

**PERSPECTIVES ON USING THEORY PORTER-LAWLER STUDENT  
MOTIVATION MILITARY  
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***Abstract:** Motivational component of learning is particularly important in the military because of the accruals during undergraduate studies, will depend both on their professional future career military and results in activities to individual objectives and structure that will lead. The complexity of the current context, the military domain and society requires a detailed approach to building motives underlying motivation for military students, and using Porter-Lawler model to maximize their motivation can be very effective.*

**Keywords:** motivation, Porter-Lawler, student, military

## **1. Introduction**

Motivation is a very important component of management (maybe I should put even first), this is acknowledged by experts who were involved in studying this highly complex area, namely: management. The human being is "governed" by a set of needs, motives, attractions, intentions, interests, emotions, ideals and is the starting point in carrying out daily actions and deeds. Human behavior is rarely accidental. It is intended for specific purposes or environmental incentives. This does not mean that the objectives of controlling behavior. Goals are attractive only because individual motivations meet people. A human behavior is determined by his motivations, whereas individual goals that are external to provide him the opportunity to satisfy these motivations.

## **2. Motivation for learning**

Human existence is impossible without human needs. Spectrum needs increase with the development of technology, science and culture. The needs, as a phenomenon, have

a complex structure. These elements include social, psychological and economic. Caused by objective factors inherent to human nature, the need becomes subjective individual needs - thus explaining the multiplicity and differentiation of human individual needs. [1]

Motivation is the amount that triggers internal elements, supports and directs the behavior of a student learning activity. Thus, it can say that motivation is the determining factor for whether or not the student is involved in learning, or not to acquire knowledge and develop their skills. Being motivated to learn assumed to have a set of reasons that "push you" to it, you are in a condition that causes a high involvement towards achieving cognitive goals of education, to feel attraction and receptivity to knowledge.

As regards military student development, it should also aim at creating a proper motivations job that will occupy later military career, so this motivation to fulfill the following roles: [2]

- *Managerial role* is to determine de facto the content and effectiveness of the training function, on the one hand, and has a substantial impact on the features and functionality of the entire system of military organization management, on the other hand;

- *The role of organizational* concerns motivating impact that it has direct impact on the functioning of the military organization and its performance, mainly due to the skills, know-how and energy of staff;

- *The roles satisfactions and dissatisfactions* expressed by dependence of each component of the military organization, its evolution, to motivate the organization exerted on him; staff is more satisfied with how the organization combine their interests, objectives and requirements with the needs, aspirations and expectations of its individual employees;

- *Economic role* relates to conditioning indirect but substantial motivation performance to any organization which prevails within it;

- *The social* is the synergistic effect of previous roles Psychosocial plan elements that characterize members of the military, more specifically, the social climate, social relationships are determined to a considerable extent through multiple effects, most indirect and second-motivation that we find within it.

As regards the phenomena that determine the motivation involved on the way to establishing the learning task to achieve it, experts who researched these phenomena deems essential variables that influence school success. "Learning without curing there" - says Alexandru Lazăr. Psychologically, motivation can be seen as a result of the manifestation of personality learning activity, underpinning the conduct building and the involvement of students in them. Approached as a determinant of

internal state that influences a person's behavior, motivation is a stimulus for learning, becoming a prerequisite for achieving high performance in school activities. It is obvious that motivated behavior will be an important factor in achieving success in education and learning, as lack of motivation can lead to unsatisfactory results. We can conclude that motivation is essential for educational activities.

Stimulating motivation for learning, the teacher assumed the task must be done in close correlation with the skills and abilities of each student; because strong incentives built in connection with low intellectual capacities may conflict with those projected or failure to follow its purpose and existence of a declining motivations usually leads to loss of self-confidence.

Also, motivation is a result of learning is, in fact, a primary goal of all study programs to train and develop professional and social skills. To form and develop a superior motivation for learning consider to be necessary:

- resizing and reconsidering the role it plays individual variables (cognitive, emotional, attitudinal of character etc.) in achieving educational outcomes;
- continuous reassessment dynamic variables to be used appropriately by both actors of education: teacher and student;
- widespread use training methods and techniques that can trigger and sustain self-directed learning;
- promoting those kinds of behavioral viable high social value, to induce the student to fully involve learning actions with long-term consequences.

### **3. Typology reasons involved in education-learning processes in the military**

Educational Practice outlines the following categories of reasons given in the figure below:

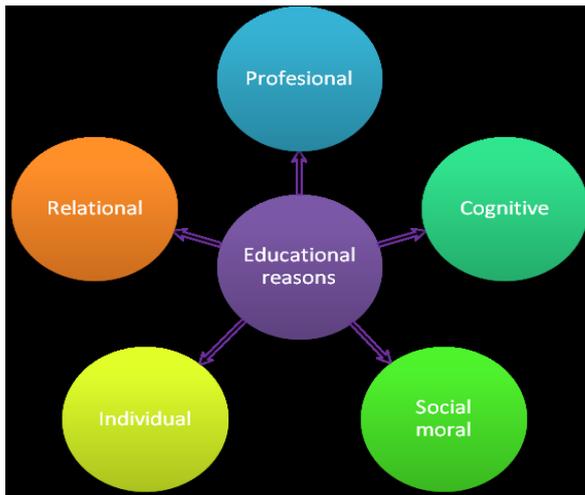


Figure 1: Educational Reasons

a. *Professional reasons.* Learning motivation is built, primarily in connection with future professional career. By reporting on military student, this is the age when it makes explicit steps towards his future profession, the decision to participate in the entrance examination and then by accepting browsing in the military university. Involvement in education and learning is compulsory, as should learn from two perspectives: the need to acquire knowledge of his chosen profession and the need to build the necessary appropriations reaching it (graduation). The student seeks to form and develop capabilities, skills, competencies, interests and inclinations for the military profession. An essential condition must be fulfilled: student knowledge of the specific requirements of career military, military rights and obligations, difficulties that may arise before the practitioner and satisfactions that can be obtained in the future.

b. *Cognitive reasons.* Motivation knowledge is based on individual need to understand what is around it and what / how to act, to have the information needed to decide on their person or group / team part to explain the new and to use personal and professional life, to have enough parts to make the right decisions as quickly. For a military student, education-learning period within the military university studies is a

period full of new discoveries, given that the military now beginning "to unfold" it, and the adaptation and integration into military can not achieved without a strong correlation between knowledge and motivation.

c. *Reasons relational.* In general, there is no need for any interaction with parents, teachers, friends, colleagues. The level of interaction with these individuals are dependent, motivated by mutual emotional states, attitudes manifested developed behaviors etc. In particular for the military, these kinds of reasons are being built when military student is aware that military action is not based on one individual, but the effort of all its participants. The grounds relational framework generates future military commitment to weapon and military specialty, military structure to which it belongs etc. Also, as a future commander, military student must be motivated in learning as leadership built on knowledge and professionalism determines relationships with subordinates high quality.

d. *Social-moral reasons.* The majority of students consider learning activity that being a social and moral duty, in relation to the terms offered by the military institution, in preparation for future profession. Social and moral reasons also include military student desire to be appreciated and praised, and this is for him a strong incentive for

teaching tasks. A huge motivating force can be represented by the ideal that it constructs and each student: some aim ideals easily achieved (to finalize the contract with the military institution), but others target more difficult ideals (to reach the rank of general). They represent different levels of aspiration requiring different involvement in education and learning.

e. *Individual reasons*. These motivational motives that are most related to themselves and have the greatest impact on the degree of involvement in learning-education: a military student learns to build a career closer to his projects of life, to develop a personality with which to impose among subordinates, to promote as much in the military hierarchy. The upward trend in capital military career is dependent upon personal dignity and the affirmation of a system for military and national values. Giving recognition by superiors or subordinates individual can have positive effects on a personal level and in terms of motivation in learning: the student military could change the attitude towards peer support or in the relationship with teachers, may increase his desire to get results in better teaching tasks, etc., that may well change in educational behavior.

f. *Reasons materials*. Finally, some students learning outcomes depend on the group for reasons based on rewards / material gains. For the military, when we refer to a military career, these types of reasons should not be the most important, but education and learning activities are not entirely negative invoice. For example, when learning for obtaining high grades or different awards should not be considered negative nuance, but rather that vision may be aimed at increasing opportunities to reach a certain prestigious military unit or military location or specialty. We agree that no substantive grounds should be paramount to strengthening the learning activity, but intrinsic motivation dependent student needs and internal military necessities, but their share in the learning process should

not be neglected at all.

#### **4. Premises motivational model Porter-Lawler in relation to military**

Motivation is a key element in the achievement of organizational goals, so that military students, prospective commanders / leaders must be aware of the needs of subordinates and to use different motivational techniques to increase their level of satisfaction with work and commitment in achieving of performance. But in connection with the successful achievement of individual and collective objectives in instruction and in connection with the successful development of the profession of officer we must identify and clarify the main motivators so: individual determination to work; how it affects the application of theoretical elements during exercise instruction and personal role in individual and collective performance of those involved in training. [3]

The model was developed motivational work *Managerial Attitudes and Performance* in 1968 and represents an improvement of V. Vroom's expectations theory. It is believed that by itself is insufficient effort and does not always lead performance as the latter is influenced by the skills, experiences, and personality of the individual military training. Porter and Lawler interprets effort, motivation, satisfaction and performance as separate variables and tried to explain the complex relationship between them. The intervening variables in the model are: the value of rewards, reward perception and likelihood effort, effort, ability and personality traits, the perception of the role of performance. Vroom, expectations theory implies that an employee will intensify its efforts if it perceives a strong relationship between effort-performance correlations, performance-reward and reward-satisfaction. But in the new model, that effort lead to performance, the individual must have a clear vision of its role, skills, needs and other features specific to the job. Relationship performance - reward is strong

when the person is ruled a balance between its intrinsic and extrinsic motivations. And further, if properly perceived fairness and realistic, then satisfaction is achieved. It states that a reward is more attractive to an employee and obtaining it will be proportional to the increasing intensity of effort, since it will be more motivated by achieving difficult tasks.

However, performance should be measured systematically and accurately so that rewards are distributed fairly, an important variable in maintaining high motivation; there is the danger that if not properly distributed, increased effort to become unnecessary burden for paying for employees. Also, if there is no remarkable

difference between employees and the mediocre on rewards, motivation intensity will decrease in both categories, with obvious effects overall performance. The rewards that reinforce effort and satisfy employees lead to further encourage the behavior directed toward achieving fixed targets and precise.

According to the statements above, we can state that the target of this model is to explain the complex relationship between the three main variables: effort, performance, satisfaction and their intake of individual motivation. Through the figure below we try to expectation theory explained the model's premises Porter-Lawler:

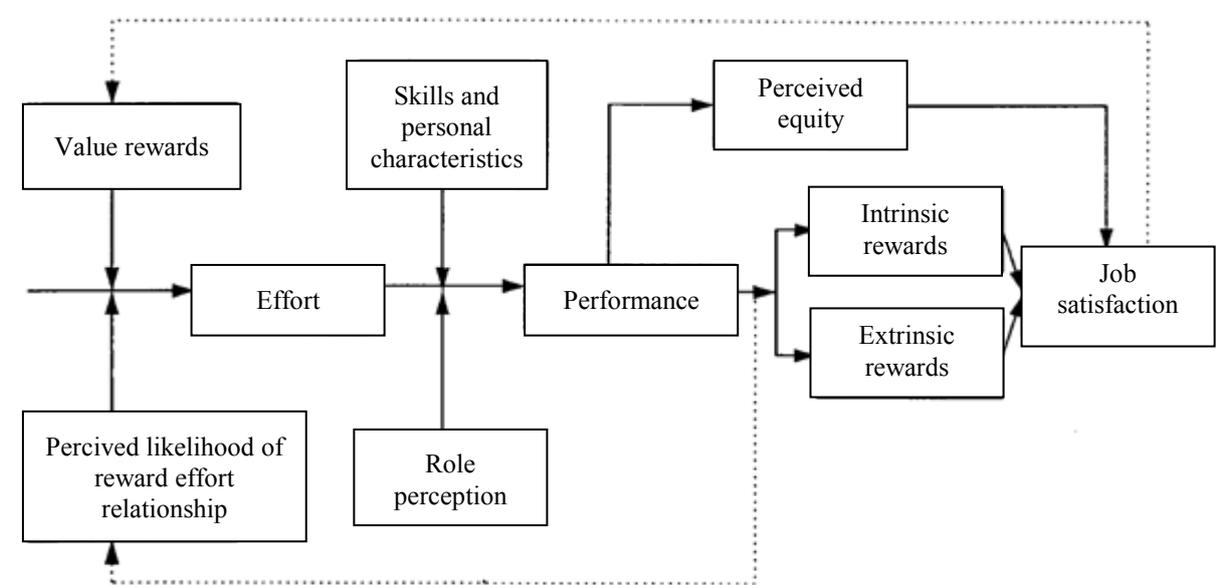


Figure 2: Porter-Lawler Model [4]

Peculiarities major military environment contributes to the process of adapting to the requirements of individual complex and demanding environment, as follows:

- limit considerable freedom of action at the perimeter of the military institution and its benefit and working and living arrangements strictly managed and controlled;
- human relations based on hierarchy decisive and permanent cooperation and team work;
- own code of conduct different from civil

statutes based on rigorously and precisely regulated and roles;

- activities with high physical and psychical stress and professional demands novelty;
- communications system and specific moral values;
- Training conditions tailored individual training as technical fighter and powerful weapons in order to participate in missions with high hazard and risk [5].

When we refer to the military preparedness rewards value refers to the results obtained in education and learning effects on the

locality in the hierarchy students graduating from undergraduate studies and the probability perceived effort-reward relationship concerns with individual perception the ratio of students used learning capabilities and ease with which it can achieve certain outcomes. The following elements involved in skills and personal characteristics analyzed model (military students go through a selection process to a minimum set of specific requirements for military physical condition, psychological profile, level of general knowledge and special) with perception of the role (military student must realize during military university studies that will lead a group of people in specific military actions and will be responsible for the effect of its decisions in them) cause learning performance in terms of theoretical knowledge and practical management actions and activities military. But students' motivation will be directly proportional to the perceived fairness of the valuation rules

in performances in some time, taking into account that the primary are collective and not individual results, without leave or minimize the amount thereof. The model takes into account the dependence satisfaction, if our analysis, learning to extrinsic and intrinsic rewards amount specific to any process of education and learning.

### **5. Conclusions**

Without adequate incentives to learning, the student will not be able to achieve military requirements constituting graduate model of undergraduate studies because it requires the concentrated effort and constant. To identify motives that determine the motivation of military students, research from the perspective Porter-Lawler model will be pursued through the development and implementation of an opinion survey among them to build a proper system of learning motivation during undergraduate studies in the military.

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