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The Importance of Motivation Theories in Terms Of Education Systems

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Abstract

Due to the nature of organizations, every organization have certain goals that are need to be realized. It can be said that realization of organizational goals effectively, will be ensure easier by highly motivated individuals. Validity of this situation is acceptable for educational organizations that have an important goal as educating individuals who will shape the future of society. Therefore, to achieve the goals of educational organizations; motivation of education employees like inspectors, school administrators and especially teachers is a point to be considered. In this study which will be prepared using literature review, motivation theories take place on working life and scientific studies in educational field abut motivational theories will be mentioned. And in the light of these informations the importance of motivation theories in terms of education systems will be discussed.

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Keywords: Motivation theories, education employees.

1. Introduction

Since the existence of humanity, the importance of the concept of education has been increasing exponentially. Today, in the time of continuous innovation in all areas, in science and technology particularly, educating individuals well is a way to adapt these innovations. At this point attention is drawn on education workers as inspectors, school directors and specifically teachers. It is very important that these people carry out their jobs

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effectively for the education to function seamlessly. This situation can only be realized with these people who do their jobs willingly; in brief, they need to be motivated for their jobs. Accordingly, at this point, it is necessary to understand the theories of motivation.Psychologists mentioned the importance of this concept in the grounds of human behavior by introducing the concept of *motive* (Campbell, 1985, p. 17). *Motive* is defined as "any power; consciously or unconsciously giving rise to behavior, providing continuity and guiding it" by TDK (Turkish Language Ass ociation).

The concept of motive along brings the concepts of 'to motivate' and 'motivation'. Motivation is defined as "of people act with their own wishes and desires to perform a specific purpose" by Koçel, (2010, p. 619). Ozkalp and Kırel (2005, p. 315) define the motivation as "process to act as an incentive effect of a motive". Motive is defined as the sum of the efforts to induce one or more people progressively toward activation, in a certain direction (object or purpose) (Eren, 2004, p. 494). Motivation process is explained in different ways in many theories but in general it is indicated to have four basic phases. According to these phases motivation process is shown as follows (Özkalp and Kırel, 2005, p. 315).

Need → Arousal → Behaviour → Satisfaction point

Briefly, motivation process shows that each individual has some needs they strive to satisfy. These needs drive the individual to behave in a certain direction; the individual needs to be aroused for triggering off a driving force. This force represents the physical and mental incentives. Aroused individual acts in order to satisfy his needs and finally reaches satisfaction point (Ozkalp and Kırel, 2005, p. 315).

The most important factors for the emergence of motivation theories in business life is commencing surveys about how to maintain the workers' motivation on their jobs as the modern management theories take effect contrary to the classical management theories. (Günaydın, 2007, p. 229-230).

Motivation theories are divided into two as the theories of content (traditional theory) and the extent (the modern theories) theories. Content theories explain the factors that drive and motivate people while process theories focus on how various personal factors effects human behavior. (Brooks, 2006, p. 49).

Following theories are indicated within the context of the Content theory; Herzberg's Two Factors Theory (Hygiene-Motivation Theory), Maslow's Hierarchy of Needs Theory, Mc Clelland's Need For Achievement Theory and Alderfer's E.R.G. approach (Bailey, 1992; Brooks, 2006; Campbell, 1985; Eren , 2004; Koçel, 2010; Onaran, 1981; Ozkalp and Kırel, 2005; Sağlam, 2007).

Process Theories are the Vroom's Expectancy Theory, Lawler and Porter's Expectancy Theory and Adams' Equity Theory (Balcı, 1992; Brooks, 2006; Can, 1985; Eren, 2004; Koçel, 2010; Onaran, 1981; Özkalp and Kırel, 2005; Sağlam, 2007). In addition to these theories Hackman and Oldham's Job Characteristics Model, which is shown amongst the motivation theories in some sources but not included in content and process theories, is also included in the study. There are much more motivation theories than presented here, but only most well-known theories will be discussed in this study.

2. Content Theories

2.1. Maslow's Hierarchy of Needs Theory (1943)

According to the theory, individuals are motivated to satisfy their needs ranked in a hierarchy according to their level of importance (Brooks, 2006, p. 55). Maslow, emphasizes that these needs are the most important factor determining the behavior of an individual by the thought that each behavior originates from the efforts to resolve their specific needs. (Koçel, 2010, p. 623). Maslow has created a hierarchy of needs pyramid with these thoughts. He ranks these needs from the lowest level to the highest level as following (Maslow, 1954, p.80): physiological needs, safety needs, belonging and love needs, esteem needs, and finally self-actualization needs. It can be passed to the other need only by satisfying one need in minimum basis; it is impassable to step higher levels without satisfying the needs in the lower levels. (Maslow, 1954, p.98). Maslow also emphasizes that no need can be satisfied completely and a satisfied need will no longer motivate the individual (Özkalp and Kırel, 2005, p. 318). According to this theory, the physiological needs are related to deficiency and requirements while the top-level needs are related to personal development (Brooks, 2006, p. 14). It is possible to identify the needs in the following way (Koçel, 2010, p. 624; Özkalp and Kırel 2005, p 318, Thomas, 2004, p.57): Physiological needs are the needs like food, water, sleep, sex. Safety needs covers the protection from physical and emotional threats, security of life, property and work. Need for belonging and love refers to cases such as acceptance and being loved by his/her family and the social circle, friendship, belonging to a group. Need for respect is related to the individual's self-esteem, to decide on his own, achievement, status, recognition and drawing attention. Self-actualization needs are the needs for the creativity of individual, uncovering his potential, ability to express him and the willingness to use his talent to the end.

In some studies related to the organization management, needs are associated with a number of matters related to the business. According to Maitland and McGregor these can be listed as below (as cited in Sağlam, 2007, p. 21): physiological needs are associated with, wage and occupational safety -if it is safety needs-, sick pay, pension plans, unfair situation prevention and physical security. Need for love and belonging is described as; feeling belonging to the organization, acceptance by the colleagues and administration, to be loved by those and his relationship with them while respect need is described as; respect from friends and managers, progress in work and appreciated by the managers. Self-actualization needs are associated with the issues as making the best use of his potential as a worker and continuously improving himself.

According to the basic principles of the theory, individuals will address themselves to the behavior directed by the things what they want (needs) and endeavor to satisfy these needs rather than what they have (Koçel, 2010, p. 625). As a result, according to this theory, the role of managers to motivate the worker is to identify the needs of the person and create the conditions to meet them (Koçel, 2010, p. 625).

2.2. Herzberg's Two Factor Theory (Hygiene- Motivation Theory) (1959)

This theory has emerged as a result of a research on job satisfaction done with 203 accountants and engineers by Herzberg, Mauser and Snyderman in Pittsburg in 1959 (Koçel, 2010, p. 626; Stello, 2011). Participants were asked to explain when they feel quite good or bad about themselves in the workplace (Stello, 2011; Taşdemir, 2013 p. 30). Considering the participants' responses it was determined that they mention internal contents as achievement, responsibility when they feel good and highly satisfied; but they mention external contents as wages, working conditions when they feel bad and unsatisfied (Hampton, 1981, p. 381). In the light of the results obtained from the study, factors affecting job satisfaction are divided into two categories; the first of them is the hygiene factors covering the process of getting the job done (external factors), the latter is the motivating (internal) factors which workers' development for positive attitudes by meeting their self-actualization needs (Stello, 2011). These factors are also called as motivation factors.

Herzberg and colleagues, in this research, concluded that job dissatisfaction occurs in the absence of the hygiene factors but existence of these factors alone doesn't provide job satisfaction and motivation, only with the presence of motivational (internal) factors job satisfaction accompanied with the motivation can be obtained (Özkalp and Kırel, 2005, p.322).

Theories of hygiene factors are defined as; company policies and business management, working conditions, salaries and wages, employee benefits, managers, relationships between workers at the same level and subordinates, status and promotion, occupational security and respect for personal life (Brooks, 2006, p. 60; Koçel, 2010 , p. 626; Özkalp and Kırel, 2005, p.322; Stello, 2011).

Hygiene means "health protection" (TDK dictionary). Hygienic conditions are intended to provide protection against diseases. According to Herzberg, these conditions cannot be treated with the provision of some health problems, but if not provided various disorders may occur. (as cited in Sun, 2002, p. 19). Since the external factors identified in Herzberg's Theory serve the same purpose, these factors are also called as hygiene factors (as cited in Sun, 2002, p. 19).

Hygiene factors do not have the ability to motivate the workers but it is proposed that workers cannot be motivated in the absence of the hygiene factors because motivation is possible by the presence of the motivational factors. (Koçel, 2010).

Motivational factors in the theory are; the sense of achievement, recognition, appreciation, independent decision-making, the work itself (worth given by the worker), responsibility ensured from the job, advancement opportunities, personal development (development of the job itself and contribution to its environment by the researches) (Brooks, 2006, p. 60, Eren, 2004, p. 511; Koçel, 2010, p. 626; Sağlam, 2007, p. 22; Özkalp and Kırel, 2005, p. 323). Herzberg and colleagues (1959) found that existence of these factors motivate the workers because they are the elements which create sense of success and job satisfaction (Eren 2004, p. 511; Koçel, 2010, p. 626; Özkalp and Kırel, 2005, p. 322).

Similarities are observed between Herzberg's Two Factor Theory and Maslow's needs hierarchy (Sağlam, 2007, p. 25). It is understood that hygiene factors in Herzberg's theory are similar to lower level needs in the Maslow's theory and motivational factors are similar to the upper level needs of the Maslow's Theory. Herzberg also believes that, in a similar manner to the Maslow's ideas; workers can be motivated by meeting their high level needs only after meeting their lower level needs adequately (Sağlam, 2007, p. 25).

Managers need to understand followings from this theory: Hygiene factors alone are not enough to motivate the workers. Motivations of the workers should be provided by setting the motivational factors to the work only after providing minimum levels of these conditions (Koçel, 2010, p. 627).

Idea of the "theory won't show the same results in the countries with different socio-cultural and economic conditions" is the main criticism of this theory (Sağlam, 2007, p. 25). According to this idea, in developing countries where hygiene factors cannot be fully achieved, it is suggested that motivation can be achieved even with the only presence of these conditions; therefore it's expressed that the Two Factor Theory only applies to developing countries (Sağlam, 2007, p. 25).

2.3. Mc Clelland's Theory of Need for Achievement (1961)

Henry Murray is the person who did the first studies related to the need for achievement (Franken, 2007, p.364, Onaran, 1981, p. 202). Murray identified the achievement motivation as overcoming obstacles, using force and desire and tendency to strive to do the hard works in the best and quickest way as possible (Franken, 2007, p. 364). David Mc Clelland also carried out his works on Theory of Need for Achievement on the basis of the Murray's works (Franken, 2007, p.364, Onaran, 1981, p. 202).

In the Need for Achievement Theory, maybe the most important theory for managers and academics to understand motivation, Mc Clelland names three basic necessity which people gain from their life experiences; relatedness (binding) needs, need for empowerment and need for achievement (Brooks, 2006, p. 58; Koçel, 2010, p. 627). These needs are explained as follows (Brooks, 2006, p. 58; Eren, 2004, p. 522; Koçel, 2010, p. 627; Mc Clelland and Burnham as cited in Özer and Topaloğlu 2008, p.15; Sağlam, 2007 , p.26): Need for building relationship represents the request of every man socially interact with others (more or less) and be accepted into a group. Individuals with a high need for establishing relationships are said to be sensitive to love other people and to be loved by them, forgive and impair interpersonal relationships. Need for empowerment is defined as "…tendency to reach satisfaction by influencing others" by Mc Clelland (as cited in Özer and Topaloğlu, 2008, p.15). Individuals with the high need for empowerment are asserted to have the wish to expand their power and authority sources and control all the material-spiritual resources. Need for achievement tendency represents problem solving by taking personal responsibilities, wish to manage projects, showing full performance, require fast and clear feedbacks, demand challenging tasks at a certain extent and prefer places where the change is mandatory. Individuals with the high motivation of achievement choose the goals that are difficult but possible to reach and try to obtain the required knowledge and skill to perform these tasks (Brooks, 2006, p. 58; Eren, 2004, p. 522; Koçel, 2010, p. 627 , Mc Clelland and Burnham as cited in Topaloğlu and Özer 2008, p.15; Sağlam, 2007, p.26).

Individuals exhibit a strong tendency to one of these three necessities (Brooks, 2006, p. 58). Mc Clelland, however, claims that the motivation of achievement is the most influential motivation for individual and society (Eren, 2004, p. 522). This can be understood from following statements listed to remark the conditions that people who have high motivation for achievement will be pleased to be included (Fix, 1981, p. 205): 1- They prefer the situations including the medium level of risk. 2- They would want to know their levels of success so they would be pleased to be given quick and clear feedback on the results. 3- They wish to have the success for themselves only so they would be happy when they're given personal responsibilities. 4- They set the realistic goals which are only achieved when they work with full performance. 5- They make detailed plans to reach their goals. 6- They seek an environment where their wish to success cannot be precluded. According to Mc Clelland individuals with these characteristics are consistent with the characteristics of individual entrepreneurs. Based on this, Mc Clelland underlines that the economic growth of the countries is dependent on entrepreneurial individuals and claims that motivation for achievement and welfare of the countries is dependent on having a positive relationship (Onaran, 1981, p.204).

According to this theory, the duty of managers is to determine the needs of workers and to arrange their personnel selection and placement system accordingly. Thus, job satisfaction and need for achievement will be met for individuals who have higher motivation for achievement as they are assigned for the jobs, which require higher effort to achieve, as well as the organization will have a profitable outbreak owing to this person who do the job the best possible way (Koçel, 2010, s.628).

2.4. Alderfer's ERG Approach (1969)

Hierarchy of Needs Theory is the basis for this approach (Eren, 2004, p. 506; Koçel, 2010, p. 628). With the E.R.G. Approach, Clayton Alderfer offers a more refined way of Maslow's Theory. In this approach, there are needs ranking similar to the Maslow's Theory and "satisfying needs in the lower levels before passing to the higher levels" principle is adopted. (Eren, 2004, p. 506; Koçel, 2010, p. 628). E.R.G. Approach includes three types of needs category, namely existence, relatedness and growth needs (Koçel, 2010, p. 628). Name of the theory is defined as E.R.G. with the acquisition of the initials of the words of existence, relatedness and growth by Alderfer (Koçel, 2010, p. 628).

Alderfer explains the needs determined in parallel to the needs in the Maslow's Theory (Eren, 2004, p. 507; Koçel, 2010, p.628; Özkalp and Kırel, 2005, p. 324): Need for existence, is matched the physiological needs and need for safety in the Maslow's Theory and refers to a danger free and safety life for an individual to survive and continue his lineage. Need for relatedness is defined as establishing and maintaining relationships with those around social and business lives. Need for growth covers such topics as self-development and revealing his potential.

Unlike Maslow's Theory ERG approach mentions disappointment and regret principles. According to this principle, a failure to satisfy a high level of need triggers a lower level need and leads to the dissatisfaction in the low-level needs (Eren, 2004, p. 507).

In this model, Alderfer, claims that needs can take part in both upper or lower levels in the hierarchy by their ability to satisfy the needs of the individual and can move in both directions (Eren, 2004, p. 507).

3. Process Theories

3.1. Vroom's Expectancy Theory (1964)

This theory has been developed by Victor H. Vroom in 1964 and extended by Lawler and Porter later on (Brooks, 2006, p. 50; Sağlam, 2007, p. 30). There are three main elements of the theory; valence, expectancy and instrumentality. The concept of valence is described as the degree of preference of a particular prize of the individual (Lunenburg, 2011a). It is mentioned that because the people's needs are different, one reward will be desired in different levels between these individuals and some even will think that the reward isn't something to strive for it. Valence values will vary between +1 and -1 according to the reward desirability level of the individuals. If the individual is so anxious to have the reward, value shows positive valence, otherwise, if it is not desired by the individual valence, value will be negative. As the individual shows no response for the reward, valence value will be accepted as zero (Lunenburg, 2011a; Sağlam, 2007, p.31). The expectancy, mentioned in the theory as second concept, is defined as estimation intended to achieve a reward as a result of work-related effort (Koçel, 2010, 633). Value of the expectancy will be +1 as the individual is certain about his effort to carry him through his reward, on the contrary, expectancy value will be 0. In this case, it is stated that expectancy has a probability value ranging from 0 and +1 (Scott, 2007, p. 31; Lunenburg, 2011a). Finally, the concept of instrumentality in theory describes that the first reward to be obtained by the individual will be the first level reward and each first level reward will serve as a means to achieve the rewards in the second level (Koçel, 2010, p. 633). For example, that individual receives higher wages constitutes the first level reward, while providing a better life conditions for his family with this reward will be the second level reward.

Vroom has developed a formula to describe the relationship between motivation with expectancy and valence. Formula is as follows (Brooks, 2006, p.51; Koçel, 2010, p. 632):

[Motivation = Valence x Expectancy]

According to the formula, motivation value will get higher depending on the high valence and expectancy values. As one of the values is zero, motivation value will also be zero, in other words there won't be a motivation.

According to the theory it is possible to say that the individual will strive to do the work and have motivation in this direction in the situation of existence of high probability to reach a reward when he put his all efforts on the work before commencing a work.

Administrators who want to take advantage of this theory to motivate the workers must pay attention to the following points (Koçel, 2010, p. 634): Administrators, primarily should determine what kind and level of reward is important for the individual, should identify the desired behavior and performance needed for the organization and should provide a relationship between performance and the reward.

3.2. Lawler and Porter's Expectancy Theory (1968)

Lawler and Porter's Expectancy Theory which has expanded from Vroom's Expectancy Theory is separated from Vroom's Theory of the following points (Sağlam, 2007, p. 3, 4): Lawler and Porter's theory is based on the rewards generated from performance as well as the providing satisfaction. According to this theory, satisfaction is determined by the difference between the real rewards and rewards that are perceived by the individuals. Individuals compare their rewards with the rewards of other individuals who do the same work with them. In case of equal conditions individual will satisfy but if individual doesn't find the reward sufficient, dissatisfaction occurs. In short, if the actual rewards exceed the perceived rewards satisfaction will be provided and dissatisfaction will occur, vice versa (Sağlam, 2007, s. 35). In addition, Lawler and Porter divide rewards as intrinsic and extrinsic rewards. Intrinsic rewards are the individual awards obtained as a result of the individual's own behavior. These rewards are the needs such as achievement, self-development and revealing the full potential involved in the upper levels of the Maslow's Theory. Extrinsic rewards are the needs included in the lower level in the Maslow's Theory such as wage increases, status and occupational safety which are handled by the organization. Another distinguishing feature from the Vroom's model is as follows: According to Lawler and Porter, high performance doesn't always bring high level of success, knowledge and skills are also required for the success. However, unlike Vroom's model it can be seen this approach also includes individual's perceived role for himself. Role is defined as acting the expected behavior. This means that for the theory: Every worker must have a perception of role for himself in order to present performance. Individuals should be prevented to undertake the roles of other employees (Koçel, 2010, p. 635; Sağlam, 2007, p. 35).

It is understood from the theory that the individual presents performance in line with his efforts, knowledge and skills and perceived role. As a result, he is rewarded with intrinsic or extrinsic, first and second level rewards (Koçel, 2010, p. 635). Satisfaction and motivation occur as these rewards are equal to the perceived rewards by the individual (Koçel, 2010, p. 635).

Administrators who like to apply this theory while motivating workers should follow below notices with the previous warnings that were indicated in the Vroom's model (Koçel, 2010, p. 636): Individuals should be trained to develop their performances, knowledge and skills. Role conflict in the organization must be prevented. Rewards should be chosen considering the fact that workers compare their rewards with the rewards of the individuals who do the same work with them. It should be considered that individuals pay different levels of attention to the intrinsic and extrinsic rewards.

3.3. Equity (Equivalence) Theory (1963-1965)

Basic assumptions of this theory developed by Adams are expressed as follows (Brooks, 2006, p. 65; Eren, 2004, p. 543; Koçel, 2010, p. 636; Özkalp and Kırel, 2005, p. 330; Sağlam, 2007, p. 37): Workers compare rewards given to them for the same business line their own institutions or in different institutions with rewards given to people in the same position. From this point, it is understood that the Equity Theory was built on concepts of inputs (the efforts of the individual), outputs (intrinsic and extrinsic rewards from organizations) and comparison with others. Inputs in the theory are defined as required knowledge of the worker to achieve in the job, experience, abilities, intelligence, age, skills, labors and achievement and even his attractiveness, health, tools being owned (Eren, 2004, p. 543, Onaran, 1981, p. 167). Inputs are phenomena perceived by the individual, an individual does not necessarily define it as an input while another individual thinks vice versa. It is important for an individual to find his particular feature that is necessary and sufficient for that work (Onaran, 1981, p. 167). Outputs cover the topics as, wages and status increases, premiums, bonuses and other benefits, managerial competence and resources, job security and improving working conditions, to be appreciated by the managers (Eren, 2004, p. 543). Comparative refers to the comparison condition of the individual's rewards given to him for the same business line in their own institutions or in different institutions with rewards given to people in the same position. (Brooks, 2006, p. 65; Eren, 2004, p. 543; Koçel, 2010, p. 636 , Sağlam, 2007, p. 37; Özkalp and Kırel, 2005, p. 330).

As a result of comparison with individuals in case of noticing any inequity against their own expense they encounter with job dissatisfaction and lack of motivation. This aspect is similar to Lawler and Porter's model. Comparative reward assessment of the individual can be explained as follows (Eren, 2004, p. 543; Koçel, 2010, p. 636)

$$\text{First Case} \quad \frac{\textbf{individual's outcomes}}{\textbf{individual'sown inputs}} < \frac{\textbf{relational partner's outcomes}}{\textbf{relational partner's inputs}}$$

$$\text{Second Case} \quad \frac{\textbf{individual's outcomes}}{\textbf{individual'sown inputs}} > \frac{\textbf{relational partner's outcomes}}{\textbf{relational partner's inputs}}$$

$$\text{Third Case} \quad \frac{\textbf{individual's outcomes}}{\textbf{individual'sown inputs}} = \frac{\textbf{relational partner's outcomes}}{\textbf{relational partner's inputs}}$$

In the first case individual thinks that his reward is less than the rewards that were given to the others so he will act to get rid of the case that affecting job satisfaction and motivation adversely. In the second case, also there is an inequity but this inequity is in favor of the person, so he won't be complaining about this situation thinking selfishly despite his qualmishness. The third case is a matter of equity thus the individual will continue to carry out his task as highly satisfied and motivated (Eren, 2004, p. 543; Koçel, 2010, p. 636).

The behaviors that the individual may show when he/she feels inequity are as follows (Koçel, 2010, p. 636; Onaran, 1981, p. 170-171; Özkalp and Kırel, 2005, p. 330):

- Replacing exerted effort (inputs): According to the aforementioned first case as a result of comparison by the individual, said worker will reduce his efforts and work less. In this way, he will try to eliminate the inequity by minimizing his losses. On the other hand, he will increase his efforts on the second case.

-Replacing results: Individual will want the rewards to be increased in the first case and to be reduced in the second case. In the second case, however, such a request is unlikely to be concerned.

Replacing perceptions of effort and result: In case of rewards fall short, the individual will try to avoid himself from inequity by convincing himself that his effort is either not enough or necessary for the related work.

-Leaving the job: As the individual won't be able to change the situation of lack of his rewards he will show the behavior of absence, ask for another task within the organization and even will leave his job.

- Have an impact on the other person: The individual will force the compared people to reduce their efforts or reduce the rewards to be given. This case will cause disputes and conflicts in the organization.
-Replacing the other person: Individual will compare himself with someone else by replacing the person already compared with himself. For instance a thought like “I do not earn more than Ahmet but I earn more than Mehmet” is appropriate to the situation.

Administrators who want to use this motivation method in their organizations need take account of below situations (Koçel, 2010, p. 637; Ozkalp and Kırel, 2005, p. 331): Administrators should keep in mind to be fair about the rewards, to organize the rewards of the workers in accordance to their ranks and to know each individual will react different to the inequities.

4. Job Characteristics Model (1970s)

This model was developed in the mid-1970s by Hackman and Oldham from job design approaches. The model is established based on a structure of business expansion and job enrichment instead of simplifying job which is the product of Classical Management perception (Hackman and Oldham 1976).

Three main elements of the model are: the basic dimensions of the job, psychological states and outcomes. Within the context of the core job characteristics; skill variety, task identity, task significance, autonomy and feedback are available. Within the scope of the psychological states there are; meaningfulness of the work, responsibility for outcome of the work and knowledge of results of the work activities. Outcomes are; motivation, performance, job satisfaction, absenteeism and turnover. Accordingly, motivation, performance and job satisfaction comes if the worker is given different tasks to use his different skills (skill variety), know everything about his job (task ID) and be aware of the importance of the job for organization and clients (task importance). If the worker has the authority for decision making (autonomy) in the process of the work, he feel responsible for the outcomes of the work and this will provide motivation, productivity and job satisfaction. Finally, if the worker receives feedback about the work he done he will have received information about the outcomes of the job and again motivation, productivity and job satisfaction will be provided. If these three conditions mentioned otherwise, negative situations as absenteeism and increasing rate of the turnover will arise (Ozdemir, 2014).

5. Conclusions and Recommendations

Considering the fact that the people keep alive both private and public institutions, workers need to work with their full performance to proceed work smoothly and uninterrupted. This can only be provided when workers are willing to do the job. Making workers “to want to do the job”, states “to motivate” them in a manner. Therefore, managers of private and public institutions should be provided the awareness of the concept of motivation. Over the years, researchers have developed a lot of theories about motivation. Day by day theories offers to managers more clues concerning people's motivation. Managers’ task is to find appropriate methods based on these tips to motivate the workers. This situation also applies to educational organizations which play an important role for development of the community. Educational organizations have a quite importance for the countries. Indeed, studies on the relationship between education and development also show that education has an important role in the development of countries (Psacharapoulos and Woodhall, 1985; Hanushek and Kimko, 2000). Workers should be given due importance who work at all levels in these kinds of important organizations. Good motivation of the workers provides quality and efficient operation for these organizations. In this regard, entire education managers from Minister of Education to the school principals have an important role. These people expected to recognize the various aspects of the workers of the educational organizations identify their needs and determine their motivation conditions and provide these conditions in the light of domestic and foreign scientific researches. For instance, motivations of the education workers, work in places where education is given under difficult conditions, can be determined and more performance of work can be achieved as these motivations are met. Rewarding successful workers properly will provide them to sustain their works with high motivation. School administrators can be informed of how to motivate the teachers.

Providing motivation for education workers will increase efficiency of the education and quality of the students as well; these students will be qualified workers. Development of the country will be provided with the qualified workers who take part in the public and private institutions. Thus, motivation can be considered as an advantage at a macro level.

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