

Study of Factors Affecting Employee Motivation in Kalleh Company

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ABSTRACT:

The topic of job motivation plays a central role in the field of management, both in practice and in theory. Managers consider motivation an inseparable part of the performance equation at all levels. At the same time, organizational researchers regard it as a fundamental cornerstone in the development of useful theories related to effective managerial activities. The present study was conducted with the aim of identifying and explaining job-related factors affecting the level of employee motivation in Kalleh Company, located in Amol city, using a sample of 361 employees of this company. The research model is composed of six dimensions, which include job identity, autonomy, job significance, organizational learning, feedback, and skill variety. This study is a descriptive survey in nature, and a questionnaire was used for data collection. SPSS software was used for data analysis. The results indicated that all dimensions (job identity, autonomy, job significance, organizational learning, feedback, and skill variety) had a significant effect on motivation.

Keywords: *Employee motivation, Job identity, Job significance, Kalleh Company*

INTRODUCTION:

Nowadays, there has been a lot of discussion in management about motivation and its relationship with employee efficiency and the efficiency of various organizations, and the necessary relationship between the educational and production efficiency of organizations and the intensity and weakness of the motivations of the members of each organization has been discussed (Karimi, 1998). Motivations are considered to be the factor that creates energy and causes the movement of living beings, including humans. Because motivation makes a person stick to their duties and do things with seriousness and enthusiasm, in this way, they can easily achieve their goals and desires, including simple and complex goals. For this reason, the topic of motivation is of great importance in psychological studies and research (Akhundi Bonab, 2011). Searching for the answer to the question of motivation is the key to understanding the reasons for human behavior. People do different things according to different motivations. Even if the motivations of people are the same, the intensity of their motivation is different, which is due to individual differences (Tabibi, 2012).

One of the reasons for employee success and, consequently, organizational success is the presence of high levels of motivational factors within the organization. To explain differences between employees who have equal talent, ability, and opportunity to work under similar organizational conditions but show different performance, the concept of job motivation is used. Job motivation refers to the factors, conditions, and circumstances that stimulate, direct, and sustain an individual's behavior desirably in

relation to their job position (Bahadori, 2012). Job motivation reflects an individual's desire and interest in performing work, organizing their material, spiritual, and social environment, overcoming obstacles, outperforming others, and competing with them through greater effort to perform tasks better.

Employees who are highly motivated are constantly striving to get more promotions and are promoted faster because they are always looking for better ways to do their assigned tasks and duties. These employees create a state for themselves in performing their tasks that requires relatively more effort, and can strive to play the role that is asked of them. Usually, a motivated person performs his job duties with more interest, energy, and efficiency compared to his colleagues who are not motivated. On the other hand, managers are also trying to achieve more successes and promotions in various ways and are always looking to find better and easier ways to do things. When faced with the level of employee job motivation and the type of source of control they exercise, these managers make work a struggle for themselves when they are confident in doing what they are doing on behalf of their employees and themselves. These managers adopt a different approach to dealing with problems and solving them (Golverdi, 2003).

Rezaei et al. (2010) conducted a study titled "Investigating Motivational Factors Affecting the Retention of Faculty Members at Hormozgan University of Medical Sciences since 1986". They concluded that, given the importance of retaining experienced faculty members in academic environments and the significant investment made in training and providing these human resources, skilled

and motivated human capital is the most important asset in the development of higher education, health care, and training in any region.

Springer (2010) conducted a study titled “Investigating Job Motivation, Satisfaction, and Performance among Bank Employees” and concluded that it showed a positive and significant relationship between self-determined job motivation (self-accepted and introjected intrinsic motivation) and job enthusiasm, and a significant negative relationship between dimensions that are at a low level in terms of self-determination (extrinsic motivation, intrinsic a motivation, and extrinsic a motivation) and job enthusiasm.

One of the main concerns of today’s organizational managers is why some employees are underperforming, lack sufficient motivation, are unwilling to increase their activity quantitatively or qualitatively, or show no innovation or creativity in their work. Undoubtedly, answering these questions is difficult because there are many barriers and causes involved, such as individual differences, diversity of tasks and jobs, behavioral changes over time, and managers’ control sources (Akhundi et al., 2011). Based on the above, the present research aims to examine the factors affecting employee motivation in Kalleh Company.

Theoretical Foundations of the Research:

Motivation:

Motivation is a chain process that begins with the feeling of a need, followed by desire, which leads to tension and action. As a consequence, an effort is made to achieve a goal, and ultimately the desire is satisfied. Motivation in organizations is a collective and group-related issue. Managers who lack sufficient motivation cannot develop highly motivated employees, and low-motivated employees, in turn, are not without influence on managers’ behavior and motivation.

One of the effective ways to create motivation among employees is to set clear and achievable goals for them. These goals must have motivational power, and participatory methods should be used to allow employees to become involved in issues and take a more active role in decision-making. Managers should align employee behavior with organizational goals by maintaining human dignity, valuing employees’ efforts and skill development, and recognizing different individual and organizational needs. Economists and most managers believe that money (salary and wages) plays an important role in motivation and job satisfaction. In contrast, behavioral scientists consider its effect on motivation and job satisfaction to be minimal. Part of motivation and productivity in work depends on the alignment between job characteristics and individuals’ abilities, needs, interests, and values. This alignment leads to job satisfaction, while its absence leads to dissatisfaction. Job satisfaction or dissatisfaction is related to an individual’s overall life; it is one of the most important factors in life satisfaction, and all human behaviors and relationships are directly

or indirectly influenced by employment conditions (Raee, 2012).

Motivation is the human behavior that gives strength and continuity to the achievement of an active and directed goal. The environment of individuals is the main factor in the intensity, weakness, and direction of these forces. Therefore, motivation means the forces, backgrounds, or internal states that cause an individual to voluntarily start activities and continue until achieving specific goals. According to this definition, motivation is affected by internal and external factors. (Ghorbani, 2011).

Motivation is one of the most complex issues in organizational behavior, which management writers have defined differently. Motivation is a set of forces that cause an individual to behave in certain ways. Motivation refers to the degree of readiness of an organism. It is designed to pursue a number of goals. The process of stimulating and supporting goal-oriented behavior is called motivation; the motivation of individuals depends on the intensity of the motivators; motivation is a factor that forces a living being to engage in different activities and expend energy at different levels; in practice, motivations are the internal forces of an individual that explicitly push him to a specific activity; motivation is aimed at a goal in terms of its effect on behavior; in other words, motivation, the motivators of the “why” of behavior, and behaviors are also goal-oriented, in addition, goals are outside of individuals (Anvari, 2013).

Theories of Motivation:

Researchers and scholars in organizational science and management have proposed various theories regarding job satisfaction and its influencing factors, some of which are presented below:

Expectancy Theory: An individual’s expectations influence the type and level of job satisfaction. This theory suggests that job satisfaction is determined by the complete alignment of expectations with individual achievements, while dissatisfaction results from failure to meet expectations.

Value Theory: This theory states that satisfaction is determined by whether the job allows the individual to preserve personal and private values.

Brill Theory: According to this theory, if a person chooses their job based on their own thoughts and decisions, they will naturally be satisfied with it. However, if the job is chosen under compulsion or necessity, the individual is likely to be dissatisfied.

Role Theory: This theory considers both social and psychological aspects. The social dimension includes external conditions of job satisfaction, while the psychological dimension relates to individual expectations and perceptions.

Needs Theory: According to this theory, job satisfaction depends on two factors: first, the extent to which job-related needs are fulfilled through work and position; and second, the extent to which needs remain unmet. This theory is closely related to Maslow’s hierarchy of needs.

Herzberg's Theory (Motivation-Hygiene Theory): Herzberg distinguishes between two types of needs: physical/material needs and psychological needs. Factors whose absence leads to dissatisfaction are called hygiene factors, while factors whose presence leads to satisfaction are called motivators.

Holland's Theory: This theory suggests that if an individual chooses a job consistent with their personality traits and has a positive attitude toward it, they will be satisfied; otherwise, they will not.

Need Fulfillment Theory: This theory is based on two concepts: first, if a person's desires are fulfilled, they become satisfied; second, the more important and valuable the goals pursued, the greater the satisfaction when achieved, and the greater the dissatisfaction when not achieved.

Reference Group Theory: This theory states that an individual's attitudes toward the world and evaluation of various phenomena are largely influenced by reference groups, which the individual interacts with in relation to social realities.

Equity Theory: According to this theory, each individual brings characteristics and capabilities such as experience, intelligence, and age to the workplace and expects the organization to provide rewards proportional to these characteristics. If the individual perceives fairness and balance between these factors, it leads to satisfaction, motivation, and psychological comfort (Anvari & Moshtaghian Abargouei, 2013).

Factors Affecting Employee Motivation:

In the classification of factors influencing motivation, three categories of variables are identified:

Individual characteristics: These refer to human interests, needs, and expectations from different work situations in the work environment.

Job characteristics: These characteristics generally determine whether individuals feel satisfied or dissatisfied in a job. Features such as the level of responsibility, task variety, organizational rank and status, the social prestige of the job, and its position within the organizational hierarchy are among the attributes that inherently make a job satisfying.

Work situation characteristics: Considering that factors such as colleagues and supervisors exist in the workplace and can cause an individual's productivity to be above or below the standard level, it should be noted that these factors can also have a significant impact on employee motivation and ultimately on their productivity.

Motivation arises when employees experience job security and stability, participation and effective role in the organization, as well as vitality and enthusiasm. Each of these factors is itself the result of other contributing elements, which are explained below.

In a successful organization, the first and most important principle of success is the proper selection of employees. Today's workforce has higher expectations and places great importance on having a desirable working life. Therefore, human resource specialists must design jobs in a way that makes work in the

organizational environment desirable and satisfying for employees.

An appropriate job is defined based on an individual's knowledge, skills, experience, interests, and personal abilities in performing a specific task. Job differentiation should be based on individual capabilities, and task specialization should be implemented. During the allocation of diverse jobs and skills, proper information flow should not be ignored, as it contributes to the exchange of useful organizational information. In organizational restructuring, information flow serves as an important motivational factor in aligning employees with both short-term and long-term organizational goals. Another factor in creating motivation is material incentives. One of the major challenges for companies is transforming reward systems that motivate people. The less income an individual earns, the more important their salary becomes to them. As individuals earn more money and become more committed to their work, the relative importance of money decreases and is replaced by judgment in achieving goals and autonomy. As competition among qualified individuals intensifies, financial incentives alone are not sufficient to attract ethical and competent individuals.

For those who are not concerned about financial issues, well-being becomes more important than money. Factors affecting well-being include human relationships, mutual trust, a sense of being valued, and a perception of fairness. In addition, opportunities to learn new things and recognize personal abilities contribute to positive feelings in individuals. Positive incentives that satisfy emotional and spiritual needs are more effective than negative motivators such as threats or punishments.

Health and vitality are also among the factors influencing motivation. When a person feels healthy and energetic, they become less fatigued, fall ill less often, and work becomes more enjoyable and motivating. According to studies, the cost of maintaining employees' health and well-being, in terms of increasing productivity and ultimately organizational profit, is lower than the cost of treating illnesses and the losses caused by employee fatigue and lack of energy. Another important issue in encouraging employees to perform better and increasing their motivation is the system of job and organizational promotion, which is often based on seniority. Studies show that promotions based on criteria other than competence and merit often lead to undesirable outcomes. It is particularly important for managers to be aware of their true capabilities and to accept tasks that are aligned with those abilities (Hanifi, 2009).

Research Background:

Rezaei et al. (2010) conducted a study to determine the factors affecting job motivation among faculty members at Rafsanjan University of Medical Sciences. The results showed that 81% of faculty members considered external factors and 72% considered internal factors effective in job motivation. Among external factors,

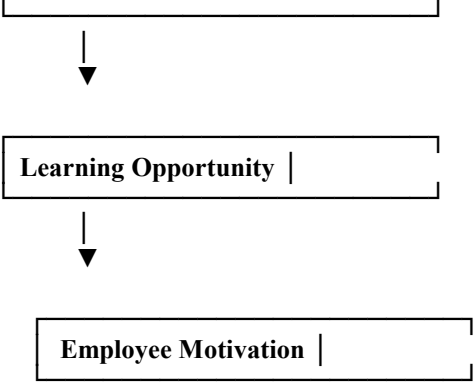
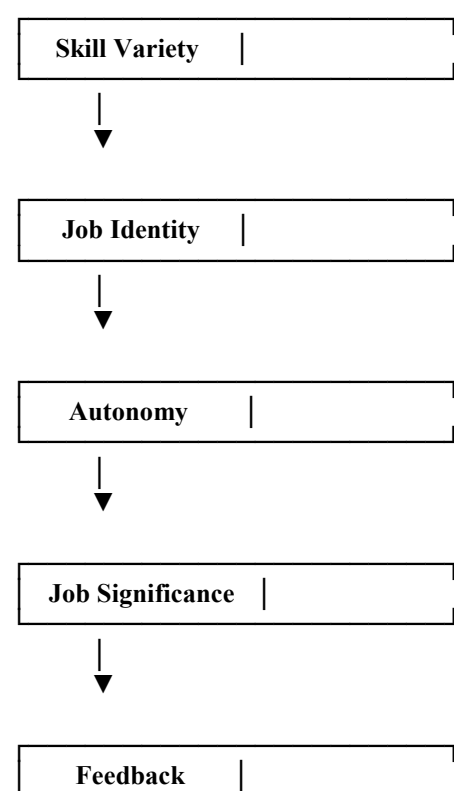
salary and wages, job security, working conditions, interpersonal relations, supervision and control, and workplace policies were ranked in order of importance. Among internal factors, the nature of work, recognition and appreciation, and career advancement and development played the most important roles.

Bahadori (2012) conducted a descriptive survey study on the relationship between the communication skills of IRIB managers and employee satisfaction. The results showed that among verbal, non-verbal, and contextual communication skills, non-verbal and contextual communication skills had the greatest impact on employee satisfaction, and there was a significant relationship between managerial communication skills and employee motivation.

Mitchell (2013) conducted a study on the relationship between communication skills and job motivation of experienced teachers in Malaysia. The findings indicated a significant relationship between managers' communication skills and employee motivation. This study was conducted among five expert teachers in five different schools, and data were collected through interviews and classroom observations. Positive reinforcement and strong motivation led to encouragement, satisfaction, and commitment to work, and communication skills and job motivation had a significant impact on improving education.

Parker (2010) conducted a study on employee autonomy as a mediator between motivation and performance, and concluded that high levels of self-determined job motivation lead to outcomes such as job engagement.

Figure 1: Conceptual Model of the Research (Barahui, 2012)



METHODS:

The present study is applied in terms of purpose, and descriptive-analytical in terms of method. The statistical population of this research consists of 6,000 employees of Kalleh Company in Amol city. Considering the characteristics of the statistical population, the sampling method used in this study is simple random sampling. After dividing the population, the required samples were selected through a simple random method, and timely access to information was ensured. In this study, Morgan’s table was used to determine the sample size. The obtained sample size was 361 respondents. The questionnaire used in this research consists of two sections. The first section includes 4 questions designed to extract respondents’ demographic information. The second section examines employee motivation in Kalleh Company and consists of 43 items. A Likert scale was used, and the importance of statements was determined by employees.

After preparing the questions for each hypothesis, a preliminary questionnaire was designed and provided to professors and experts. Based on their feedback, revisions were made to the initial questionnaire. After approval by the mentioned professors, the questionnaire was further validated by a number of individuals from the statistical population to ensure clarity and remove any ambiguity. Finally, after ensuring that respondents clearly understood the questions, the final questionnaire was distributed among them.

Based on the output of the reliability test of the questionnaire, which indicates its reliability, it can be inferred that the questionnaire items have high reliability (Table 1).

Table 1: Reliability of the Research Questionnaire

Questionnaire	Number of Respondents	Number of Questions	Cronbach’s Alpha
Autonomy	30	7	0.768
Variety	30	7	0.843
Job Identity	30	8	0.754
Job Significance	30	7	0.723
Feedback	30	6	0.850
Learning Opportunity	30	8	0.78

In this study, SPSS version 21 software was used, and both descriptive and inferential statistical methods were applied for data analysis.

Research Hypotheses:

- Job variety has a significant relationship with employee motivation.
- Job identity has a significant relationship with employee motivation.
- Autonomy has a significant relationship with employee motivation.
- Job feedback has a significant relationship with employee motivation.
- Job significance has a significant relationship with employee motivation.
- Learning opportunities have a significant relationship with employee motivation.

Findings:

The findings showed that out of a total of 361 sample members, 35 were between 20 and 25 years old, 78 were between 26 and 30 years old, 113 were between 31 and 35 years old, and 135 were over 35 years old. In other words, it can be said that the sample members consist of 29% with a post-secondary education, 36% with a bachelor's degree, and 35% with a bachelor's degree or higher. 23 people have 5 years or less of work experience, 77 people between 6 and 10 years, 137 people between 11 and 15 years, and 124 people have more than 15 years of work experience. 142 people are women and 219 people are men. In other words, it can be said that the sample members consist of about 61% men and 39% women.

Table 2: Summary of Variable Models

Model	Correlation	R Square	Adjusted R-Square	Std. Error of Estimate	Durbin-Watson
Skill Variety	^a 0.375	0.141	0.138	0.35669	1.654
Task Nature	^a 0.452	0.204	0.202	0.34324	1.635
Task Importance	^a 0.421	0.177	0.175	0.34903	1.664
Autonomy	^a 0.529	0.280	0.278	0.32654	1.687
Feedback	^a 0.410	0.168	0.166	0.35097	1.773
Learning	^a 0.394	0.155	0.153	0.35366	1.638

Table 3: One-Way ANOVA Analysis of Variables

Variable	Sum of	df	Mean Square	F	Sig.
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	Square s				
Skill Variety	7.483 / 45.675 / 53.158	1 / 35 9 / 36 0	7.483 / 0.127	58.815	0.000
Task Nature	10.864 / 42.294 / 53.158	1 / 35 9 / 36 0	10.864 / 0.118	92.219	0.000
Task Importance	9.425 / 43.733 / 53.158	1 / 35 9 / 36 0	9.425 / 0.122	77.373	0.000
Autonomy	14.879 / 38.279 / 53.158	1 / 35 9 / 36 0	14.879 / 0.107	139.546	0.000
Feedback	8.937 / 44.221 / 53.158	1 / 35 9 / 36 0	8.937 / 0.123	72.555	0.000
Learning	8.256 / 44.903 / 53.158	1 / 35 9 / 36 0	8.256 / 0.125	66.004	0.000

Table 4: Regression Coefficients

Model	Non-standard coefficients		Standard coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.638	0.115		40.497	0.000
Skill Variety	0.240	0.031	0.375	7.669	0.000
(Constant)	4.682	0.097		48.492	0.000
Task Nature	0.244	0.025	0.452	9.603	0.000
(Constant)	4.646	0.101		45.957	0.000
Task Importance	0.233	0.026	0.421	8.796	0.000
(Constant)	4.897	0.097		50.595	0.000
Autonomy	0.288	0.024	0.529	11.813	0.000
(Constant)	4.692	0.110		42.812	0.000
Feedback			0.410		

Result Feedback	0.239	0.028		8.518	0.000
(Constant)	4.514	0.093	0.394	48.382	0.000
Learning	0.192	0.024		8.124	0.000

As shown in Table 3, due to the significance level (Sig.) being less than 0.05 ($0.000 < 0.05$), the overall regression model is statistically significant. In the next step, the effect of independent variables on the dependent variable is examined. The significance values (Sig.) in Table 4 indicate that the variable “skill variety” is statistically significant. Therefore, skill variety has a significant effect on motivation, since its significance level is 0.000, which is less than 0.05. Additionally, the Durbin–Watson statistic is 1.586, which is within the acceptable range (1.5 to 2.5).

The variable “task nature” is also statistically significant; therefore, task nature has a significant effect on motivation, since its significance level is 0.000, which is less than 0.05. The Durbin–Watson value for this model is 1.635, which is also within the acceptable range.

The variable of task nature has statistical validity. And as a result, the nature of the task has a significant effect on motivation. Because the significance number of this variable is 0.000 and is smaller than the significance level of 0.05. Also, the Durbin Watson number of the above relationship is 1.635, which is appropriate (it should be between 1.5 and 2.5).

The significance number (sig) in the regression coefficient table indicates that the variable of task importance has statistical validity. And as a result, the importance of the task has a significant effect on motivation. Because the significance level of this variable is smaller than the significance level of 0.05. Also, the Durbin Watson number of the above relationship is 1.664, which is appropriate (it should be between 1.5 and 2.5).

The significance number (sig) in the regression coefficient table indicates that the variable of independence has statistical validity. And independence has a significant effect on motivation. Because the significance level of this variable is smaller than the significance level of 0.05. Also, the Durbin Watson number of the above relationship is 1.687, which is appropriate (it should be between 1.5 and 2.5).

The significance number (sig) in the regression coefficient table indicates that the result feedback variable has statistical validity. And the feedback has a significant effect on motivation. Because the significance level of this variable is smaller than the significance level of 0.05. Also, the Durbin Watson number of the above relationship is 1.773, which is appropriate (it should be between 1.5 and 2.5).

The significance number (sig) in the regression coefficient table indicates that the learning variable has statistical validity. And learning has a significant effect on motivation. Because the significance level of this

variable is smaller than the significance level of 0.05. Also, the Durbin Watson number of the above relationship is 1.638, which is appropriate (it should be between 1.5 and 2.5).

Table 5: Ranking of Variables

Variables	Mean Rank
Skill Variety Variable	3.02
Task Nature Variable	3.39
Task Importance Variable	3.27
Autonomy Variable	3.99
Feedback Results Variable	3.69
Learning Variable	3.65

As shown in Table 5, the variable autonomy with a rank of 3.99 and the variable skill variety with a rank of 3.02 represent the highest and lowest levels of importance among all variables, respectively. In other words, respondents attributed greater importance to autonomy.

CONCLUSION:

The present study aimed to examine the factors affecting employee motivation in Kalleh Company. The results showed that skill variety has a significant effect on motivation, since its significance value is 0.000 and lower than 0.05. Task nature also has a significant effect on motivation, as its significance level is below 0.05. Job importance has a significant effect on motivation because its significance value is lower than 0.05. The variable autonomy has statistical validity and has a significant effect on motivation, as its significance level is below 0.05. Feedback also has a significant effect on motivation because its significance value is less than 0.05. Learning is statistically valid and has a significant effect on motivation since its significance level is lower than 0.05.

Motivation is a chain process that begins with a sense of need, then leads to desire, causing tension and action, and then action is taken to achieve the goal, and finally the desire is satisfied. Motivation in organizations is a collective and group issue. Managers who lack sufficient motivation cannot develop highly motivated employees, and low-motivated employees are not unaffected by the manager's behaviors and motivations. Hanifi (2009) conducted a study on the relationship between the motivation of educational managers and their job choice and concluded that there is a significant relationship between job motivation and freedom of action, the possibility of growth and advancement, and the strong factor of social aspects. Philippe et al. (2008) conducted a study to determine the factors affecting the job motivation of university faculty members. The results showed that the nature of the work, recognition and appreciation of individuals, career advancement, and development play the most important role. Wood (2012) conducted a study on the relationship between managers' communication skills and employee satisfaction using a descriptive and survey method. It concluded that among verbal, nonverbal, and contextual communication skills, nonverbal and contextual

communication skills have the greatest impact on employee satisfaction. There is a significant relationship between employee satisfactions, and there is a significant relationship between managers' contextual communication skills and employee motivation.

Given that there are different models for examining different employee motivations and their impact on behavior and performance, it is suggested that various motivational models be examined, studied, and tested in Iranian organizations to determine the most effective and appropriate models in the country.

The data collection tool in this study was a questionnaire, and the questionnaire itself has inherent limitations. Also, the lack of cooperation of employees in providing correct information and not answering questions in the data collection process are limitations of the research.

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