

INVESTIGATING THE RELATIONSHIP BETWEEN MOTIVATION AND THE LEARNER'S SATISFACTION OF DIFFERENT TRAINING METHODS OF MANAGEMENT

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Abstract

The aim of this study is to investigate the relationship between the motivation and the learner's satisfaction of different training methods of the state banks of Khorramabad city. The research methodology is descriptive-correlational and 3 types of standard questionnaires were used (motivation, job satisfaction, different training methods). The research statistical sample includes the state banks of Khorramabad's managers consists of 120 managers and according to the Morgan's chart 92 of them were selected using the classified random sampling. All of the data analyses have been done using the Cronbach's alpha. The obtained results show that there is a direct relationship between the motivation and the learner's satisfaction of different training methods of management.

Keywords: job satisfaction, different training methods of management.

Introduction

The 1950s was a fruitful period for the motivation concept development that many theories were proposed. Although they were all objected heavily and now they are under question, they may still have the best explanations about motivation of the staff (A'rabi, 1382, 313).

Motivation is an internal state that persuades the human to do a specific activity. Some of the experts know motivation as the same need, demand, tendency, or the internal motive which persuades the individuals for doing a task. Some others, on the other hand, consider the motivation as the cause and the reason of human's behavior, believing that anything done by an individual is the result of a need or motivation existence which is the motive for him/her to do that thing. Thus, the effectiveness of the management process depends on the individuals' motivation for doing their tasks. Therefore, all of the human's behavior is purposeful. It can be stated that two factors which form the human being's behavior are motivation and the goal. Accordingly, the staff's motivation for doing the organizational duties and paralleling their goals with the organization's goals is very important.

Southern California University. This institute started working under the American professors' supervision in 1333 and after two years was held by the Iranian authorities (Mirsepasi, 1388, 293). Confucius (one of the East empires) notes on the importance of training: if you want to rule one year, plant the seed, and if you want to rule ten years plant a scion. If you want to rule forever, train (Rahiminasab, 1384, 29).

Training means standardization of the staff's performance or behavior through teaching and practicing (Mirsepasi, 1388, 235).

There are numerous training goals in organizations, but what should be emphasized gradually in the organizational optimizing system is the results of training and not only training itself or the time of training. In other words, training should focus on establishing the learnable organizations (Mirsepasi, 1388, 268).

Teaching some values to individuals is difficult; however, learning and teaching the skills are much easier (Blanchard, 1389, 38).

Learning theories

Learning is any kind of relative permanent changing in behavior which resulted from experience. Learning helps us to adapt ourselves to the environment and know it well. Changing our behavior in order to adapt to the changing conditions turn ourselves into the responsible citizens and efficient employers (Robins, 1373, 44).

Different theories relevant to learning have been proposed and each of them is concerned with specific characteristics. These theories are as following:

1. **Cognitive view:** this view which is known as Gestalt recognizes the stability and the intention of individuals. The base of this theory is called the mental balancing law, i.e. any individual is trying to enjoy an equilibrium and stable system. Thus, individuals encounter mental fluctuations encountering the unknown concepts and try to get a new equilibrium. In the cognitive theory learning is a process which causes the collapsing of the current equilibrium and the individual tries to reach to a new equilibrium.
2. **Environmental view:** this view which is proposed as the behavioral learning is based on the learning through trial and error. The movement which comes to a conclusion and enhanced is remained in the mind and if it does not conclude or be condemned is more likely not to be repeated in reencountering the subject. The enhanced behavior is a kind of conditioned behavior which leads to a behavioral habit in individual.
3. **Social view:** this view combines the two former views and completes the learning process resulted from the behavioral or the environmental view with an interaction which is existed continuously between the individual and the social environment. In the social learning view the patterns play an important role. Research shows that much of the learning is acquired observing the patterns like parents, teachers, classmates, artists, athletes, religious and historical patterns (Seyyedjavadin, 1383, 182-184).

Research methodology

method		Data analysis	Statistical population	Statistical sample	Sampling method	Data collection instrument
objective	Data type					
applied	qualitative	correlation	Khoramabad's State bank managers	92	Random classified	questionnaire

Data collection was done in library and with a questionnaire which is the most common field methods based on the five-choice-Likert and each question scoring was done from very much to very little. The applied questionnaire in this research is as following:

Hypothesis 1: investigating the relationship between learner's motivation and the training in-service. 25-47 and 54-58.

Hypothesis 2: investigating the relationship between the learner's motivation and the simulation training method. 25-47 and 50-53.

Hypothesis 3: investigation the relationship between the learner's satisfaction and the academic training method. 25-47 and 48-49.

Hypothesis 4: investigating the relationship between the learner's satisfaction and the in-service training method. 1-24 and 54-58.

Hypothesis 5: investigating the relationship between the learner's satisfaction and the simulation training method. 1-24 and 50-53.

Hypothesis 6: investigating the relationship between the learner's satisfaction and the academic training method. 1-24 and 48-49.

Independent variable: motivation. 25-47

Independent variable: job satisfaction 1-24

Dependent variable (different training methods of management).

Academic training. 48-49

Simulation training. 50-53

In-service training. 54-58.

Reliability and validity of the questionnaire

The questionnaire validity was confirmed by the supervisor instructor and some other respected instructors confirmed the validity too.

For determining the reliability of the questionnaires first of all 25 questionnaires were distributed among the members of the sample population and after that the Cronbach's alpha was measured using the SPSS software. The obtained cronbach's alpha for the 58 questions of this questionnaire was 0.94. Regarding the fact that the cronbach's alpha around the 0.7 is acceptable, the obtained cronbach's alpha for the questionnaire of this research is in a high level. Data analysis and the hypotheses' testing were done using SPSS software.

Spearman test

Hypothesis 1: there is a significant relationship between the learner's motivation and in-service training method.

H0: there is no relationship between the learner's motivation and in-service training method.

H1: there a relationship between the learner's motivation and in-service training method.

Pearson's correlation table for hypothesis 1

Significance level (error)	α	Pearson amount	number
0.000	0.05	0.510	91

It is seen in the above table that the significance level (error level) is less than 1%, so there is a relationship between the two variables of this hypothesis. Thus, the H0 is rejected and H1 is confirmed. As a result, with the certainty level of 99% it can be stated that there is a significant relationship between two variables of this hypothesis, i.e. there is a significant relationship between the learner's motivation and in-service training method. The positive amount of Pearson shows that the relationship is a direct one.

Hypothesis 2: there is a significant relationship between the learner's motivation and the simulation training method.

H0: there is not a relationship between the learner's motivation and the simulation training method.

H1: there is a relationship between the learner's motivation and the simulation training method.

Pearson's correlation table for hypothesis 2.

Significance level (error)	α	Pearson amount	number
0.000	0.05	0.415	91

In the above table is seen that the significance level (error level) is less than 1%, so between two variables of this research there is a relationship, thus H0 is rejected and H1 is confirmed. At the certainty level of 99% it can be stated between the two variables of this hypothesis a significant relationship has been established. There is a significant relationship between the learner's motivation and the simulation training method. The positive amount of Pearson shows that the relationship is direct.

Hypothesis 3: there is a significant relationship between the learner's motivation and the academic training method.

H0: there is not relationship between the learner's motivation and the academic training method.

H1: there is a relationship between the learner's motivation and the academic training method.

Pearson's correlation table for hypothesis 3.

Significance level (error)	α	Pearson amount	number
0.001	0.05	0.340	91

It is seen in the above table that the significance level (error level) is less than 1%, so there is a relationship between two variables of this hypothesis, the H0 is rejected and H1 is confirmed, with the certainty level of 99% it can be stated that a significant relationship has been established between two variables of this hypothesis, thus there is a significant relationship between the learner's motivation and the academic training method. The positive amount of Pearson shows that the established relationship is direct.

Hypothesis 4: there is a significant relationship between the learner's satisfaction and in-service training method.

H0: there is not a relationship between the learner's satisfaction and in-service training method.

H1: there is not a relationship between the learner's satisfaction and in-service training method.

Pearson's correlation table for hypothesis 4.

Significance level (error)	α	Pearson amount	number
0.001	0.05	0.349	91

As it is seen in above table the significance level (error level) is less than 1%, so a relationship has been established between two variables of this hypothesis, H0 is rejected and H1 is confirmed, with the certainty level of 99% it can be stated that a significant relationship has been established between two variables of this hypothesis. Thus, there is a significant relationship between the learner's satisfaction and in-service training method. The positive amount of Pearson shows that the established relationship is direct.

Hypothesis 5: there is a significant relationship between the learner's satisfaction and the simulation training method.

H0: there is not a relationship between the learner's satisfaction and the simulation training method.

H1: there is a relationship between the learner's satisfaction and the simulation training method.

Pearson's correlation test table for hypothesis 5.

Significance level (error)	α	Person amount	number
0.005	0.05	0.290	91

As it is seen in above table the significance level (error level) is less than 1%, so a relationship has been established between two variables of this hypothesis, H0 is rejected and H1 is confirmed, with the certainty level of 99% it can be stated that a significant relationship has been established between two variables of this hypothesis. Thus, there is a significant relationship between the learner's satisfaction and in-service training method. The positive amount of Pearson shows that the established relationship is direct.

Hypothesis 6: there is a significant relationship between the learner's satisfaction and the academic training method.

H0: there is not a relationship between the learner's satisfaction and the academic training method.

H1: there is a relationship between the learner's satisfaction and the academic training method.

Pearson's correlation table for hypothesis 6.

Significance level (error)	α	Pearson amount	number
0.042	0.05	0.213	91

As it is seen in above table the significance level (error level) is less than 1%, so a relationship has been established between two variables of this hypothesis, H_0 is rejected and H_1 is confirmed, with the certainty level of 95% it can be stated that a significant relationship has been established between two variables of this hypothesis. Thus, there is a significant relationship between the learner's satisfaction and in-service training method. The positive amount of Pearson shows that the established relationship is direct.

Conclusions

First hypothesis: For investigating this hypothesis stating that there is a significant relationship between the learner's motivations and in-service training method the Pearson's correlation was used. The obtained results from table 6-4 show that the Pearson's test has been significant at the level of 1% (0.000), so a relationship has been established between the learner's motivation and in-service training method. The amount of Pearson's test shows that (0.510) the intensity of the test is in an average degree and therefore the positive amount shows the direct relationship between these two variables in a way that the learners' motivation has an increasing effect on in-service training.

Second hypothesis: For investigating this hypothesis stating that there is a significant relationship between the learner's motivation and simulation training method the Pearson's correlation was used. The obtained results from table 7-4 show that Pearson's test has been significant at the 1% level (0.000). Thus, a relationship has been established between two variables of this hypothesis. Accordingly, a relationship has been established between the learner's motivation and simulation training method. The amount of Pearson test shows that (0.415) that the intensity of the test is in an average degree and therefore the positive amount indicates the direct relationship between these two variables in way that the learner's motivation has an increasing effect on simulation training.

Third hypothesis: For investigating this hypothesis stating that there is a significant relationship between the learner's motivation and the academic training method the Pearson's correlation was used. The results obtained from table 8-4 show that Pearson's test has been significant at the level of 1% (0.001), thus a relationship has been established between two variables of this hypothesis. A relationship has been established between the learner's motivation and the academic training method. The amount of Pearson's test shows that, although the intensity of the test is in a low degree (0.415), the positive amount says that the relationship is direct in a way that the learners' motivation has an increasing effect on the academic training.

Hypothesis 4: For investigating this hypothesis stating that there is a significant relationship between the learner's satisfaction and in-service training method, Pearson correlation was used. The obtained results from table 9-4 show that Pearson's test has been significant at the 1% level (0.001), thus a relationship has been established between two variables of this hypothesis. A relationship has been established between the learner's satisfaction and in-service training method. The amount of Pearson's test (0.349) shows that the intensity of the test is in an average tending to low degree and therefore the positive amount shows a direct relationship

between these two variables in a way that the learners' satisfaction has an increasing effect on in-service training.

Hypothesis 5: For investigating this hypothesis stating that there is a significant relationship between the learner's satisfaction and simulation training method the Pearson correlation was used. The obtained results from table 10-4 show that Pearson's test at 1% level (0.005) has been significant, thus a relationship has been established between two variables of this hypothesis. A relationship has been established between the learner's satisfaction and simulation training method. The amount of Pearson's test (0.290) shows that despite of the low intensity of the test, the positive amount shows a direct relationship between these two variables in a way that the learners' satisfaction has an increasing effect on simulation training.

Hypothesis 6: For investigating this hypothesis stating that there is a significant relationship between the learner's satisfaction and the academic training method Pearson correlation was used. The obtained results from table 11-4 show that Pearson's test has been significant at 5% level (0.042), thus a relationship has been established between two variables of this hypothesis. Therefore, there is a relationship between the learner's satisfaction and the academic training method. The amount of Pearson's test (0.213) shows that although the intensity of the test is in a low degree, the positive amount shows a direct relationship between these two variables in a way that the learners' satisfaction has an increasing effect on the academic training.

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