

# ETHNIC ORIGIN AND MOTIVATION FOR UNQUALIFIED WORKS

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## **Abstract:**

*For many years it has been known that one of the most obvious social and economic phenomena is the seasonal or permanent migration of labour forces from Eastern Europe to other territories, the aim pursued in this study is to analyze the relations between motivation for work and the origin of people performing unskilled work in Germany. In order to achieve the goal, the following hypothesis was advanced : There are statistically significant differences in the motivation for work of people who work in Germany, depending on their ethnic origin: German or other origins. The results show statistically significant differences between the two groups of subjects in favour of persons of other origins, who have greater needs for safety and security and, respectively, the need for self-actualization than persons of German origin. This study is useful, first of all, to people from agencies that recruit, select and place unskilled workers abroad.*

**Key words:** work motivation

## **Introduction**

For many years it has been known that one of the most obvious social and economic phenomena is the seasonal or definitive migration of labour forces from Eastern Europe to other territories, especially to the developed countries of Europe. Women and men, young or mature, left behind their family and friends, birthplaces or localities of residence and went to Spain, Italy, England, Germany or other countries. Sometimes out of a desire to be financially rewarded for their professional training at European level, sometimes for the pleasure of living in a western settlement or perhaps due to a lack of prospects in the country of origin.

## **Theoretical considerations**

It is unlikely that we will find a consensus among psychologists about the nature of personality. There is no single perspective on which all researchers agree. It is difficult to find an agreement not only as regards the definition of personality, but especially regarding its characteristics. Rather than seeking convergence, psychologists, belonging to various schools, have advanced definitions and theories of personality that they have supported and defended. The best-known personality theories can be grouped into six categories: psychoanalytic theories of personality with Freudian model (Freud) and neo-Freudian models (Jung, Adler, Horney, Fromm, Sullivan, Erickson, Murray); trait theories (Allport, Eysenck, Cattell); humanist theories (Rogers, Maslow) and behavioral versions (Skinner, Bandura); cognitive theories (Kelly).

Personality is the result of an evolutionary process that begins from the first days of the child's life, based on certain genetically transmitted biosomatic structures, thus pre-existing in relation to the psychic structures being formed in ontogenesis. Personality formation and evolution are intrinsically linked to three categories of complementary psychosocial and sociocultural processes: socialization, integration and social learning.

Adult socialization is facilitated by the existence of conscious impulses, the predetermined goals, the possible affinity of the roles already integrated with the proposed new impulses, by their very high communication capacity. An example of further socialization is the professional socialization through which models of professional behaviour are involved, i.e. the set of mechanisms and processes that ensure the transition from pre-professional condition to professional condition, the profession being a delimited lucrative role in the general system of occupations (human professions) assuming a specific status. Through socialization, the individual is contouring the particular form of his or her personality, the form emanating from the basic personality of the society in which he or she lives. Formative influences exerted on the subject through socialization determine the configuration and progressive enrichment of personality structures, against the background of a systematic and differentiated instructional-educational activity according to age and personal skills.

Social learning is a complex, complementary and inextricably linked activity to the process of socialization, representing the totality of psycho-individual processes and psychosocial activities through which the assemblies of knowledge, norms and social models specific to a community are assimilated, generating specific ways of thinking, feeling and action. Social learning involves the internalization (not only of cognitive assimilation) of social content, which will thus become internal factors in determining social attitudes and behaviors. The quality and efficiency of the learning process will depend directly on both the level of socialization and social integration of the members, as well as the overall cohesion and functionality of the community (Răducan, 2008).

Social integration is the main way of objectification of the results of social development and social learning. It designates the taking over, taking over and active exercise of a system of social statuses and activities corresponding to derived obligations and rights. Following identification with the values, norms and models that structure community life, the person develops a system of structural and functional relations with other people, with social institutions and organizations whose active element becomes.

Towards the middle of the 20th century, some psychoanalysts (researchers and psychotherapists) were struck by an enigmatic phenomenon. Social standards have become more tolerant than in Freud's time, especially regarding sexuality. Theoretically, this increased liberalism should have helped to alleviate the upsetting id, the conflicts of the superego and reduce the number of neuroses.

Although the hysterical disorders seemed to be fewer than in Freud's time, more and more people were now turning to psychotherapy. They suffered from new and unusual problems, such as: feeling empty inside and away from themselves. Rather than hoping to cure various disorders, these patients desperately needed to find a suitable answer to a deeply philosophical question: how to remedy the apparent meaninglessness of their lives? Some theorists have tried to solve these important problems within a more or less psychoanalytic framework (e.g. Eriksonian identity crisis, Fromm's conception of the flight from freedom). Other psychologists, however, have obviously questioned the weaknesses, fundamentally rational, of analytical theory.

They agreed that some of Freudian concepts and suggestions could be perfectly applied to his era; they pointed out, instead, that the notions of id, ego and superego as well as Freud's pessimism about human nature, were now aggravating the problems of "modern" patients. The postulating of a mechanical, fragmentary and malignant personality was now losing its usefulness. For this reason, humanist theorists preferred to approach the human personality in a more integrated and optimistic way.

Abraham H. Maslow (1908-1970, apud Opre A., 2007) in contrast to most personality theorists, devoted himself primarily to the study of highly balanced individuals. He believed that theories based entirely on clinical data can only produce

partial truths about the human personality. For this reason, he studied as a priority those rare individuals who he believed had reached the highest level of adaptation, in this sense, he used a relatively small sample, consisting of both living and historical figures, such as T. Jefferson, A. Einstein, E. Roosevelt, J. Addams, W. James and A. Schweitzer.

He listed 15 common traits of these so-called "superior adapted", including: a more accurate perception of reality, better knowledge, and deeper and loving interpersonal relationships. Maslow's theory is also well known for its hierarchical approach to human needs. He stressed that one level (e.g. need for affiliation) remains relatively unimportant until the lower levels (e.g. need for security) have been met at least to some extent.

"Maslow states that the understanding of the human personality starts from the concept of experiential identity and considers that the main factors of personality dynamics are the motivational ones. A need represents a state of tension related to a need, is oriented towards a category of objects and stimulates the individual to seek a state of equilibrium. Maslow believes that the structure and functioning of these states of necessity are responsible for the development of personality. In Maslow's conception, needs as dynamic personality structures are organized and ranked in a five-level pyramid structure called the pyramid of needs. These needs are: physiological, for safety, for affiliation, for esteem and for self-actualization" (Răducan, 2008, p.70).

"Maslow formulates a series of principles governing the pyramidal functioning of these needs:

- the more and continuously satisfied a need is met, the less tension-generating it is;

- a need does not appear as motivation unless the previous one has been satisfied (the principle of emergence),

- the appearance of a need is carried out gradually,

- satisfying needs through specific behaviors reduces the body's tension and balances forces, which generates positive affective feelings (the principle of homeostasis);

- the dissatisfaction of these needs maintains the state of tension, sometimes with serious consequences on the development of personality;

- only the satisfaction of the higher need for self-realization through specific behaviors (reception and production of moral, intellectual, artistic, scientific values, etc.) is not accompanied by a decrease in tension, but by its increase;

- the need for self-actualization and fulfillment is the fundamental necessity of man, which leads to behaviors of satisfying it, with the value of personality development" (Răducan, 2008, p.71).

1."Physiological needs – located at the basal level of the hierarchy, include biological needs of hunger, thirst, sleep or sex. Absolutely necessary for the survival and normal development, common to humans and animals, these needs are heavily charged energetically, only to satisfy them leading to the discharge of tension. When physiological needs dominate, at some point, the behavior of the individual is motivated prepotent. Even if Maslow formulated the principle of emergence, the transition to the security needs at the next level can be achieved and without the physiological needs being fully satisfied.

2. The safety need – placed on the second level of the pyramid, means for the individual the creation of a sense of security or safety. It can be acquired by transforming the unknown into a known (familiarity of situations, events, objects, etc. generating safety), but especially by satisfying the heightened human tendency to make existence predictable. It can be about ensuring physical, emotional, organizational stability, creating a sense of control over situations, etc.

3. The desire for affiliation – at the next level, this is the force that stimulates the relationship behavior, creates the individual's membership in a group, motivates the initiation and reception of the relationships of friendship and the intimate ones. The poor satisfaction of this need, in Maslow's view, is the source of serious personality disorders. But, we consider, even personality disorders impinge on meeting this need.

4. The need for esteem – can only be prevalent when the human person has become the social partner of a relationship. Satisfying the need for esteem and respect mobilizes the person in the realization of performance behaviors in certain areas, based on the skills and results obtained. In some cases, daily reality has proven that people can be motivated by this need and can achieve notable performance in the activity, even if the need for affiliation has not been met. Perhaps self-confidence, acquired social and/or professional status, diminishing the sense of inferiority related to the satisfaction of this need partly compensates for the dissatisfaction sourness of the need for affiliation.

5. Self-actualization – also called a need for self-realization, this meta-motivation refers to the impulse of growth, development and fulfillment of native potentialities, turning into a real attitude, centered on personal growth.

Apart from these needs, Maslow believes that there are also the meta-needs of the Self that motivate the top experience. The ultimate goal of the human being is the desire for self-realization and self-actualization, which is the responsibility of creation" (Răducan, 2008, p.72-73).

"Maslow did not explain the factors or mechanisms of personality development, the transformations that occurred in its evolution, but described the updated personality as a corollary of the normal and natural development of man. Its main characteristics can be synthesized as follows (Maslow, 1987): realistic perception, self-acceptance, spontaneity, need for intimacy, need for autonomy, openness to experiences, ability to relate interpersonally, creativity, resistance to enculturation, coincidence between personal and social interests." (Răducan, 2008, p.74).

From the perspective of the psychology of work, "motivation is defined as the sum of the internal and external energies that initiate, direct and support an effort oriented towards the objectives of the organization, which will simultaneously satisfy the individual needs. Effort is a quantitative measure of intensity, a highly motivated employee performs a sustained activity in the workplace. However, not every intense effort leads to performance in the workplace. The employee must channel his efforts to achieve the organizational objectives, which constitute the qualitative component of the effort, which give value to it. The closer your personal goals are to organizational goals, the more the effort you put in will contribute to the results expected by the organization. The non-alignment of these objectives will result in poor performance in the workplace" (Răducan, 2013, p.111).

Organizational, leading, decision-making and participational behaviours have different meanings, whether they are motivated or not. Motivation is an essential concept for understanding organizational behavior and an important factor of the psychological climate. "Motivational factors determine the mobilization, targeting and energization of the aptitudinal potential of employees in order to achieve the proposed objectives and thus directly influence the quality of the psychological climate. Starting from the main categories of stimuli involved in professional life, Zlate (2004, apud Răducan, 2013, p.112) considers that they are grouped into the following types of motivational structures:

- professional - work, professional activity;
- psychosocial - interaction between members of the work group;
- economic - financial, financial, economic stimuli.

"Specialists have identified a number of needs of people engaged in the work process and that can be met at the organizational level, as follows:

- existential needs – are met by decent working conditions, job security, adequate salary;
- the need for affiliation – motivating are collaborative relationships, membership – often leads to work in social assistance and counselling services;
- the need for power – manifested by the need to control the environment, the people with whom it comes into contact and has two forms: personal power – which involves the control and domination of others as an end in itself, without being concerned with the goals of the organization and the institutionalized power – where the influence and domination of others are means by which the objectives of the organization are achieved;
- the need for achievement – generates people's desire to prove their competence, to excel in a field, to carry out their tasks, and money becomes a powerful motivator, in the sense that rewards symbolize the achievement of the objectives set" (Răducan, 2013, p.112).

## Methodology

### *Purpose and hypothesis of research*

The aim of this study is to analyse the relationships between motivation for work and the origin of persons performing unskilled work in Germany.

The following hypothesis has been advanced to achieve the goal: There are statistically significant differences in the motivation for work of persons who perform unskilled work in Germany, depending on their ethnic origin: German or other origins.

### *Population and Sample*

The reference population of our study is made up of all people who work in Germany. Since the entire reference population could not be investigated, a sample of 40 subjects who perform unskilled work in two slaughterhouses in Germany was selected by volunteering to participate in the study. The subjects were divided into two equal groups, depending on their origin. It should be noted that subjects of other origins arrived in Germany after the age of 18, i.e. they were not raised and educated in this country. They are emigrants from Romania, Serbia, Ukraine, Moldova.

We graphically present the most important features of the subjects under investigation.

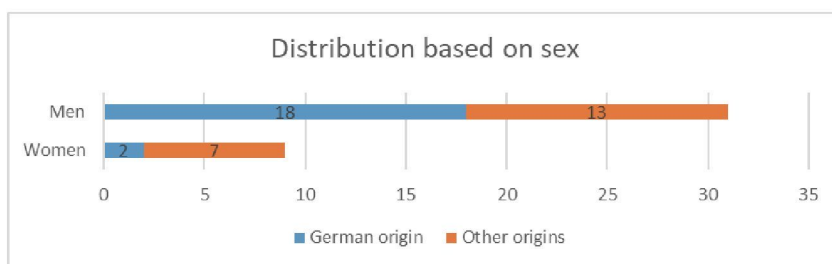


Figure 1. Gender distribution

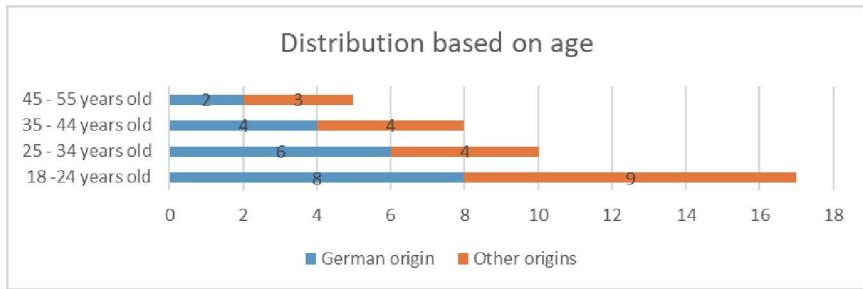


Figure 2. Age distribution

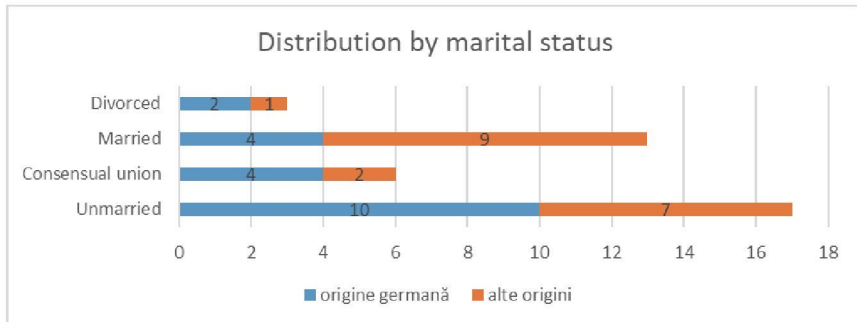


Figure 3. Distribution by marital status

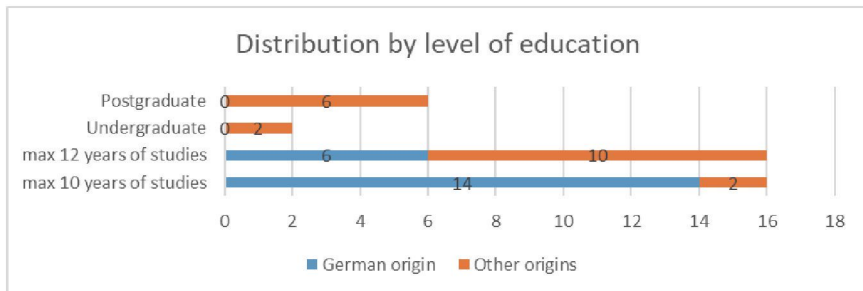


Figure 4. Distribution by level of education

### Research tools

To measure the dependent variable motivation for work we used the psychometric technique Maslow's Pyramid Questionnaire. Questionnaire - Maslow's Pyramid ("Motivation by Maslow", MbM) consists of a series of statements that can (or may not) describe how subjects feel in their workplace. They are asked to decide how well the 20 statements describe this, using the following scale: C = completely true and correct, M = almost true and correct, P = partially true and correct, S = little true and correct, N = untrue and completely incorrect.

Maslow's Pyramid ("Motivation by Maslow", MbM) is intended to better discover and understand the main motivational factors in the work of the subjects. In Western societies the primary needs are relatively well met almost all the time and almost for everyone. It is certainly unbelievable that someone with a steady job in the U.S. has any of the primary needs that are unmet. For this reason, the MbM Questionnaire does not measure these needs. They are supposed to be satisfied for any of those who will complete this questionnaire. The questionnaire shall measure the

importance of the remaining four categories of reasons and for these shall the questionnaire be completed. The results can be used to understand what everyone's needs are and what motivates them the most.

The meanings of the items are divided into four scales, as follows:

1. Safety and health

The first scale in the MbM questionnaire is a measure of safety and health needs. These needs have a wider range than survival. From a work point of view, there is often talk of economic security, a comfortable standard of living and a sense of security. In the U.S. organizations typically provide money for these needs that are paid directly to employees in exchange for their work. In American companies, pay raises are often used to recognize (reward) exceptional performance and usually have a good effect on meeting safety and security needs. Safety and health needs are probably especially important only for those employees who are in imminent danger of losing their job as a result of unacceptable performance or other conditions beyond them (which exceed them).

2. Social and membership (social)

The second scale of the questionnaire concerns social interaction, feeling and need for belonging. It also has an undesirable effect: to produce some kind of socialization in the job that are detrimental to performance in the workplace.

3. Ego – self-esteem (self-esteem)

Many employees are motivated by finding the feeling that they matter and that they are important as individuals, the third category of human motivation: the need for ego.

4. Self-update

The final scale of the questionnaire represents what Maslow thought to be the highest level of human motivation – the search for self-updates, the effort to become everything that can be. Many employees want a job with challenges, they want to feel that not only are their present skills used, but they are accumulating new skills and knowledge.

Each of the four columns has a minimum of 5 and a maximum of 25 points.

Scores of 20 or higher on any scale are high and suggest that the reasons measured on that scale are very important.

Scores 15 through 19 suggest that the reasons measured on that scale are of moderate importance.

Scores from 10 to 14 are low and suggest that the reasons measured are not necessarily important.

Scores below 10 suggest that the reasons measured on that scale are not important at all.

The theme of the research was first presented to the managers of the two slaughterhouses where the potential subjects work, by our collaborator there. Permission was sought to investigate workers who perform unskilled work. It has been made clear that it does not fall within the scope of research whether workers are employed with documents or if they are moonlighting. After their permission was received, the topic of potential subjects was presented to them and their consent was sought to participate in the study. Subjects were randomly selected, depending on the possibility and willingness to participate in the study.

Potential subjects were informed that participation involved the completion of two written stages of examination and were assured of the confidentiality of the results obtained from such evidence. It has been stated that the stages will be presented to an audience. Subjects were presented with the instruction records and were invited to complete the files, noting that there is no time limit. The subjects all received the files in German.

Of the total of 82 unskilled workers working at the two slaughterhouses between November 2018 and February 2019, 51 people gave their consent to participate in the research, 11 of whom gave up along the way, for various reasons. With the subjects remaining in the study, the application of psychological examinations continued, depending on their availability, after working hours. After the work meetings were established, the examinations have been done individually or in groups of up to 2, at the premises of the two firms.

## Results

Hypothesis: There are statistically significant differences in the motivation for work of people who work unskilled work in Germany, depending on their ethnic origin: German or other origins.

Table 1. Presentation of the results of the two lots in terms of motivation for work

Variable		Min	Max	Media	Deviation stand.	t	p
safety and security	German origin	11	25	20,35	3,69	<b>-3,465</b>	<b>0,000</b>
	Others	18	25	22,70	0,72		
social and membership	German origin	8	17	15,65	4,60	- 1,518	
	Others	9	19	16,15	6,66		
Ego – self-esteem	German origin	13	20	17,05	0,98	- 0,920	
	Others	17	21	18,65	1,16		
autoactualization	German origin	6	12	9,80	0,88	<b>- 3,676</b>	<b>0,000</b>
	Others	8	17	13,15	1,28		

The value of the **t-test (38) = - 3,465** is statistically significant at  $p = .000$ , so the differences found between the two groups are statistically significant in favour of persons of other origins who have a greater need for safety and security than persons of German origin who perform unskilled work in Germany.

The value of the **t-test (38) = - 3,676** is statistically significant at  $p = .000$ , the decisions found between the two desubjects groups are statistically significant in favour of persons of other origins who need higher self-actualization than persons of German origin who perform unskilled work in Germany.

At the same time, there were no statistically significant differences between the two groups of persons performing unskilled work in Germany in terms of the reasons for social and membership, which are of moderate importance and, respectively, the reasons for Ego – self-esteem, which are of no interest to the subjects. Thus, the hypothesis is partially confirmed.

## Discussion and conclusion

The results show statistically significant differences between the two groups of subjects in favour of persons of other origins, who have the need for safety and security and, respectively, the need for greater self-updating than persons of German origin.

For both categories of people who work unskilled work in Germany, the safety and security reasons (i.e. economic security, a comfortable standard of living and a sense of safety) are very important. Since in the eastern countries we can hardly talk about a professional career without proper qualification, with very low-paid work, it is natural



that this need is very important for people who have emigrated from these countries. The greater the social responsibilities, i.e. the more dependants of adults in eastern countries (children, elderly or sick parents, other life situations that consume significant financial resources) the greater the need for economic safety and security.

On the other hand, persons of German origin, using their nationality status, can benefit from the the social assistance system in Germany or take loans from banks, which contributes significantly to increasing the comfort of the standard of living and the safety of life.

There were no statistically significant differences between the two groups of persons working without proper qualification needed for their jobs in Germany in terms of social and membership reasons, which are of moderate importance and, respectively, the reasons for Ego – self-esteem, which are of no interest to the subjects. That is, subjects are not motivated by social interaction in the workplace or by the feeling and need for belonging to the collectives in which they work. And they're not at all motivated to have a job where they can accumulate new skills and knowledge.

The most important limitation of the study is given by the small number of participants, plus the influence of sociodemographic characteristics such as:

marital status, the existence or otherwise of other persons in care,  
level of education,

seniority and experience in the unskilled work they perform at the time of the study, as well as seniority and experience in the work as a whole;

characteristics of the German labour market, but also in the countries of origin.

This study is useful, first of all, to people from agencies that recruit, select and place unskilled workers abroad. Knowing the motivations for work can achieve better harmonisation between people and the organizational environments where they will work professionally.

It is also useful for managers who coordinate teams of unskilled workers to motivate them to work better and to reduce staff fluctuations in the area of unskilled work.

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