

THE IMPACTS OF MANAGERS' BEHAVIORS ON MOTIVATION OF PUBLIC AND PRIVATE SECTOR TEACHERS

Davut Atalay

*South University(IMBL)
Management in Education,
Rostov-on-Don,
e-mail: davut_atalay@yahoo.com*

DuyguDudu Yildirim

*South University(IMBL)
Management in Education,
Rostov-on-Don,
e-mail: ddyildirim80@gmail.com*

Zülal Günal

*Fa Coach Academy Life Coach, Personal Development and Behavior Teacher,
System Improvement Expert in Turkish Airlines,
İstanbul, Turkey,
e-mail: zulalgunal@hotmail.com*

ABSTRACT

In this article, the impacts of managers' behaviors on motivations and team efficiency of public and private sector teachers in aviation sector in Turkey are studied. It is aimed to evaluate in academic framework taking the views of the motivation, neurotic managers' behaviors and organizational justice in public and private sector teachers. The article is composed of five main sections that are introduction, problem of study, method, findings and the conclusion. In introduction section it is explained in subheadings, Motivation, employee motivation, work motivation, job satisfaction and team efficiency, behaviors of managers, neurotic manager behaviors, expectations of public and private sector teachers from their managers, and effects of managers' behaviors on teachers' motivation. As a result, the importance of determining the attitudes of managers towards teachers by taking care of distribution, procedural and interactional organizational justice has been revealed.

Key Words: Neurotic behavior, motivation, organizational justice

1. Introduction: In this article, an academic research was conducted about the effects of managers' behaviors on motivations of teachers in training private and public aviation institutions and organizations in Turkey. First of all the meaning of the motivation has been explained in subtitles motivation, employee motivation and job satisfaction. Seven neurotic behaviors of the managers have been mentioned, following that, the organization justice among public and private sector teachers in the aviation sector.

1.1. Motivation: It is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior, or what causes a person to want to repeat a behavior and vice versa. A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior. According to Maehr and Meyer, "Motivation is a word that is part of the popular culture as few other psychological concepts are." (Maehr and Meyer, 1997).

1.2. Employee Motivation: The Job Characteristics Model (JCM), as designed by Hackman and Oldham attempts to use job design to improve employee motivation. They show that any job can be described in terms of five key job characteristics (Hackman and Oldham, 1974):

Skill Variety - the degree to which the job requires the use of different skills and talents

Task Identity - the degree to which the job has contributed to a clearly identifiable larger project

Task Significance - the degree to which the job has an impact on the lives or work of other people

Autonomy - the degree to which the worker has independence, freedom and discretion in carrying out the job

Task Feedback - the degree to which the worker is provided with clear, specific, detailed, actionable information about the effectiveness of his or her job performance.

The JCM links the core job dimensions listed above to critical psychological states, which result in desired personal and work outcomes. This forms the basis of this "employee growth-need strength." The core dimensions listed above can be combined into a single predictive index, called the Motivating Potential Score.

1.3. Work Motivation, Job Satisfaction and Team Efficiency: The motivating potential score (MPS) can be calculated, using the core dimensions discussed above, as follows (Hinton and Biderman, 1995):

$$\text{MPS} = \text{Autonomy} \times \text{Feedback} \times \frac{\text{Skill Variety} + \text{Task Identity} + \text{Task Significance}}{3}$$

Jobs high in motivating potential must be high on at least one of the three factors that lead to experienced meaningfulness, and also must be high on both Autonomy and Feedback. If a job has a high MPS, the job characteristics model predicts motivation, performance and job satisfaction will be positively affected and the likelihood of negative outcomes, such as absenteeism and turnover, will be reduced. On the other hand, the rule of managers has very important effect on the entrepreneur soul teachers for motivate them in the team. Sometimes these kinds of teachers have to be thrown out of team and motivation of them has decreased. That is why it is true for a leader to take care of the entrepreneurship and entrepreneur soul of teachers to win and win among the team. So, it is possible to provide corporate identity organizational change.

1.4. Behaviors of Managers: According to the researches conducted in this field, the number of those satisfied with the managers is higher than the number of those dissatisfied. If you have never worked with a successful manager in your life, your learning chance will be limited to the answers of a "what should not be done" question. On the other hand, working most of time with successful managers, when you encounter a one who ruins your motivation, it is for sure that you will have difficulty in adaptation

1.5. Neurotic Manager Behaviors that kills the motivation: Manager with neurotic behaviors causes you to make mistakes because of his long time inconsistencies. Such managers can even drag the workers to depression by creating anger, despair, insecurity feelings on them, and they negatively influence the corporate culture. The underlying causes of these behaviors are power, potency and will of gaining independence. These types of managers usually show anxiety, obsessive thoughts and compulsive acts. These people have difficulties understanding emotions and they cannot govern motivate people with high emotional intelligence due to fact that they cannot realize their own feelings and fears. Seven common work place neurotic styles explained (Levinson, 2006) as follows:

1.5.1. The Explosive: Managers with explosive styles are easily dominated by their feelings of frustration. They become unable to solve problems effectively and instead personalize problems and become aggressive in pushing others for solutions. Explosives are neither effective problem solvers nor strategists.

1.5.2. The Implosive: These types exhibit an obverse style similar to that of the explosive. The style is also known as passive-aggressive.

1.5.3. The Abrasive: Abrasive managers often view themselves as high achievers, knowledgeable, analytical, and professionally competent. They want to do the job by themselves, finding it difficult to lean on others who they feel will not meet their standards.

1.5.4. The Narcissistic: Narcissistic leaders can be charming to others, but they privately have little genuine interest in other people except with regard to how others can be used.

1.5.5. The Apprehensive: The apprehensive style is secretive, self protective, and cautious. They have low trust in others and believe that even words spoken in confidence may be revealed, thereby compromising themselves and causing trouble.

1.5.6. The Compulsive: Compulsives are often preoccupied with the details of a given activity and may disregard other important aspects of their job.

1.5.7. The Impulsive: Impulsive managers take abrupt actions that are often unplanned and unanticipated, creating distractions, unpredictability and confusion.

1.6. Public and Private Sector Teachers' Expectations From Their Managements:

Common expectations of teachers in both sectors are organizational justice. The perception of organizational justice is defined with a classification of distributive justice, procedural justice and interactional justice. The basis of studies on the concept of organizational justice was launched with Stouffer's "Relative Deprivation", Homans's "Distribution of Justice" and Adams' Equity Theory" (Özmen et al., 2007: 20). The framework of The Equality Theory developed by Adams in 1965 is that the individuals benefit from the organization's output as much as they contribute to the organization with their education, training ad efforts (Barsky and Kaplan, 2007: 286). According to Adams' Theory of Justice, individuals compare what they get from the organization with what they give to, and compare the results with that of others.

The individual gives the organization his time, labor, etc. and gets wages and status in return. Comparing the wages they get to that of others, they decide whether the organization is fair. If they decide that the organization is unjust, they will choose harming the organization and its interests.

Some social alteration and procedural justice theorists finally associated the perception of procedural justice with organizational citizenship behavior (Konovsky and Pugh, 1994: 657). It is claimed that in workplaces, in order to have and maintain a healthy development, justice and managerial skills in decision-making are two important factors (Elovainio et al., 2006: 273).

It is the dependency of the formation of organizational citizenship awareness in an organization on the establishment of organizational justice in that organization. In fact, individuals in organizations expect organizational justice more than individual justice. Employee's point of view can be a process in which justice functions in organization's continuity, but the main thing is the interpersonal justice. Because the managers' behaviors towards the individuals are signs showing that justice serves and individuals are important and valued.

In organizational citizenship behavior, when the role of the employees' identity is defined in the organization, they feel the responsibility to improve the organizational citizenship behavior. Accordingly, the adoption of a role gets the individual to display the behavior of role identity. Thus, the individual's role identity is transformed into organizational citizenship identification (Moorman, 1991: 845; Kamdar et al.2006: 842).Distributive justice accounts for sharing the organizational outcomes fairly (Lambert et al., 2007: 645). Distributive justice relates to the result while procedural justice is related to the way or the method followed in the organization (Lambert 2003: 157). What is implied with this sharing is that the perception of "just or unjust" the employees infer about the organization after comparing the rights they obtained such as salary, premium, promotion, social rights etc. to those of other employees' gains (Özdevecioğlu, 2003: 78; Barsky and Kaplan, 2007 286). Procedures are evaluated by their level of consistency, bias suppression, accuracy, correctability, ethicality, and the degree to which they allow voice and input (Leventhal, 1980). The concept of procedural justice is based on the

opinions regarding to procedures or the methods used being either right or wrong for the individual at the process of decision taking by the management for him or for the other employees.

The meaning of procedural justice is to apply the same procedure for everyone in the organization, to provide him or her with the opportunity to participate in decisions and create an information system. The procedures to be applied are expected to be in accordance with the culture of the organization and be away from individual biases and the biased behavior. Moreover, employees' justice perception during the decision making of themselves and others' in the organization is also explained with procedural justice (Barsky and Kaplan, 2007: 287).

1.7. The Effects of Managers' Behaviors On Motivations of Public and Private Sector Teachers: In this section it should be mentioned that the behaviors of managers manage the effects of relation between him or her and the teachers. That is why the main principle of a manager should be to care of the attention on procedures, distribution and interaction among the teachers. There are some rules in the aviation sector determined by General Civil Aviation Management in which the profile of managers and teachers sufficiency mentioned. So, managers should care about the skills, independence, procedures, tasks and task feedbacks. They must take attention about the organizational justice according to procedures and tasks.

2. Problem of the Study: In this article, answers to following questions have been sought: What is the motivation? What is the organization justice among public and private sector teachers? What is the neurotic behavior of managers' effects on teachers?

3. Method: Literature research has been conducted. Academic articles, journals, and books studied, and topics related the problem of study have been compiled and analyzed.

4. Findings: An academic research has been conducted to define and assess how their managers affect teachers' motivations. There are seven neurotic behaviors of managers. Attitudes of managers toward teachers caring about the determination of tasks, procedures, independence rules, distribution and interactions play crucial roles. Entrepreneur teachers should be used to make new training designs and innovations.

5. Conclusion: It was determined that behaviors of managers towards teachers in aviation sector are very important to care about the motivation to ensure the security training. Motivated teachers can give the security training in a positive manner. They care about the rules and procedures and explain them to new comers because the procedures are very important in the aviation sector for planning, programming, budgeting, controlling, and providing security and quality professional. It will also be possible to manage time and global innovation improvement. Managers should act as professional leaders in aviation training organizations to motivate the teachers by applying distribution, procedural and interactional for ensuring the organization justice. Then, to provide corporate identity organizational change, entrepreneur teachers should be found and put in the teams.

REFERENCES

1. Barsky A., Kaplan S.A., (2007), "If You Feel Bad, It's Unfair: A Quantitative Synthesis of Affect and Organizational Justice Perceptions", *Journal of Applied Psychology* Vol.92, No.1, pp.286-295.
2. ELVAINIO, M., ARJAS, P.L., VAHTERA, J., KIVIMAKI, M., (2006). Justice at work and cardiovascular mortality: prospective cohort study. *Journal of Psychosomatic Research*, vol. 61, pp. 271-274.
3. Hackman, J. R. & Oldham, G. R. (1974). *The job diagnostic survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects*. Department of Administrative Sciences: Yale University.
4. Hinton, M., & Biderman, M.. (1995). Empirically Derived Job Characteristics Measures and the Motivating Potential Score. *Journal of Business and Psychology*, 9(4), 355–364. Retrieved from <http://www.jstor.org/stable/25092476>

5. KAMDAR, D., McALLISTER, D.J., TURBAN, D.B., (2006). All in a day's work; how follower individual differences and justice perceptions predict ocb role definitions and behavior. *Journal of Applied Psychology*, vol.91, no 4, pp.841-855.
6. Konovsky, M. A., & Pugh, S. D. (1994). Citizenship Behavior and Social Exchange. *The Academy of Management Journal*, 37(3), 656–669. Retrieved from <http://www.jstor.org/stable/256704>
7. Lambert, E. G., Hogan, N. L. ve Griffin, M. L. (2007) "The Impact Of Distributive and Procedural Justice on Correctional Staff Job Stress, Job Satisfaction, and Organizational Commitment" *Journal of Criminal Justice*, 35: 644–656.
8. Levinson, Harry. *Harry Levinson on the Psychology of Leadership*. Boston, MA: Harvard Business School Press, 2006, 102.
9. Leventhal, G. S. 1980. What should be done with equity theory? New approaches to the study of fairness in social relationships. In K. Gergen, M. Greenberg & R. Willis (Eds.), **Social exchange: Advances in theory and research: 27–55**. New York: Plenum.
10. Maehr, Martin L.; Meyer, Heather A.; (1997). "Understanding Motivation and Schooling: Where We've Been, Where We Are, and Where We Need to Go." *Educational Psychology Review* 9(4): 371-409.
11. Moorman, R. H. (1991) "Relationship between Organizational Justice and Organizational Citizenship Behavior: Do Fairness Perceptions Influence Employee Citizenship?" ***Journal of Applied Psychology***, 76(6): 845–855.
12. OZDEVECIOGLU, M., (2003). Algılanan örgütsel adaletin bireylerarası saldırgan davranışlar üzerindeki etkilerinin belirlenmesine yönelik bir araştırma. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, sayı 21, 77-96. ss.
13. ÖZMEN, Ö., ARBAK, Y. ve ÖZER P., (2007). Adalet verilen değerlerin adalet algıları üzerindeki etkisinin sorgulanmasına ilişkin bir araştırma. *Ege Akademik Bakış*, sayı 7 (1), 17–33. ss.