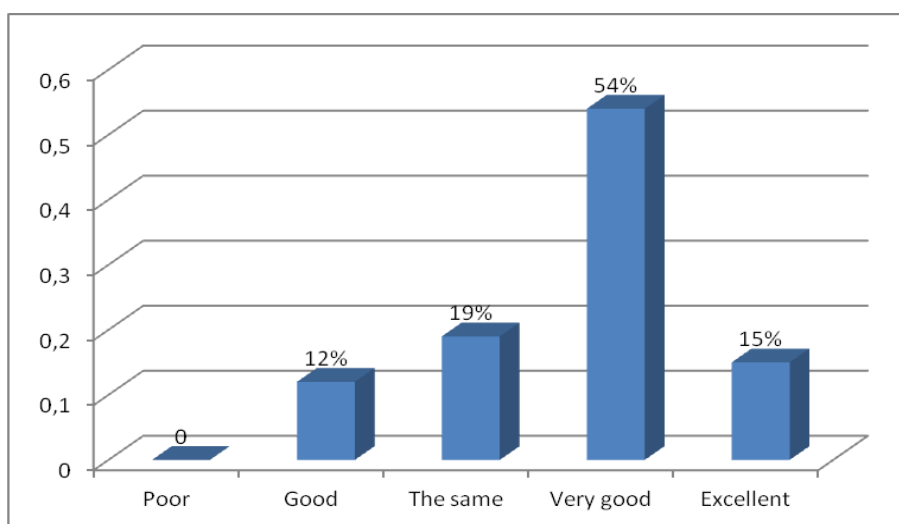


Figure 4. If you are motivated, how are your academic performances?

Source: data from the questionnaire

In Figure 4 we can observe that most of the respondents (54%) considered that if they are motivated, their academic performances are very good and 15% consider that their academic performances are excellent. For 19% of the respondents the academic performances remain the same and for 12% of the respondents their academic performances are good if they are motivated. It was a surprise that an important percentage considered that their academic performances remain the same if motivated. From their responses, we observed that they are motivated especially by intrinsic motivation.

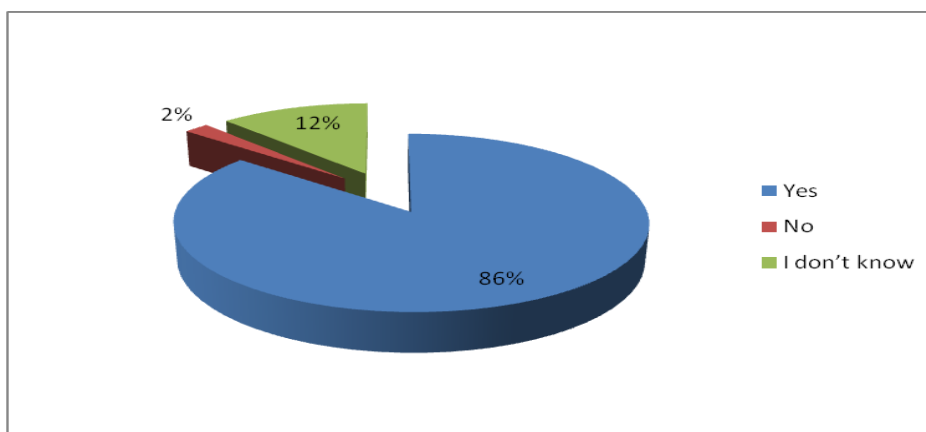


Figure 5. Do you consider that it exists a correlation between motivation and academic performances?

Source: data from the questionnaire

In the responder's opinion there is a clear correlation between motivation and academic performances. 86% of them consider that it is related, 12% don't know how to answer to this question and only 2% consider that there is no correlation between motivation and academic performances.

The first hypothesis is confirmed because if proper motivated, the academic performances of the students are very good and excellent.

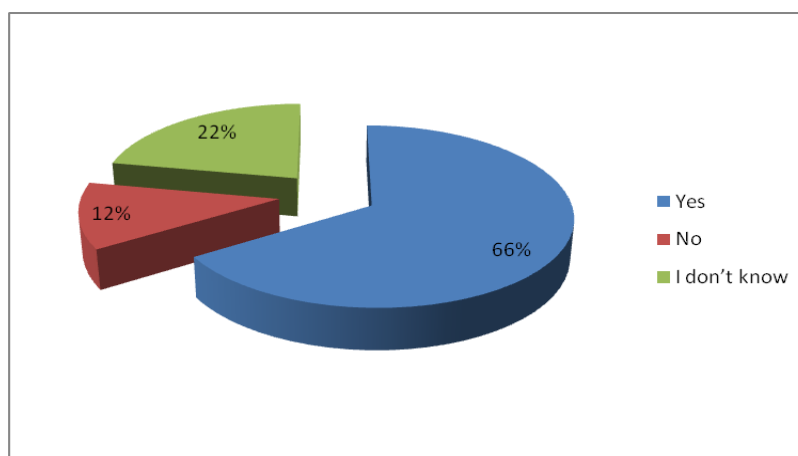


Figure 6. Do you consider that it exists a correlation between organizational culture and academic performances?

Source: data from the questionnaire

Regarding the correlation between organizational culture and academic performances, 66% consider that it exists, 12% consider that there is no correlation and 22% don't know whether the correlation exists or not. As it can be observed the percentage of the persons considering that there is no correlation between organizational culture and academic performances is bigger than the percentage of the persons that consider that there is no correlation between motivation and academic performances.

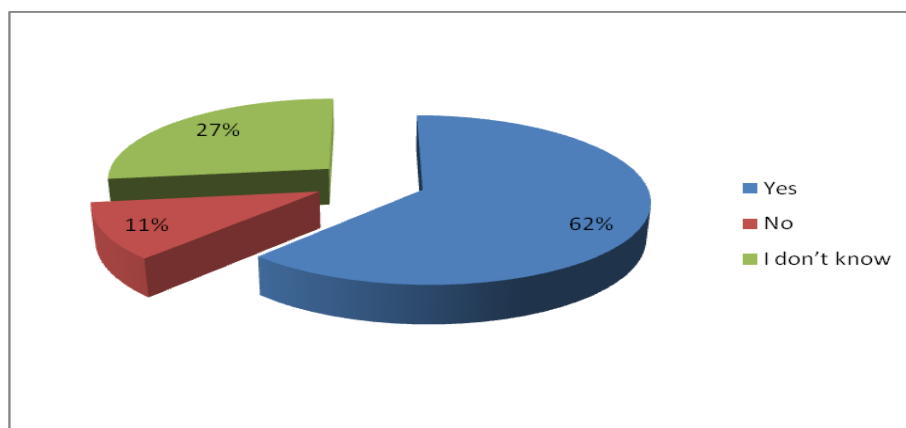


Figure 7. Do you consider that it exists a correlation between organizational culture and motivation?

Source: data from the questionnaire

62% of the respondents consider that there is a correlation between organizational culture and motivation, 11% consider that there is no correlation between organizational culture and motivation and 27% of the respondents don't know whether there is a correlation between them.

As a conclusion, most of the students (86%) consider that a correlation exists between motivation and academic performances.

At the question „Do you consider that the organizational culture of the faculty influences the motivation of the students” the answers were as we can observe in the next figure:

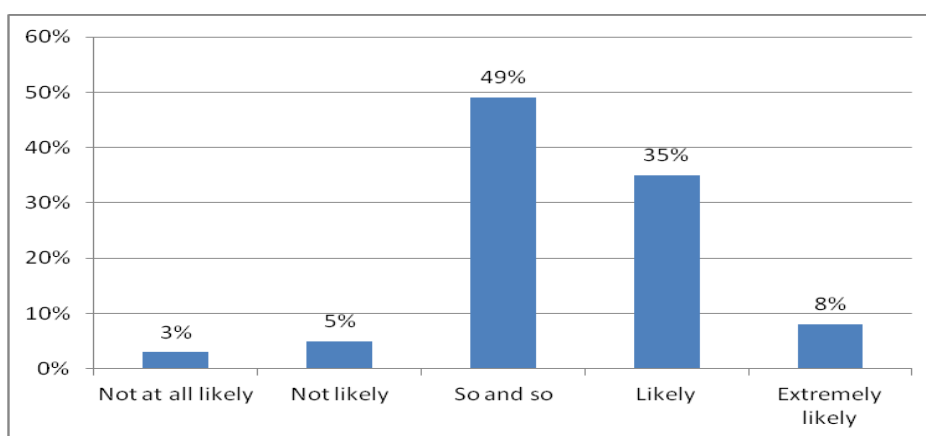


Figure 8. Do you consider that the organizational culture of the faculty influences the motivation of the students

Source: data from the questionnaire

The majority (49%) responded that the organizational culture of the faculty influences so and so the motivation of the students, 35% responded that it is likely that the organizational culture to influence the motivation and 8% responded that it is extremely likely that the organizational culture to influence the motivation of the students.

Also the third hypothesis is confirmed, as the students consider that there is a correlation between organizational culture and motivation.

The last question of the questionnaire gave the students the opportunity to express their feelings regarding motivation. The question was "Do you have any suggestions for increasing motivation among students". The answers were the following: „Organising some fun events would be nice like the Christmas party”, „Giving students new opportunities in choosing the way they like to study”,

„More extracurricular activities” „Better communication between students and teachers”, More projects and opened discussions”.

The most relevant research limitation is that the target group is not very heterogenic regarding the ages of the respondents; we, also, didn't receive the amount of answers that we expected (only 106 answers from 185). There is a certain lack of interest in answering. Another research limitation is that we applied the questionnaire only to students from Public Administration Specialization.

4. CONCLUSIONS

Overall motivation among students is an important concern for the professors. The students through motivation can obtain academic excellence. The main problems of the students are their lack of interest, their easy discouragement caused by the attitude of the professors, their reticence to taking challenges, while their most important motivational factor is obtaining a university's degree (Carter and Chu-May Yeo, 2018; Popescu and Ciurlău, 2017; Popescu Ljungholm, 2017a; Thiel, 2017) .

From this research we can conclude that among the students from Administration and Public Management predominates the intrinsic motivation. Also if they are proper motivated their academic performances are very good and only for a part of them their academic performances remain the same. The most important correlation is between motivation and academic performances. Between organizational culture and academic performances the link is weaker than that between motivation and academic performances. A student that is intrinsic motivated becomes more open and accepts more easily his others colleges and he sets realistic objectives for himself. The learning becomes more individually.

We can conclude that by intrinsic motivation (Bousta and Marique, 2017; Donnelly, 2017; Popescu Ljungholm, 2017b; Prowle and Araali, 2017) the source of motivation is found in someone's personal needs and by extrinsic motivation the source is represented by material rewards (Acosta Price, 2017; Drugău-Constantin, 2018; Harris and Estevez, 2017; Nica and Mirică (Dumitrescu), 2017).

In conclusion, although the students answered that they are intrinsic motivated the university degree is very important for them. It is a contradiction because obtaining a university degree is a form of extrinsic motivation. The last conclusion of this research is that intrinsic and extrinsic motivational orientations can work positively together (Amabile,1993, p.191).

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