



MOTIVATION OF POPULATION TO PREPARE FOR CRISIS SITUATIONS

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Abstract

The crisis is, because of the conceptual sign itself, in most cases, a very difficult predictable phenomenon, something unusual, distinct from an event that is regularly and predictably recurrent and which, if it occurs, threatens a large number of inhabitants, property, and the environment. The public's preparedness for extraordinary events can best be achieved if the objectives of education are well known, as well as the content of education, forms, methods and means of education, as well as the expected results. To achieve the best possible learning outcomes, it is necessary to analyze current practical solutions to prepare the population for crisis situations. Although an individual cannot reverse the course of a crisis event, he can significantly reduce consequences by choosing right behavior. This individual behavior can be achieved by applying individual motivational theories. Preparedness in case of danger can best be achieved if there are well-known targets teaching people the contents of education, forms, methods and means of education, motivational techniques and instruments and the expected results of the action plan for crisis events, of course, that all these forms of preparedness filled with must scrutinize issues relating to them. Some knowledge can be gained from the past, but we must be aware that for the present time it can be almost useless, we can say that they are applicable only to acquire basic knowledge.

Keywords: crisis, analysis, crisis preparedness, motivation, motivational theory.

1 INTRODUCTION

One of the decisive assumptions for reducing the consequences of crisis events is the preparedness of the population for them. No or inadequate preparation for crisis events often leads to an inappropriate response of the

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population and, together with panic, the loss of life and property is being multiplied.

Current practice shows that people do underestimate the preparation for crises. This has several causes. One of them is the insufficient motivation for crisis preparedness, mainly due to the underestimation of the crisis events consequences. In this situation, the proper motivation of the population can play a key role in improvements in the crisis preparedness itself.

There are many motivation theories that provide rules, methods, and tools for how to effectively motivate people and how to direct them to the actual crisis preparation. Their application must be based on historical experience and analysis. Both positive and negative experience can play a significant role in the application of motivation theories nowadays.

2 MOTIVATION IN IMPROVING THE POPULATION'S PREPAREDNESS FOR CRISIS SITUATIONS

When examining the behavior of a person in a crisis, it is necessary to address the question of what the reason is why a person is behaving in a certain way and not differently and what forces a person to act just as they are behaving. This survey must be based on historical experience using mathematical and statistical methods and correct interpretations of the results from the point of view of motivating the population to specific types of crisis response and their subsequent behavior. We conducted this type of survey in 2016 on a sample of people in the village of Makov and used the results in assessing selected theories of motivation from the point of view of their application in motivating the population to improve the crisis preparedness.

More motivation theories and methods can be used to motivate the population to improve their crisis preparedness. A **motive** is an inner movement that stimulates and maintains the activity of a person and guides it in a certain direction towards a goal, e. g. it determines the direction and intensity of their behavior and acting as well as the course of the activity that is being performed. The motive is the core of motivation (Istp, 2014). Its effect lasts if the target is reached or is not extinct.

Motivation deals with many theories designed to motivate people to a certain type of behavior and reaction. It is a very complex process that affects many subjective factors. Residents react responsibly or spontaneously according to their knowledge, experience, information, and their personal characteristics and characteristics in relation to crisis events and their consequences.

Motivation is one of the basic psychological processes. Motivation is an internal drive that stimulates human action (ManagmentMania.com, 2015). Motivation can be divided into subjective and objective. Subjective motivation is the inner motivation of a person to act in a workplace as well as in an out-of-work environment. Objective motivation means the ability to motivate others to perform a certain one-time or repeated activity. Motivation can be triggered by various stimuli (stimulating or activating factors) (ManagmentMania.com, 2015). Motivation is closely related to the **performance** of a person.

Motivation can also be divided into positive and negative. Positive motivation means motivation with positive incentives such as self-esteem, moral appreciation, and material benefit. Negative motivation is based, for example, on the use of punishments or the instigation of fear, e. g. fear of loss of work, property, family, etc.

3 THEORIES OF MOTIVATION IN IMPROVING THE POPULATION'S PREPAREDNESS FOR CRISIS SITUATIONS

There are many motivation theories including principles, patterns, methods, and tools on how to motivate people and how to direct and effectively lead them to achieve the set goals. Several theories of motivation can be applied in crisis management to improve the population's preparedness for crisis situations.

Theories of motivation are divided into content theories and process theories. **Content theories** address the issue of what really motivates people, they explain motivation in terms of needs, specify different needs, and explain dynamic changes in some needs. **Process theories** explain how the motivation in the work environment origins, they explain motivation in terms of perceptions,

expectations, and assumptions on how to achieve the satisfaction of needs.

The first of the most important theories of motivation **the Adams' Theory of Justice** (also known as the Equity Theory) was published by John Stacey Adams in 1965. It is based on two levels. The remuneration is adequate in relation to the accomplished task or realized work performance and at the same time is adequate towards the colleagues at work, which means it is fair. John Stacey Adams' theory addresses both material and non-material needs and rewards.

We think that, from the point of view of crisis management, this method can be considered as basic and can be effectively utilized in practice. If a citizen participates in actions organized to improve crisis preparedness, he is entitled to a fair reward. This remuneration may be based on benefits granted to the public by government or self-government bodies. In this context, we cannot omit the benefits that could be provided by non-state actors, e. g. insurance houses. Residents who would not participate in the events and preparations would not be entitled to these benefits.

Another theory was dealt with by an American psychologist **Abraham H. Maslow**. He has concluded that every behavior or action of a person is driven by an effort to meet their needs. These needs can be arranged in a pyramid based on physiological needs, the need for safety and security, the necessity of friendship and love, the need for recognition, and the need for self-realization to be the most important for motivational theory (ManagmentMania.com, 2015). First, the person needs to satisfy their basic physiological needs such as breathing, drinking, and eating which are then followed by the sense of security, recognition, and self-actualization.

The importance of this theory in crisis management can be seen in the fact that we need to realize which levels of the pyramid are emerging in the crisis phenomena. This will obviously be the satisfaction of the basic needs that will be critical in crisis situations. Emphasis and awareness of this can make a significant contribution to motivating the population to improve their crisis preparedness. At the same time, it can also significantly affect professional crisis management

personnel in the content and methodological direction of population training.

Alderfer's Theory of Motivational Needs is based on three motivational factors:

- existence, e. g. job security,
- relatedness, e. g. friendship, recognition in the social network,
- growth, e. g. the possibility of professional self-realization (ManagmentMania.com, 2015).

The use of this theory in practice is given by the satisfaction of existential needs and consequently by satisfying the needs of relatedness, which will ultimately lead to the satisfaction of the growth needs.

We consider the use of this theory especially appropriate for motivating individuals; it can be successful, for example, in conjunction with methods of psychology. It touches not only job positions in a state of security, but also those within the crisis staff or in the preparation and execution of crisis planning tasks. An example of these workers can be a positive example of the successful resolution of the consequences of crisis events, based on their thorough preparation in the state of security. Similarly, mutual assistance of the public and their public appreciation can be of considerable importance in motivating the improvement of crisis preparedness.

Herzberg's Two-Factor Theory. Frederick Herzberg formulated his two-factor theory of motivation in 1959. He named two fundamental factors in his theory that comprise a source of job satisfaction and motivation for the people. The first factor is the one that causes work discontent. The second factor is the factors that enhance motivation and satisfaction (motivators) (Pommiova, 2003). Fulfilling motivating factors is a prerequisite for effective long-term motivation and drive to higher productivity, and their non-fulfillment does not necessarily mean dissatisfaction.

From the point of view of motivating population for crisis preparedness, we believe that this theory can be a success if we would persuade managers, as well as ordinary citizens that this kind of preparation is important and is irreplaceable in

protecting their lives and property. An important role here must also be the belief in the importance of specific activities (creation of crisis plans, preparation of crisis teams, construction of flood protection structures, fire-fighting measures, and others). If a successful implementation of pre-prepared measures occurs, it can have a very positive impact not only on professional workers but also on ordinary citizens. A negative example of those who have not prepared and suffered considerably more damage and losses compared to the prepared may also have a highly motivating effect.

Taylor's Theory of Motivation. F. W. Taylor is considered as the father of scientific management. He concluded that the scientific approach can increase the performance of the workforce. He focused on exploring a man, primarily as the object of management. His goal was to maximize the output of the work while minimizing the consumption. It was important to him to consider the material motivation of workers and the man to be understood as an economic being (Dravecky, 2014).

In crisis management practice, financial and material motivation of the population to improve crisis preparedness can be an important argument. We assume that, in the case of financial incentives, participation in the preparation of citizens would appear to have increased (Bajzikova, 1999). The same effect could be the application in the form of public benefits for active participation in the preparation and response to crisis events. This could include, for example, tax relief, reduction of public service charges in municipalities, free participation in community events and more. The question is the effectiveness of these measures and their verification. Their effectiveness should also be enhanced by application of other theories of motivation.

Mayo's Theory of Motivation. This theory was founded by E. Mayo. He studied the impact of psychological factors on the results of human work (Kubani, 2001). The need to respect the relationship of workers to the social conditions of their activities has contradicted the concept of scientific management. His work is based on the fact that the work itself, the conditions of the production process and the physical needs of the

people, usually have less influence on the results of the work than the social and psychological factors. He emphasized the importance of social relations for work motivation.

In this case, we encourage people to participate in actions to improve crisis preparedness, for example by using the psychological effect of the question "Do you know what you are entitled to in an extraordinary event?" On this occasion, the residents would be informed of their duties in a non-violent way. This theory can be applied very successfully in motivating the citizens for crisis preparedness in the form of lectures, joint exercises and other activities aimed at preparing for crisis events. A very important factor that is unnecessary to be applied in this theory is the so-called Grouping, e. g. parents with children, the retired, etc. Relating to informing the population about potential violations of family, working and other social relationships, this can significantly affect their motivation to improve the crisis preparedness.

McGregor's Theory X and Y. Theory X is the realization of the central principle of leadership by laying down guidance, instructions, orders, and control done by top managers. It is a realization of the forms of authoritarian management (Paskova, 2008) (Antusak, 2009). Theory Y represents the style of leadership based on the integration of the interests of the members of the organization by directing their efforts by their own initiative and choice of the means within the set conditions in order to achieve the goals (Schvarczova, 2011) (Kubani, 2001). Theory X is authoritative, pessimistic, static, and rigid. Theory Y is dynamic, optimistic, and flexible. It is recommended not to use the X style exclusively (Sorensen & Yaeger, 2015) (Schvarczova, 2011).

From our own as well as external experience, we have concluded that this theory can play a significant role if the population has recently been directly affected by the effects of a crisis or if the crisis affected their relatives or close residents. Media information on the origin and consequences of crisis events may be of similar importance. In this case, residents are much more accessible and responsive to their own preparation. Their internal motivation is fulfilled. At the same time, a much more effective impact of external motivation can be expected from the

position of professional crisis management staff in state administration and self-government bodies. The use of this theory to motivate the population to improve crisis preparedness is conditioned by the compliance of mental needs within the motivation itself.

Locke's Goal Setting Theory. According to this theory, the motivation and work performance of an individual depends on the specific goals set. High motivation will occur when goals are set high but reasonable and if there is effective feedback on performance (Antusak, 2009). It is necessary to set realistic and achievable goals - a specific task assigned, a specific deadline or a defined level of performance, then the relevant feedback will also take place.

The application of this theory is only possible if the population is convinced of the importance of preparing for crises, for example on the basis of their own or foreign positive or negative experience. Under this condition, they will obviously be willing to take on tasks and set "goals" in terms of improving crisis preparedness, too. Goals can be very diverse, and their formulation will depend on a specific subjective and objective situation.

The last theory, **the Expectancy Theory.** was developed by Victor Vroom. It is the most famous and successful theory. It is a more complex model of motivation than the Equity Theory (Schvarczova, 2011) (Kubani, 2001). The Expectancy Theory has several versions and a different naming. It is a model based on the mindset of thinking about the situation. According to this theory, motivation depends on two things, namely how much we want to achieve in something, and how likely we are to achieve it (Antusak, 2009) (Sorensen & Yaeger, 2015). Vroom defined motivation as process governing choices among alternative forms of voluntary activities. Motivation to act depends on the degree of expectation of what results will follow (Schvarczova, 2011) (Kubani, 2001). The basic model of the Expectancy Theory of motivation includes the following assumptions:

- motivation leads to effort,
- effort combined with the ability and environmental factors results in performance,

- performance leads to different outcomes when each is associated with specific reward (Paskova, 2008) (Kubani, 2001).

The application of the Expectancy Theory in practice is based on the recognition that each person adapts his / her work effort according to his/her subjective conviction about the achievability and attractiveness of the goal, which means how he/she answers the following questions:

- Is my objective attractive to me?
- Is it probable that I will accomplish the task?
- Is it likely that I will receive a reward that meets my expectations? (ManagementMania.com, 2015)

This theory contains the basis of almost all previous theories. Its importance in motivating the population to improve the crisis preparedness is seen in the complexity of the approach. It confirms that it is not possible to establish a universal model of the stated motivation. It clearly leads to the conclusion that it is necessary to develop a procedure (an algorithm, a model, etc.) in order to determine the correct motivation according to a specific objective and subjective conditions.

4 CONCLUSION

The preparedness of the population for crisis events is not sufficient. There is little attention paid to the internal and external motivation of the population to improve their crisis preparedness. There is no incentive methodology developed at the level of public administration. Government authorities, local governments, and other stakeholders do not have any legal obligations or responsibilities in this area. There is no comprehensive legal regulation in the Slovak legal environment which would comprehensively identify all necessary documents for crisis education of the population. These facts have a significant connection with the confidence of the population towards the state and its representatives.

Each of the above-mentioned theories of motivation could be used to motivate the population to improve the crisis preparedness. We think that we can best utilize **the Expectancy theory in combination with other theories.** Residents will be better motivated if they are

treated fairly and demotivated if they are treated unfairly.

Especially in connection with Taylor's theory of motivation, based on motivation through financial or material rewards, these are the real motivation tools. These facts should be decisive when deciding on forms of population training for crisis situations.

In terms of the Expectancy Theory, we propose to develop a theory of motivation of the population to improve the crisis preparedness. This role shows unambiguous aspects of scientific research with significant benefits for theory and practice of crisis management.

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