



Стопански  
факултет

# Социално- икономически анализи

Книга 2/2015 (8)

Elitsa Petrova

## METHODOLOGY ON STUDY OF MOTIVATION FOR EDUCATION BASED ON OPINIONS' RESEARCH OF CADETS FROM VASIL LEVSKI NATIONAL MILITARY UNIVERSITY, BULGARIA

**Abstract:** Motivation is a key element in the process of achieving organizational goals and therefore current cadets as future officers and future military leaders should be familiar with the needs of their subordinates, so to use and apply different motivational techniques to increase the level of their own motivation and motivation of their subordinates in reaching a high professional performance. The paper presents research on necessity and relevance of the problem of studying motivation in military formations of the example of the Nicolae Balcescu Land forces Academy, Sibiu, Romania and Vasil Levski National Military University, Veliko Tarnovo, Bulgaria as well as research on motivation for education and military activities in military formations of the example of the Vasil Levski National Military University, Bulgaria.

**Key words:** motivation, cadet's motivation, military educational institutions

### Introduction

Motivation is a key element in the process of achieving organizational goals and therefore current cadets as future officers and future military leaders should be familiar with the needs of their subordinates, so to use and apply different motivational techniques to increase the level of their own motivation and motivation of their subordinates in reaching a high professional performance. In connection with the successful achievement of the objectives of individual and collective military training as well as in connection with the successful implementation of the profession – officer the main factors that like to be motivators urging individuals to work should be clarified. It is important to be explained how they affect learning, how to apply them in training process and what the role of both personal effort is and what external factors on individual and collective performance of learners are.

Traditionally we divide motivation of internal and external. It is important to understand these inherent personality factors that influence people to adhere to certain behaviour for internal motivation. Intrinsic motivation is always the result of the direct interest of stakeholders in the organization. When we talk about extrinsic motivation, we understand the system of impacts which motivate people to achieve particular goals.

While intrinsic motivation depends on personality, external motivation remains extremely sensitive and delicate issue. The methods used for external motivation largely depend on personal qualities, diversity of knowledge, skills and experience of the commander or the academic staff, of the occupation of psychosocial competence and emotional intelligence, which play an important role in the formation of ability to motivate students, supporting them in the course of military operations and training to build as future officers possessing real capacity to undertake military missions and activities to protect the population in peacetime.

Extrinsic motivation is generated by elements belonging to the working environment or external factors, so that it becomes a type of relationship between man and organization that determine whether a person will make any effort and get some results. Individual is a complex organism whose development goes through different stages, which are closely linked to environment of living and working conditions as a result of what the methods of motivation are variables.

**Necessity and relevance of the problem of studying motivation in military formations of the example of Nicolae Balcescu Land forces Academy, Sibiu, Romania and Vasil Levski National Military University, Veliko Tarnovo, Bulgaria**

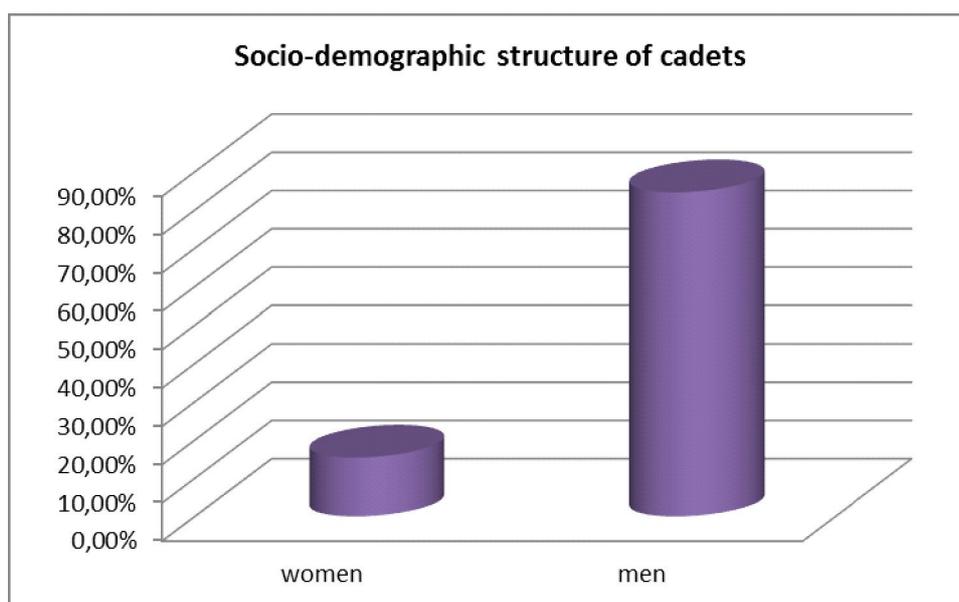
The article is a part of a study that justifies the need for further investigation on motivation, ongoing, and because of the fact the presented data are from the 2012/2013 academic year. Data from basic study will be published in an appropriate way in the future.

It was successfully conducted research with subject „Ways of Using Procedural Motivational Theories in Military Formations” by graduate student sergeant Andrei Zegoicea from “Nicolae Balcescu” Land forces Academy, Romania and Assoc. Prof. Elitsa Petrova from “Vasil Levski” National Military University, Bulgaria in 2012/2013 academic year. It was made a comparative analysis of the methods that were used to form the motivation for training of cadets from both the military universities.

The research goals were:

- Analysing the organizational culture in Nicolae Balcescu Land forces Academy, Romania and Vasil Levski National Military University Bulgaria and identifying of those elements that influence on motivation for learning and military activities of cadets;
- Identifying the key motivational factors and methods used by academic staff and commanders that contribute to and increase the satisfaction of cadets from both countries.

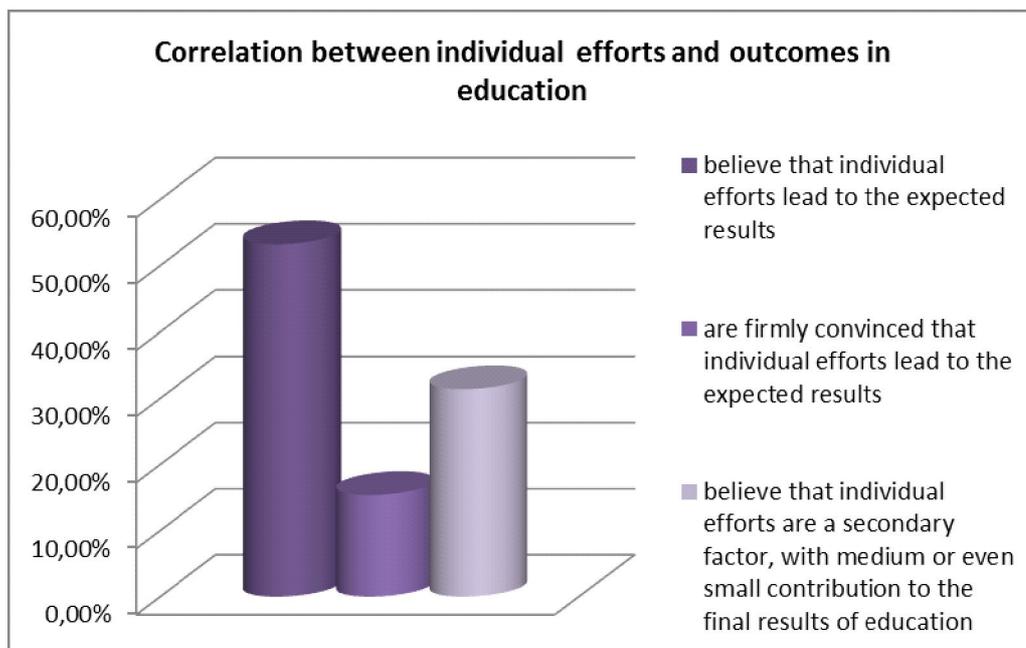
Representative sample was formed by 156 people. Bulgarian and Romanian cadets of the last year of education in the relevant universities were covered. Socio-demographic structure of cadets was as follows: 15.38% were women and 84.62% were men. The study was performed using statistical software package for Social Sciences – SPSS.



**Graph 1.** Socio-demographic structure of study participants 2012/2013 academic year

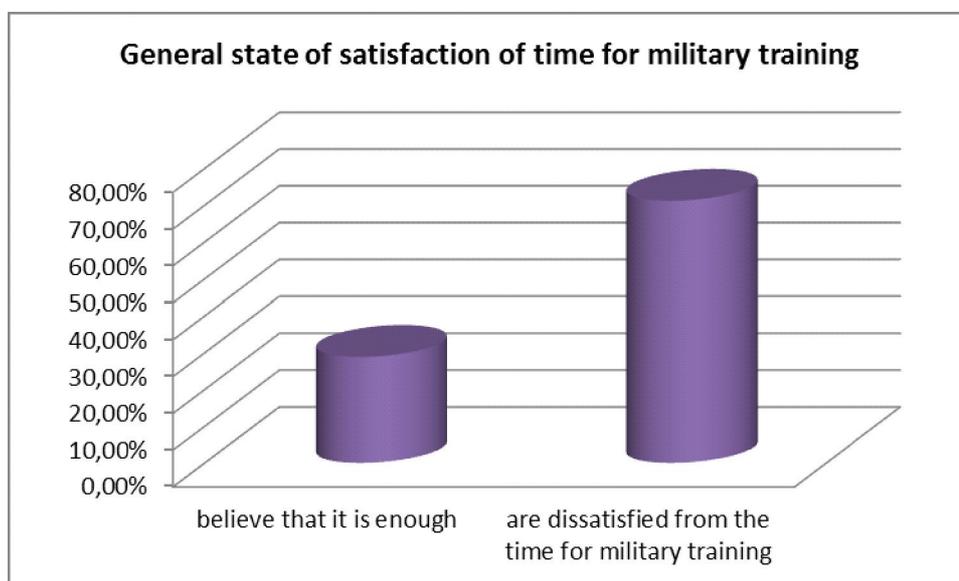
In summary analysis presents important and very interesting information about the motivation for learning and military activities of Romanian and Bulgarian cadets and used motivational methods by academic and command staff.

The study indicates the correlation between individual efforts and outcomes in education. More than half of the cadets, i.e. 53.23% believe that individual efforts lead to the expected results, 15.38% of them are firmly convinced of this while remaining 31.39% believe that individual efforts are a secondary factor, with medium or even small contribution to the final results of education.



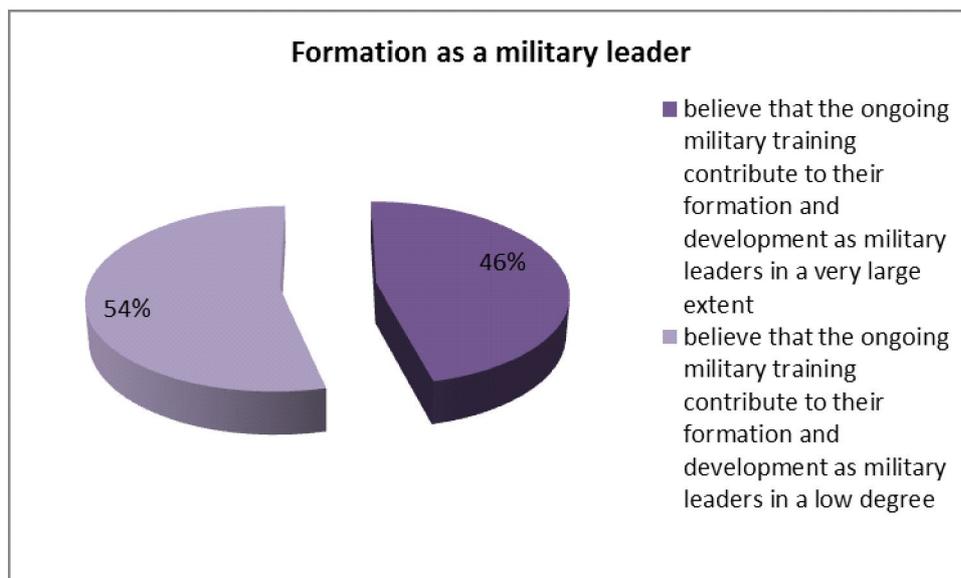
**Graph 2.** Correlation between individual efforts and outcomes in education according to study participants 2012/2013 academic year

Specialized and general military education is an essential part in the process of accumulation of knowledge and professional development of cadets as future officers and military leaders. It was investigated in satisfaction in terms of timing for special and general military training in the universities. General state of satisfaction of time for military training is as follows: 28.84% of cadets believe that it is enough, but 71.16% of them are dissatisfied from the time for military training.



**Graph 3.** General state of satisfaction of time for military training according to study participants 2012/2013 academic year

Formation as a military leader is one of the main objectives of the two prestigious military institutions. 46.15% of cadets believe that the ongoing military training contribute to their formation and development as military leaders in a very large extent, while 53.85% consider it in a less degree.



**Graph 4.** Military training contribution to cadets' formation and development as military leaders according to study participants 2012/2013 academic year

Based on of this study we can assume that there are specific organizations problem areas in at least one of the following areas:

1. Relation between individual effort and outcomes in education;
2. Satisfaction with general and specialized military training;
3. Satisfaction with the acquisition of non-military specialties; and
4. Methods of extrinsic motivation used by academic and command staff.

The answers to open questions showed that there were problems in the following areas: material and technical base, facilities, equipment, materials for education, relationships between cadets and faculty and command staff, communication, innovativeness of taught material, assessing the achievements of the cadets, teaching techniques, and others.

After approval of a scientific request to the Head of the National Military University in Veliko Tarnovo, Bulgaria on the continuation of the study, this was allowed.

#### **Research on Motivation for Education and Military Activities in Military Formations of the Example of Vasil Levski National Military University, Bulgaria**

Current *scientific research* is focused to examine cadets' motivation for education, training and military activities at the National Military University, to explore trends in the process of motivation over the years and to contribute to analysis, study and improvement of cadets' motivation.

The *subject* of the study is cadets' motivation for education and military activities and satisfaction derived from it at the National Military University, Bulgaria while the **objects** are cadets in professional direction "Organization and Management of Military Units at the Tactical Level" from Land forces faculty at the National Military University. The major reasons for selecting current subject and objects of the study are the lack of such researches at the Land forces faculty, National Military University, Bulgaria, and the possibility of presentation of a scientific based model for improving the motivation of learners and increasing their satisfaction of the learning process at the studied military educational institution, which could be a model of good practice for various military educational institutions. It can be marked as a goal of the current scientific research.

*Research hypothesis.* The specific organizational culture in military educational institutions and in particular at Vasil Levski National Military University has a major impact on individual motivation of cadets for training and military activities in the process of achieving the specific objectives in these kinds of organizations. We believe that the academic performance of cadets and received satisfaction from their training during their academic preparation is dependent on both the quality and intensity of the efforts made

by the cadets in the educational process and the methods of extrinsic motivation used by academic and command staff. It is possible during the investigation of the problem to establish that certain elements of the learning process and/or military activities do not fully meet the learners' demand, needs and expectations.

Achieving the scientific goal implies solving the following **tasks**:

- Critical examination of basic motivational theories focusing on the subject of specific research as enrich and expand scientific tools for research according to the specifics of the subject and object of the study.

- Conducting empirical research on the motivation of the cadets in professional direction “Organization and Management of Military Units at the Tactical Level” from Land forces faculty at Vasil Levski National Military University.

- Analyzing the results of the empirical research on the motivation of the cadets in professional direction “Organization and Management of Military Units at the Tactical Level” from Land forces faculty at Vasil Levski National Military University to ascertain basic problem areas and formulate recommendations for improving motivational methods and increasing the motivation and satisfaction of learners from the educational process.

*Limitations of the study.* Recruiting information regarding the survey was carried out through a combination of research methods. The main method of the study is empirical research conducted in a real environment at the Land forces faculty of National Military University, which is the main educational unit responsible for education of the current scientific subject – cadets in professional direction “Organization and Management of Military Units at the Tactical Level”.

The study uses a questionnaire with questions with given answers and open questions, where the cadets have the opportunity to express their personal opinion. Except the traditional survey questions for the level of motivation and satisfaction from educational process, questions that should be paid more attention are entered in the questionnaire. These are anticipated problem areas and critical moments marked at the diagnostic stage of the study during 2012/2013 academic year. They are provocative to some extent and collect specific information for elements of intrinsic motivation or methods used for extrinsic motivation of learners.

Processing and analysis of survey results is done with graphical representations using mathematical and statistical methods with testing of hypotheses and showing possible trends for future expansion of the identified problem areas.

In the course of theoretical research were studied motivational theories of needs, socially acquired knowledge, behavioural, cognitive, psychoanalytic and biological motivational theories. An appropriate questionnaire including 23 items to help achieve the objectives and allow testing the validity of the formulated research hypothesis and made scientific assumptions was drawn up after exploring a variety of theories of motivation presented below. The questionnaire was prepared by Elitsa Petrova and Dumitru Iancu as a result of their multiannual researches into the motivation of individual.

In a period of more than 15 years, from 2002 to now, they have been studied many basic motivational theories, including Content and procedural motivational theories, Needs-oriented motivational theories, Psychoanalytic theories on motivation, Biological theories on motivation, Cognitive theories on motivation, Behavioural theories of motivation, Socio-cognitive theories on motivation and others having in consideration theoretical and practical performance and experience not only but mainly of the following authors Aristotle, Heraclitus, Democritus, Plato, Socrates, Lucrezia, Spinoza, Freud, Jung, Eysenck, Adler, Erikson, Fromm, Rogers, Kondilyak, Chernishevsky, Levin, Olpart, McDowell, Berlyne, Borovskiy, Uznadze, Kelly, Hekhausen, Atkinson, McClelland, Skinner, Thorndike, Bandura, Rotter, Murray, Maslow, Deci, Herzberg, Alderfar, Lawrence and Nohria, Leontiev, Latham and Locke, Adams, Vroom, Porter and Lawler, Drucker and many others.

There are no precise mathematical criteria for analysis, research and measuring the level of motivation in the scientific literature. This is understandable due to the complexity of the phenomena and the individual characteristics of personality. Quantification of motivation is a difficult process, so in practice we use nonparametric methods to establish the level of individuals' motivation. The processing of the received data can be performed using a variety of computer programs for data processing of empirical studies that permit the testing of hypotheses and trends. The results from the experiment are presented in tables and graphics so the analysis by further order to provide guidelines for improving the motivation of the students in the form of motivational model containing the problems and recommendations for their elimination.

In our opinion a system of motivational factors is extremely complex creative process that can be likened to the construction of complex material and social system. This activity is connected with the study of the particular organization, needs, interests and expectations of employees that could incite reasons for the high activity in the realization of the objectives of the organization.

The complex of issues is formed based on a study on motivational theories, and results of the diagnostic stage of survey which was conducted in the 2012/2013 academic year. It was originally composed the appropriate questionnaire that takes into account the specifics of military organizations including 15 points to help achieve the objectives following the concept of using procedural theories of motivation. Subsequently questionnaire was expanded to 24 questions, taking into account the diversity of concepts and theories of motivation and problems identified in the course of the initial investigation. Included factors are undoubtedly the most significant in terms of the needs of learners and the desired behaviour which corresponds to the interests of the military educational institutions nowadays.

Depending on the questions the answers are presented using one of the following five-point scales.

Scale for satisfaction	Scale for consent
A very large extent	Totally agree
To a large extent	Agree
Neither low, neither in high extent	No matter
To a small extent	Disagree
In a very small extent	Totally disagree

**Tabl.1.** Five-point scales for satisfaction or consent

Investigations of motivation are as follows: the intellectual dimensions of motivation are set by questions 3, 4, 5, 6, 7, 8, 17, 18, 20, 22 and the psycho-social dimensions of motivation are set by questions 1, 2, 9, 10, 11, 12, 13, 14, 15, 16, 19, 21, 22, 23, 24.

It is generally recognized that human potential is one of the most valuable assets of an organization. Certainly it needs to develop, refine and enrich. Effective reasoned call denier is dependent on the life of the organizational unit. Therefore, it is necessary organization to be responsible for its own people and their needs. The prosperity of every organization depends on the motivation of the people who is a constant concern of management and requires on regular evaluation and continuous investment.

We believe that willpower of the managerial staff of universities could contribute to increased motivation for learning through the use of appropriate motivational methods and to provide adequate facilities to conduct ongoing training in civil and military specialization. According to the survey the learners are ready to contribute to this process by demonstrating impeccable military behaviour, respect for the work of the academic and command staff, and by active participation in the educational process and military activities.

### **Conclusion**

The motivation prompts the individual to behave in a certain way and largely determines people's behaviour, its form, direction, intensity and duration. Motivational behaviour is mostly a reflection of the relationship between the individual and society. Motivating factors are the impacts that management uses and applies to the behaviour of people in the labour. They are a complex combination of economic, organizational, managerial, social, psychological and mental factors, said unity by factors affect job performance of staff and the results of its operations.

The survey results generally can be used to build specific to the organization motivational program. From the realization of such a motivational program can be expected to improve motivation to work more actively, improve technical and management capacity of the system, applying the results to other target groups and other sectors for a future period – financial, political and institutional stability.

## REFERENCES

1. **Andreeva, M.** Organizational Behavior, IC Galaxy, 1998.
2. **Armstrong, M.** Handbook of Human Resource Management, Dolphin Press. Burgas, 1993.
3. **Atkinson, John William.** An Introduction to Motivation, Nostrand Company, Inc, Oxford, England, 1964.
4. **Bandura, A., J. Rotter.** Social Direction in Cognition Theories Personalities. Moscow, 2004.
5. **Barrett, R.** Vocational Business: Training, Developing and Motivating People, Business & Economics, 2003.
6. **Bolman, Lee and T. Deal.** Reframing Organizations. San Francisco: Jossey-Bass, 1991.
7. **Corsini, R.** Encyclopedia of Psychology. S., 1998.
8. **Deci, Edward L., Ryan, Richard M.** Intrinsic motivation and self-determination in human behavior. New York: Plenum, 1985.
9. **Donnelly, D., D. Gibson, D.** Ivanchevich, Fundamentals of Management, Open Society. Sofia, 1997.
10. **Graham, H. T.** Human Resources Management. London, 1991.
11. **Handy, C.** Understanding Organizations, 3rd edn. Penguin Books, 1985.
12. **Hekhausen, H.** Motivation and action. Moscow, 1986.
13. **Hersey P., Blanchard K.** Management of Organizational Behavior: Utilizing Human Resources, Gfh. Ed. Prentice Hall, Inc., 1993.
14. **Johnson, R.** Management, Systems, and Society: An Introduction, Pacific Palisades, Calif.: Goodyear Pub. Co., 1976.
15. **Lawrence, P., N. Nohria.** Motivated – How Human Nature Shapes our Decisions. S., 2002.
16. **Leontiev, A.** Selected Psychological Works, Activity. Consciousness. Personality, 2, – M.: Education, 1983.
17. **Lewin K., Lippit R. White R. K.** Patterns of Aggressive Behavior in Experimentally – Created Social Climates/ /Journal of Social Psychology. Vol. 10. 1939.
18. **Likert, R.** The Human Organization. Mc Graw-Hill, 1967.
19. **Likert, R.** New Patterns of Management, McGraw-Hill, 1961.
20. **Maslow, A.** Motivation and Personality, Cybea, 2001.
21. **McGrath, J. E.** Time, Interaction, and Performance (TIP): A Theory of Groups, Small Group Research, 22 (2), 1991.
22. **Mowday, R. T.** Equity Theory Predictions of Behavior in Organizations, In R. M Steers and L W Porter (Eds.), Motivation and Work Behavior (2nd ed ).
23. **Paunov, M.** Organizational Behavior. S., 1998.
24. **Petrova, E.** A Brief Introduction into Management, Publishing complex of National Military University. Bulgaria. Veliko Tarnovo, 2015.
25. **Petrova, E.** Fundamentals of Management, Publishing complex of National Military University, Bulgaria. Veliko Tarnovo, 2014.
26. **Petrova, E.** Management in a Changing World, Publishing complex of National Military University, Bulgaria. Veliko Tarnovo, 2012.
27. **Petrova, E.** Motivation. Leadership. Power into Management, Publishing complex of National Military University, Bulgaria. Veliko Tarnovo, 2011.
28. **Petrova, E., Zegoicea, A.** Comparative Case Study Regarding Cadets' Motivation in the Romanian Land Forces Academy and Bulgarian National Military University – Methodology and Some Results, International Scientific Conference Publishing complex of National Military University, Bulgaria. Veliko Tarnovo, 2013.
29. **Petrova, E., Zegoicea, A.** Ways of Using Procedural Motivational Theories in Military Formations – Based on Study of Views of Cadets of Vassil Levski National Military University, Bulgaria and Nicolae Balcescu Land Forces Academy, Romania, International Scientific Conference Publishing complex of National Military University, Bulgaria. Veliko Tarnovo, 2013.
30. **Porter, L. W.** A Study of Perceived Need Satisfaction in Bottom and Middle Management Jobs, Journal of Applied Psychology, 1961.
31. **Robbins, Decenzo, & Coulter.** Fundamentals of Management, Essential Concepts and Applications, 7<sup>th</sup> global Ed. Pearson Education, UK, 2011.
32. **Skinner, BF,** Scientifical-behavioral aspect of the theory of personality. Moscow, 2004.
33. **Zankovsky, A.** Organizational Psychology. Moscow, 2004.