

Nurses' Experiences Of Factors Affecting Job Motivation: A Qualitative Study

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DOI: 10.47750/pnr.2023.14.03.392

Abstract

Introduction: Motivation is a complex process that includes individual, organizational, and social factors, and the performance of organization employees depends on their ability and motivation. Knowing and analyzing motivational factors is very significant. This study was conducted with the aim of explaining nurses' experiences of the factors affecting job motivation.

Methodology: An in-depth and semi-structured interview was conducted with nurses from affiliated hospitals of Birjand University of Medical Sciences for this study, which is a type of content analysis. With their consent, the participants' statements were recorded and then handwritten word by word. Participants' statements were recorded and then handwritten word by word with their consent. Eight participants participated in the study, depending on data saturation, and saturation occurred when no new information was obtained during data analysis and coding. Data analysis was done simultaneously with data collection using the content and Greenheim methods.

Findings: From the content analysis regarding nurses' experiences of the factors affecting career motivation, five categories, including individual self-motivational factors, professional motivational factors, management motivational factors, financial motivational factors, and educational motivational factors, and ten subcategories, including motivational personality dimensions, moral motivators, professional conditions, professional dignity, manager's personality dimensions, management style, receiving an appropriate salary, reward, trainer's personality dimensions, and clinical environment were extracted.

Conclusion: The results of this study indicate that nursing managers can take steps towards maintaining and improving nurse job motivation by paying greater attention to internal motivation factors. Consequently, they will be able to provide nursing care of a higher quality and find effective and constructive solutions for the development of healthcare organizations that play a vital role in the health of society.

Keywords: nurses' experiences, job motivation, content analysis, qualitative study

Introduction

Various factors play a role in the life of every organization [1.] Human resources are considered the most strategic [2] and the most essential resource for the health system [3]. A hospital is the principal pillar of the health care system [4], and nurses, as the largest human resource of health organizations, play a critical role in their success, so health organizations can only succeed with an efficient nursing workforce [5]. There are many challenges facing the country's

health service delivery systems, one of the most important of which is the low quality of care provided to patients [6]. The important factor is the low motivation of human resources [7]. In addition to having sufficient and appropriate clinical knowledge and skills, nurses must have sufficient motivation to be able to perform their duties efficiently [8]. Quick decision-making, unpredictable and risky, a lack of control and a limited organizational framework, and critically ill patients are among the conditions that, if there is insufficient motivation, will result in fatigue, increased errors, leaving the service, and decreased service quality [9]. Motivation is directly effective on nurses' performance [10], increasing patient satisfaction, improving performance, and maintaining staff job satisfaction [11]. Motivating employees is one of the main duties of managers [12], and by improving the motivation of nurses, they can improve the quality of nursing care [13].

Knowing and analyzing motivational factors in health-therapeutic centers is very important, considering their critical role in ensuring people's health in society. Numerous studies show different factors in creating motivation, including factors such as workload, salary, benefits, rewards, independence in the work environment, nurse-doctor relationships, and recognition and appreciation that create motivation [14]. Individual background factors are also associated with nurses' job motivation [15]. Employee motivation is influenced by internal factors (independence, competence, social interaction, responsibility, and self-esteem) and external factors (reward, relationship with supervisor and colleagues, and recognition) [16]. In the study of Jodat et al. (2014), motivational factors (internal) were more important than health factors (external) [17]. In the conducted studies, the most important motivational factors are feeling of pride, being effective, honesty in management and job security [18], the feeling of success, being recognized, feeling of responsibility and getting a promotion [19], the possibility of education, respect, being responsible, appreciation and equal reward [20]. In the study of Gulzar et al. (2010), the characteristics of people, values, and competencies were introduced as the main factors, and organizational factors were stated as secondary factors in creating and promoting motivation [21]. Employee discrimination is mainly caused by a reduction in motivation, according to Chandler et al. (2009) [22]. In Blanchard's study (2006), job satisfaction and positive interactions with patients and employees were introduced as the most important factors in creating motivation [23]. The results of Mahmoudi's research (2007) showed that internal factors are more important than external factors in creating job motivation of nurses. Among the external factors affecting nurses' job motivation, supervision was the most critical factor, the salary was the least important factor, and regarding the internal factors, the nature of work was the most important factor, and responsibility was the least important factor [9]. In the study of Raisi and Mohebifer (2006), according to the employees, the factors of sufficient salary and benefits, suitable conditions for working and job security, and according to the managers, the factors of sufficient salary and benefits, job security and suitable conditions for working were in the first to third ranks of importance, respectively. [24]. In the study of Mahmoudzadeh et al. (2010), psychological, well-being, and physical factors were reported as the most important factors in creating job motivation in managers. In terms of psychological factors, the following matters were most important in creating job motivation of managers [1]:

- The factors of observing justice and equality and refraining from applying the personal opinions of superior officials.
- Accepting constructive opinions and applying them from superiors, the degree of success in work,
- The feeling of doing useful and productive work and serving people.
- job security
- Participation in determining the goals of the hospital.
- Achieving goals
- Independence in work and the ability and expertise of superior officials and their associates and in the group of welfare agents.
- The factors of salary and wage increase and proportionality of the received salary with the performance and in the group of physical factors, having sufficient manpower.

According to the investigation carried out in qualitative studies, no article was found in the field of nurses' experiences of career motivation factors. On the other hand, considering the importance of motivation, there is a need to investigate

and study the effective factors on job motivation so that by using the results, managers can plan to maintain and improve the job motivation of their employees and pay special attention in their managerial behavior. Because qualitative research plays an important role in predicting relationships, causes, effects, and dynamic processes, and the researcher examines all existing elements and components and their internal connections in the natural occurrence of a behavior or event [25]. Therefore, a qualitative method was selected for this study to explain the nurses' experiences of the factors affecting job motivation.

Methodology

This study was conducted with a qualitative approach and based on contractual content analysis by conducting in-depth and semi-structured interviews with nurses of affiliated hospitals of Birjand University of Medical Sciences to explain the nurses' experiences of the factors affecting job motivation in 2018. By going to the hospital and making the necessary arrangements, the researcher selected the nurses who met the conditions to enter the research and conducted the interview at the specified time and time based on the agreement with the participants. The conditions for entering the research were: desire and satisfaction to participate in the research and having at least five years of work experience. The sample was selected based on the purpose. The sample was selected based on the purpose. The number of participants was eight, depending on data saturation, and saturation was reached when no new information was obtained during data analysis and coding.

The study started with a general question, "Please tell us about your experiences of career motivation in nursing." Then, with the continuation of the interview, more specific questions were expressed based on the results of the initial interviews and the main classes in the direction of the research objectives, such as "based on your experiences, what are the important factors that can create career motivation in nurses?" and "What factors can a nursing manager use to create motivation?" And then, to deepen the interview and analyze the issues raised by the participant, phrases like "Please explain more or give an example" were used. With their consent, the statements of the participants were recorded and then handwritten word by word. The interviews were conducted individually in a quiet environment without the presence of others. The average time of each interview was 30 minutes. A written consent letter was obtained from the participants in the research to conduct an interview, and while emphasizing the confidentiality of the data, it was explained that at any stage of the research, those who did not wish to continue could withdraw from the study.

The steps of the Gerinheim method were used as follows for the data analysis process: The recorded interviews were re-read with the aim of achieving a correct and general understanding. All the information related to the interviews was considered the analysis unit.

Paragraphs, sentences, and words were considered semantic units related to each other in terms of concept and content. Then, according to their content, they were summarized and put together. With the continuation of this process, the semantic units reached the level of conceptualization and abstraction according to the meaning hidden in them and were named with codes. The comparison of the codes in terms of their similarities and differences with each other in the continuation of the process. They were categorized under more conceptual and abstract classes with specific labels. In the end, the classes were compared with each other, and with careful and deep consideration, the contents in the data were expressed as the main and final classes [26.]

In order to increase the credibility of the research findings, the researcher continuously evaluated the data and was in constant contact with the participants and also used the method of checking the findings with the participants. In this research, in order to increase the reliability of the findings, the researcher presented his interpretation of the data to the participants and asked for their opinions. Also, to increase the ability to confirm the data, the researcher presented excerpts from the interviews along with the codes and appeared classes to several observers (several researchers with sufficient experience in qualitative analysis) to review the data analysis process and give an opinion on its accuracy. Moreover, to ensure the correctness of the coding of the text, the researcher left a number of extracted codes and classes at the disposal of the researcher's colleagues and a number of faculty members who were familiar with the method of qualitative research analysis but did not participate in the research. She asked them to check the accuracy of the data coding process. Transferability refers to the extent to which the findings can be transferred to

similar situations. The present study tried to collect data through interviews from suitable samples and with maximum variety to make the findings meaningful in similar situations. Also, the final classes were provided to 3 nurses who did not participate in the study, and their opinion was asked about the degree of conformity of the findings with their experiences. They considered the findings consistent with their experiences.

Findings:

In this study, eight nurses participated in an individual interview. Their ages ranged from 32 to 49 years and their work experience ranged from 5 to 27 years (Table No. 1). From the results of the content analysis regarding the nurses' experiences, five classes and ten sub-classes were extracted from the factors affecting job motivation (Table No. 2). From the results of the content analysis regarding the nurses' experiences, five classes, and ten sub-classes were extracted from the factors affecting job motivation (Table No. 2).

Table 1. Demographic characteristics of interview participants

Code	1	2	3	4	5	6	7	8
Gender	female	female	female	female	female	female	female	female
Age	37	43	35	34	32	41	49	44
work experience	14	16	5	10	8	16	27	14
Interview duration (minute)	20	20	30	60	35	30	30	30

Table 2. Classes, sub-classes, and a sample of codes obtained from the participants' experiences

Classes	Sub-classes	A sample of codes
Individual self-motivation	Motivational personality dimensions	Self Confidence merit Feeling worthy
	Moral motivators	Understanding personnel Sympathy Active listening
Professional motivational factors	Professional conditions	The nature of the nurse's activities The difficulty of nursing work Dealing with patients' lives Lack of medical equipment Imposing work pressure and overburdening the personnel
	Professional status	Professional independence The scientific nature of the profession Society's recognition of the profession
Managerial motivational factors	Manager's personality dimensions	Support the nurse. Appreciating and giving. importance to the nurse. Monitoring and control.
	Managerial style	Correct and rational decision-making. Involving nurses in decision-making. Giving importance to the opinions of nurses.

Financial motivation factors	Receive appropriate salary	Paying attention and giving importance to the quality of the personnel's performance, both favorable and unfavorable. Observance of justice in payment.
	Reward	Gratitude and appreciation for the good work. Encouraging nurses. Adherence to logical principles in encouraging and punishing personnel.
Educational, motivational factors	Educator's personality dimensions	Scientific and practical competence of the educator. Ethical competence of the educator. Educator's attitude towards nursing.
	Clinical environment	The theoretical and clinical gap. Communication between educators and clinical nurses. Communication between students and clinical nurses.

Individual self-motivation

Personality dimensions of motivation: nurses stated that having self-confidence, competence, efficiency, belief in abilities, and feeling worthy are factors of motivation.

A nurse said: "When I learned practical work and gained enough experience and skill in performing nursing duties and could use this skill and experience for my family and acquaintances, I found interest and motivation. Motivation is a person's desire to do his job well" (M1). Another nurse stated: "Gaining experience and skill and the possibility of using it makes us interested in the nursing job, and if we do something for others and reduce pain, it is the greatest force that keeps us in this job" (M3).

Another participant said: "Due to the great interest in the nursing profession, the obstacles in this work disappear and the existence of these problems in the nursing profession and the problems that the nursing profession creates in our daily lives do not reduce interest, and being interested in nursing makes you endure all the hardships and problems in this job" (M4).

Moral motivators: Moral factors affecting motivation include empathy and understanding the heart feelings of a person, listening to the staff's words, and understanding the staff's problems. A participant stated: "Understanding the personnel and their problems by the supervisor create interest in the personnel, and listening to the problems of the personnel and conveying these problems to the officials verbally or in writing plays an important role in reducing the problems and creating interest in the personnel." (M3)

Another nurse said: "I don't have much interest in my job; what makes me do my job well is patient satisfaction, and the fact that the patient regains his health and leaves the ward happily makes me satisfied with my work. The fact that they do not give value to the work done, causes that there is no motivation and interest in the work. Lack of manpower is a problem that makes you feel tired and worn out in this job, and too much stress also affects the work environment. If they appreciate the nurse's work and don't pay attention to the shortcomings, and if they don't tell you that it's your duty when you do your job well, this will create interest in work." (M4)

Professional motivational factors

Professional conditions: A participant said, "The nature of a nurse's activities requires that she perform her duties with love, interest, and selflessness. Since nurses deal with the lives of patients, the lack of motivation among nurses has very negative effects on the health of society. In an environment where the skills and knowledge of nurses are not used, there are not enough tools and equipment to provide nursing care, nurses are engaged in work that they are not interested in, and also their professional and personal dignity is questioned and they are assigned to work that they do not know anything about and there is no possibility of scientific progress for them, they are not provided financially, it is logical that in such a situation they are discouraged from work and continue to work with indifference and have no motivation to work." (M2).

A nurse said: "Nursing is a hard job; the shift is rotating. You don't have holidays; you have to be at work on the days when everyone is sleeping, whether it's a holiday or a day of mourning; it's like no day is yours, but at the same time, I love my work and nothing in my work reduces my motivation. You can't work in this job if you don't have interest" (M 5).

Another participant also said: "Environmental discipline is important, sometimes very busy environments cause mental and psychological challenges for nurses, in imposing work pressure and workload beyond the capabilities of the personnel, the efficiency of the personnel decreases and their motivation declines. Sometimes clients have inappropriate behavior with us and insult us. Managing such situations requires good communication skills and knowing what to do in different situations and challenges" (M1).

Professional status:

Nurses consider having professional independence, the scientific nature of the profession, and society's recognition of the profession as the most critical factors that increase social status in the nursing group. Among the effective factors in reducing the motivation of nurses, the presence of negative ideas about the low status of nursing, the lack of professional power, the presence of serious obstacles against the independent professional role of nurses, the psychological exhaustion of nurses, and the increase in leaving the nursing profession and ignoring their services can be mentioned. One of the participants stated: In any field, the importance and position that is considered for that field are very important. In addition to that, the graduates of that field should also know the value of their work; otherwise, the negative points of each field will reduce their motivation for the respective job.

Another nurse said: "Nursing is oppressed. I always say that nursing is really oppressed compared to other professions. Nursing is only summed up in taking the patient's blood pressure. The problem we have is that doctors are considered more important than nurses in society. In my opinion, it was due to the carelessness and shortcoming of our nursing managers." (M 1)

Managerial motivational factors

In every organization, the role of managers at different management levels is one of the most important motivational factors. The manager's characteristics, manager's attitude, the manager's management style are important things that can be mentioned.

Manager's personality dimensions

One of the participants (M4) stated: "A manager's behavior can have a great impact on a person's mood. In a situation where a nurse works from night to morning and is tired and has a bad shift, she is punished for a small mistake she made, and her fatigue and activity are not taken into account; Also, the small mistake she made is magnified and she is warned in front of other colleagues, and punishment is given to her that is disproportionate to the mistake she made.; For sure, this nurse will be stressed and doing work under stress will increase her mistakes, and she will no longer trust the supervisor and will be demotivated" (M 6).

Another nurse explained: "If they appreciate the work done by the nurse and do not just pay attention to the shortcomings, and if she does the work well, they encourage the nurse instead of saying that it was your duty; this

kind of behavior creates interest in work. The manager is like a mother, like a supporter who is always behind you and motivates you, even supports you in defending what you did, so this kind of behavior on the part of the manager is very important. But if you know that if you do something, they won't appreciate you, not even a verbal thanks, and even if you make a mistake, it doesn't matter to them, and they won't show a reaction as to why this happened, the motivation of the nurse will decrease" (M4).

Another participant stated: "The fact that the manager pays attention to the demands of the colleagues, such as the number of staff, the shortages in the department, the defects in the department's equipment, and does the necessary follow-up so that the defects are quickly resolved and the patient's satisfaction is followed, has an effect on the nurse's motivation. " (M5).

Managerial style

One of the participants stated: "It is better for managers not to make hasty and unconsidered decisions. Instead, they should listen to their personnel. They should also give opportunities to the subordinates to express their opinions and ask for their opinions because this is very important in improving their management. It is better for managers not to be autonomous and overconfident. I think it is their managerial weakness to want to behave like this, be bossy, and only accept their opinion. It is true that they are in a position of power and can make decisions for other nurses, but they should do this with an open mind and consider the satisfaction of the nurses (M 4).

Another contributor said: "Managers make decisions that nurses have no role in these decisions. While these nurses are the ones who have the most relationship with the patients and their companions, and their relationship with the patient and his companion is even more than that of the doctor. Because of this relationship, nurses can sense and understand the problems better and more. Sometimes they have policies that pressure the nurse shift and conflict between colleagues of different departments, and they don't explain the reason to the staff. When they explain the hospital's policies to us, we will understand the reason for their behavior, and can better cooperate with them. Besides, they can ask for our opinions instead of threatening to deport and expel us for protesting the problem (M2).

A nurse stated: "Management rounds are effective for the nurse to see that there is someone to control her work, but if the management is not organized and you realize that there is no supervision, this will reduce motivation" (M1).

Financial motivation factors

The effect of material factors and income in creating job interest and motivation is different in different people.

Receive proportional salary:

A nurse said: "The level of salary has an effect, but it is not very important.

In the ranking of the influencing factors in the level of motivation, the salary may be in the last category. The first thing is interest. Otherwise, there should be no difference in payments between personnel" (M 5).

Another participant stated: "I'm not saying that I hate money. It's a cliché to say that I hate money, but I love my job just because of the feeling of philanthropy. The good prayers of the patient or his companion motivate me much more than saying that 100tomans have increased your salary . I always look at nursing from the point of view that I have to help others, money may be important to me, but it has no effect on my interest" (M 2).

Another nurse said: "Much money and salary does not create motivation; doing effective work for patients and reducing their pain is the biggest motivation that keeps us in this job" (M3).

Reward:

Differentiating forces with different functions is one of the important things in any organization. One of the ways to create this distinction is to reward employees with good performance. This increases the motivation of this personnel. It also encourages personnel with unfavorable performance to change in a positive direction.

One of the participants stated: "If the manager and the supervisors thank the staff for the good work they do and don't consider it just a duty, they will create motivation and interest in the nurses" (M4). Encouraging personnel for

doing their duties correctly motivates them. Also, understanding the problems of the personnel by the nursing manager and punishing them in a timely and appropriate manner creates motivation." (M6).

Educational, motivational factors

Education plays an important role in career motivation; in this regard, the role of professors and trainers can be mentioned. One of the most important factors related to the instructor is the instructor's scientific and practical competence (scientific literacy, how to transfer knowledge, practical skills), the instructor's moral competence (support, encouragement, the instructor's relationship with the student, authority) and the instructor's attitude towards nursing.

Educator's personality dimensions:

A nurse said: "University professors were very effective; their speaking in class and their presence with us in the hospital environment was also very effective. The instructor's educational literacy and knowledge at the patient's bedside were very important for us in creating motivation. The theory that is taught in the classroom is very different from what is taught in the clinic. Some professors did not know many things we studied in practice" (M2).

A contributor stated: Admission of nursing students should be changed; it should be in several stages: Written, oral, interview, and finally, selection. Also, in line with the selection that is made, a psychologist should also be checked mentally. It is a mistake that it is through entrance exam and anyone who is accepted enters this field just because of passing the exam" (M. 7).

Another nurse said: "Sometimes, when a professor comes to the class, he says that your field has these negative points, it has these difficulties, and finally, he says that this field is not worth much considering the difficulties it has. But some professors, on the contrary, motivate you so much that you become interested in your field. In the orientation course we had at the beginning of our studies, they talked about our profession and its difficulties, which motivated us and explained the importance of nursing to us and valued it. This nurse further stated: "During my studies, I became interested, and this was due to the way the professors treated us at that time and also the importance they gave to nursing" (M 5).

Clinical environment:

One of the participants said: "Clinical work is very important, but unfortunately, the educational system is all theoretical, so when a student enters the workplace, she does not know much practical work and cannot meet the expectations of the supervisor; and the supervisor looks at her differently, annoys her and rejects her. This reduces motivation. The interaction of the instructor with the student and the instructor with the staff of the department has a great impact on the education of the student. If the relationship between the teacher and the student is not good, and also, if there is no harmony between theory and practice and there is disorganization in the student's education, the student's motivation will decrease" (M6).

Another participant stated: "The very good relationship that some of our professors had with us and the selflessness of the professor strengthened my motivation. But on the contrary, one of our professors was so unpleasant, inflexible, and rude in his dealings, and he kept telling us that you are lazy, the government is wasting its money on you and saying negative things to the children." (M8).

Discussion

In this study, nurses' experiences were one of the factors affecting the career motivation of five classes and ten sub-classes. These five categories were: Individual self-motivational factors, professional motivational factors, managerial motivational factors, financial motivation factors, and educational, motivational factors. The ten sub-classes were: Motivational personality dimensions, moral motivators, professional conditions, professional status, Manager's personality dimensions, managerial style, receiving an appropriate salary, reward, Personality dimensions of the educator, and clinical environment. The results of this study showed that in personality and moral dimensions, factors

such as Having self-confidence, competence, efficiency, believing in one's abilities, feeling worthy, empathy and understanding one's heart feelings, listening to the staff's words and understanding the staff's problems, and in professional motivational factors, professional conditions, and professional status, and in managerial motivational factors, manager's personality dimensions and managerial style, and in financial motivational factors, receiving appropriate salaries and rewards, and in educational, motivational factors, educator's personality dimensions and the clinical environment are effective in creating and increasing the motivation of nurses. These results are consistent with the study of Choobdari et al. (2021), who stated that intrapersonal factors and personality traits as facilitating factors and insufficient theoretical and practical knowledge, and the lack of support and invisibility of nurses as inhibiting factors of job motivation [27].

Nurses' views on material factors and their impact on motivation are different and debatable. Some see it as a factor in creating a positive view and as a result of job satisfaction, and on the other hand, some others say that the impact of rights and financial factors in creating motivation is very insignificant and unimportant. Dieleman et al. (2006) stated in their study that inappropriate salaries and working conditions are the main factors in the discouragement of employees towards their jobs. According to their results, health personnel turn to other jobs to compensate for their salaries, affecting the quality and access to services. [28] Dieleman et al. (2003) also concluded in a study that factors affecting work motivation include salaries and benefits, job satisfaction, and work sensitivity [29]. Moreover, in Hosseini et al.'s (2013) study, the salary was ranked second among the factors affecting motivation. In this study, the external motivation factors are more important than the internal ones [5]. However, in the study of Mahmoudi et al. (2007) [9] and Judet et al. (2014) [17], motivational factors (internal) were more important than health factors (external) in creating job motivation of nurses. Also, in Zarei et al.'s study (2016), the main factor determining job motivation in order of importance is: Work relationships, job content, job progress, social respect, and independence were expressed, and rewards had the least effect on employees' job motivation, and the effect of internal factors was stronger than external factors such as salaries and financial incentives in creating motivation [30]. In their study, Esfahani and Afshin (2018) reported that nurses' average job motivation in Iranian hospitals was medium to high. The modification of the payment method, increase in the income, benefits of nurses, and its proportionality with the difficulty of their work and the volume of their activity are among the effective factors in motivation [31]. As it is clear, some are in line with Herzberg's theory, and some are against it. Herzberg considered that motivation is under the influence of motivating factors (success, progress, and appreciation, the nature of work) and maintaining factors (policies and regulations, working environment conditions, salaries and wages, relationships, and job security) [5]. Alhakami and Baker (2018) expressed individual factors and organizational factors effective in motivating nurses. Moreover, internal motivations such as responsibility, the ability to do work, and having the opportunity to use the abilities were mentioned to increase the motivation of nurses [32]. In this study, management factors are among the influential factors in motivation. According to Zarei et al. (2016), facilitating communication between employees and the manager, supporting employees in the community and promoting social respect for the profession, providing training opportunities and career development, employee participation in setting goals, facilitating the work environment and job security are considered as effective factors in increasing employee motivation [30]. In this regard, Mahmoudi et al. (2007) in their study stated that from the point of view of nurses working in the intensive care unit, the way of direct and indirect supervision of the officials and their evaluation is an important motivating factor. Justice and equal attention to employees is essential to satisfaction with the work environment [9]. Esfahani Vafshin (2018) found the revision in the description of the duties of different levels of nursing, the support of managers, and the increase in the participation of nurses in the decision-making process to be effective in increasing the motivation of nurses [31]. In their study, Breed et al. (2020) stated that the most critical factors affecting motivation were internal motivational factors that included support, communication, independence, and competence. They also found having leadership qualifications and improving their skills and competence to create motivation effectively [33]. Dieleman (2006) stated that health managers should use a suitable human resource management tool to improve performance and strengthen the motivation of health professionals to improve the quality of nursing care. In line with the role of psychological and social factors on the motivation of positive reinforcement, praise from patients, attention from doctors and other members of the society, and job status is a kind of stimulating stimulus to strengthen motivation [28], and receiving positive feedback from patients and related words is one of the factors affecting the job motivation

of health system employees [23]. Moreover, Stilwell stated the sense of success and recognition as factors influencing the job motivation of Zimbabwean nurses [34]. Dor et al. (2018) expressed empathy as the most important motivational factor [35]. The World Health Organization stated that the ability to do work, the ability to serve society, the value of the nursing profession, communication, and interaction with society are related factors in job motivation [34]. In general, based on the themes extracted from the nurses' interviews, it was determined that all the mentioned factors are in line with Herzberg's motivating and maintaining factors. According to the cultural, social, economic, and religious conditions and the differences of the mentioned factors in each area (motivating and maintaining factors) in the target groups or other research, it is necessary that nursing officials or planners should motivate nurses by updating their knowledge based on research in order to improve health and medical affairs with proper supervision and healthy communication with nurses and valuing the nursing profession.

One of the limitations of this study was the complex and time-consuming access to nurses who are willing to participate in the study. Since the nurses' work activities meant that they needed more time for interviews, a lot of time was spent conducting the interviews. Another limitation that is usually raised in all qualitative research is the lack of generalizability of the results to the wide community of nurses. Based on this, the study results can only be generalized to nurses with the same characteristics as the present study participants.

Conclusion

The results of this qualitative study indicate the effect of factors such as individual self-motivation, professional motivational, managerial, financial, and educational motivational factors on nurses' motivation. Therefore, on this basis, paying attention to these factors and their development by nursing managers makes the employees of this profession perform their duties with love and passion, and selflessness. Since motivation is directly effective on the performance of nurses and increasing patient satisfaction and improving performance, and maintaining job satisfaction, nursing managers should give more importance to motivational factors and try to create motivation and improve the quality of nursing care. On the other hand, it is suggested that strategies to improve job motivation in nurses and nursing managers should be investigated with a qualitative approach in future studies.

Acknowledgment

This article is the result of a research project with code 4913 approved by Birjand University of Medical Sciences with the ethics code IR.BUMS.REC.1394.462. We would like to express our sincere thanks and appreciation to the respected Vice President of Research and Technology of Birjand University of Medical Sciences and all the people who helped us in carrying out this project.

Conflict of interest

There is no conflict of interest in this study.

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