

Piotr Oleśniewicz, Julita Markiewicz-Patkowska

Process od motivation in the teaching profession

Zeszyty Naukowe Wyższej Szkoły Humanitas. Pedagogika 9, 159-165

2014

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach
dozwolonego użytku.

Piotr Oleśniewicz*

Julita Markiewicz-Patkowska**

PROCESS OF MOTIVATION IN THE TEACHING PROFESSION

Introduction. The essence of motivating

There are various motivation definitions in management literature. Borkowska defines motivating as “process of conscious and deliberate influencing people’s motives by providing them with resources and opportunities for meeting their expectations and achieving their systems of values (action objectives) to achieve a motivating goal (this applies to the so-called employee motivation).”¹

In turn, Oleksyn defines motivating as “a set of interactions aimed at persuading employees to effectively undertake and implement the goals, and functions, and also to take actions and demonstrate attitudes which are preferred by the motivating person.” For other researchers, a process of motivating is “a process of knowingly and intentionally impacting the behavior of employees by using appropriate means and providing opportunities needed to achieve the goals of their own and objectives of the organization. The motivating understood in this way is one of the basic functions of managing.”² Based on these definitions, it can be generally said that motivating in the workplace involves stimulating, discovering needs, creating appropriate conditions, and finding resources and tools to encourage an employee to perform the tasks in line with the strategy and mission of the company and in accordance with the needs of the employee. However, the primary goal of motivating in the modern world is to build a team of committed people who by their work will contribute to increasing the organization’s profits and competitiveness. It can be assumed that as the basis for determining the school’s competitiveness one can use the school’s performance based on the accepted indicators, e.g. educational achievement testing of students using traditional methods, such as tests, contests, olympiads, grade repeating ratio, careers of graduates, etc. It should also be noted that an inner motivation associated with the attractiveness of the task plays an important role for teachers, but it also requires the creation of appropriate conditions for inducing it.

* Akademia Wychowania Fizycznego in Wrocław; Wyższa Szkoła Bankowa in Wrocław.

** Wyższa Szkoła Bankowa in Wrocław.

¹ S. Borkowska, *System motywowania w przedsiębiorstwie*, Wyd. PWN, Warszawa 1985, s. 9.

² L. Koziół, *Motywacja w pracy, determinanty ekonomiczno-organizacyjne*, Wyd. PWN, Warszawa – Kraków 2002, s. 27.

Motivating teachers

Motivating is very important among teachers, where important role is played by professional authority, employee relations in a group, and a sense of fairness and objectivity³. Various aspects of motivation in this group are mainly related to fairly rigid pay rates, a small part of the remuneration dependent on a work effort and commitment, and a lack of flexible promotion and career paths.⁴

According to Maslow's theory, meeting the employee expectations regarding the remuneration in a way that would allow meeting their basic needs is a prerequisite for creating an incentive system. However, it has long been known that motivating by remuneration only is neither optimal, nor efficient. There are numerous studies whose results indicate that a wage is not perceived as the most important motivating factor, but it is ranked third or fourth among the values that employees value most, such as: good working atmosphere, the possibility of self-realization, the recognition of the importance of work performed, or personal development and continuous training.⁵

The following are some very important elements of a school incentive system:

- harmony among the teaching team;
- rewarding the best performance and commitment;⁶
- building an atmosphere stimulating creativity and initiative;
- working on developing teaching skills through such activities as discussing the inspected classes;
- obtaining an objective assessment of the work and identifying strengths and areas requiring improvement;
- assigning tasks that correspond to the interests and talents of teachers;
- expressing gratitude and appreciation.

The current regulations precisely define procedures and rules of application of such incentives for teachers, including:

- an increased basic pay rate, referred to as incentive bonus by teachers;
- special award of a school headmaster, superintendent of education, or the Minister of National Education; a medal of the Commission of National Education;
- progressive discipline.

Commitment of teachers in achieving school objectives, meeting their professional aspirations, a working atmosphere, and interpersonal relationships all depend to a very

³ A. Wasiluk, *Motywacja pracowników w szkołach polskich i litewskich*, „Ekonomia i Zarządzanie” 2014, t. 6, nr 1, s. 183-204.

⁴ M. Dymek, *Motywacja nauczycieli do pracy: studium pedagogiczno-psychologiczne*, Wyd. Politechniki Radomskiej, Radom 2004.

⁵ *Motywacyjna siła procedur personalnych*, [w:] L. Zbiegień-Maciąg (red.), *Nowe tendencje i wyzwania w zarządzaniu personelem*, Wyd. Wolters Kluwer, Kraków 2006; A. Ignyś-Lipowiecka, *Analiza wykorzystania bezpośredniej partycypacji pracowniczej jako formy angażowania pracowników w zarządzanie współczesnymi organizacjami*, „Studia Oeconomica Posnaniensia” 2014, nr 10, s. 141-157.

⁶ M. Łąguna, *Cechy osobowości a podejmowanie działań rozwojowych przez pracowników*, „Czasopismo Psychologiczne” 2012, nr 2, s. 277-285.

large degree on how the function of motivating teachers is being implemented. Therefore, the school headmaster should create situations that stimulate a better job, but at the same time give sense of a reward and satisfaction with well-performed tasks.

To have an incentive effect, a pay cannot fall below the lower limit specified by a specific regulatory framework. Thus, the remuneration should not be reduced below the level that provides the employee a decent support for them and their family. One should also keep in mind that low pay would suffice only to satisfy the needs on the lowest level. Employers should therefore ensure the employee the right to a decent work. Otherwise, employees may narrow down their needs, limit their consumption, may feel a reluctance to work, bitterness, irritation with their situation, and a decreased self-esteem; they may start to blame themselves for being unable to earn more money.⁷ They also question their own resourcefulness and usefulness, yet a positive self-image is the foundation of any effective action. Such a situation can contribute not only to a decline in work quality, but also to a deterioration of mental and physical condition or an emergence of a frustration and discouragement.

To meet its incentive function, compensation must also be fair in an employee's view. According to the theory of John S. Adams, a sense of unfair treatment is one of the most demotivating factors. The equity (fairness) rule is a very important category in motivating people, and it should be a foundation of any motivational solutions. Employees compare their contribution and what they have received with the contribution of their colleagues and the awards received by their colleagues; based on that comparison, they decide whether it is worth to make an extra effort.

Also Vroom's expectancy theory offers an important input useful to effectively motivate people. According to this theory, people put a lot of effort to their work if the goals are achievable and they expect that as a result of actions taken their needs will be met. This model assumes that employees should know and understand their duties, have the necessary powers to carry them out, expect positive effects of their efforts and obtain the expected rewards. An employee should be convinced that an increased effort will lead to a greater reward. Therefore, the organizational measures should be designed to convince the employee that it is worth making an increased effort to be noticed and rewarded. Moreover, Skinner's reinforcement theory emphasizes that an award that is foretold has a much greater incentive value than the award granted without a pre-announcement, the reason being that an employee receives a proven sense of being involved in obtaining it and notes the relationship between the effort and the result. Therefore, in accordance with the above mentioned rules, an incentive bonus and other rewards should depend on the work effects, and the granting criteria should be transparent, clearly defined and perceived as fair.

These solutions should also constantly change in order to maintain a high level of motivation to work effectively. In most regulations, a bonus is awarded for a period of 3 months to 1 year, which is a good practice that allows verifying the relationship between the work efficiency and the level of the incentive bonus. When building any system, you

⁷ D. Twardo, *Wynagrodzenia i systemy motywacyjne*, Wyd. Infor Expert, Warszawa 2010.

should be aware that it will motivate workers more if it addresses a larger number of needs. Having said that, even if you motivate financially, it is worth paying attention to meeting the needs in the area of security or accolades.

Motivating teachers as a fundamental managerial task of a school headmaster

As is commonly known, providing feedback to employees affects their motivation for personal development and work efficiency increase. Teachers expect their effort and commitment to the school affairs will be appreciated. A failure in recognizing good behaviors by a school headmaster leads to a reduction in the motivation in teachers, and thus contributes to a decrease in their work efficiency. The information provided allows the teacher to find out their efforts are perceived by the school headmaster, learn their expectations, adjust to their requirements and correct actions taken so far. Discussing together the results should lead to a more in-depth understanding of the needs of the teacher by the headmaster,⁸ which in turn should result in an improved cooperation and better adaptation of responsibilities handed out to the needs, capabilities and preferences of the teacher.

One should keep in mind that the underestimating of the individual work contribution lowers the incentive.⁹ Equal rewards for all reinforce the weak or mediocre results, and ignore the outstanding ones. Underestimating of the individual work contribution causes a teacher who earlier willingly engaged in the affairs of the school to experience a feeling of frustration and a lowered motivation, as mediocrity is accepted at work. **A very important role of the school headmaster is to build their own authority. To be credible, they should first of all set an example with their attitude, believe in what they are doing, and in what they want to convince others with. What is also important is keeping promises, and building relationships with subordinates on the basis of mutual respect and trust. A mutual trust is immediately followed by another very important motivational factor – sharing common values and goals of the organization. A school headmaster has to be a good manager, and his work should contribute to the school development.**

Intangible incentives act slowly, but their impact on motivation is stronger and deeper than that of material incentives. Such factors as participation and possibility of developing help shape positive employee behaviors and increase a sense of belonging and commitment in employees.

This process is conceived as measures to increase the participation of teachers in making decisions concerning the school, take the initiative and responsibility in the work process. Using this motivational tool fosters the increase of interest in school affairs and its development in teachers. It also raises the responsibility for the execution of projects and tasks, increasing the involvement of teachers. When teachers share in managing responsibilities, they more fully understand any development goals and plans, and the importance

⁸ G.P. Ćwiertniewicz, *Co dyrektorzy szkół wiedzą o motywacji*, „Kwartalnik Edukacyjny” 2013, nr 3, s. 67-72.

⁹ B. Tołwińska, *Kompetencje społeczne dyrektorów szkół*, Wyd. Oficyna Wydawnicza „Impuls”, Kraków 2011.

of their duties, and they become more eager to execute them. Such participation in management also favors a better work by integrating individual, group, and social interests; addresses the need for self-realization; favors the development of creativity; motivates to a development, and to undertaking of complex, challenging tasks. A possibility of taking part in regulating of labor relations, and setting of rules and standards of conduct is conducive to addressing the needs for security, belonging and appreciation (accolades). If employees have contributed personally to create some rules, they accept them and willingly follow them. An increasing competition raises the need for continuous improvement. Participation very clearly helps to improve efficiency through the creation of expected attitudes focused on continuous improvement, showing initiative, solving problems and looking for development opportunities.¹⁰

Creating appropriate working conditions is very important both from the point of view of the organization, and the employee. Taking care of an improvement of working conditions involves in particular organizing the work of an employee in such a way so that they could meet their current and future needs, pursue their aspirations, and participate in the development of the organization¹¹. This is done by reducing the physical and mental burden and the elimination of all kinds of threats to life and health, providing the tools necessary to work and to facilitate the work, enriching workplaces with intellectual values, creating a proper working environment and physical conditions. All this increases the interest in work and the responsibility for the actions taken. A good working atmosphere, mutual kindness, selfless assistance positively influence the attitude of staff towards the tasks, enhance their motivation, and contribute to triggering initiative and treating the work as their need, and not a duty. A positive atmosphere makes employees come to work with willingness and joy, and a commitment to carry out their duties. A work that is enjoyed prevents tensions and stress, facilitates communication, inhibits conflicts, and unites people. People who work in close-knit team and for whom work is a pleasure meet many of their needs and feel motivated to perform their duties with the utmost care. It is a challenge for headmasters. Obviously, this does not mean that only headmasters have the privilege of building a good atmosphere in the workplace, but their task is certainly to promote cooperation, prevent rat race, emphasize common values, strengthen the role of communication and achieving a consensus in the team, and integrate around common goals. It can be assumed that relations with superiors, colleagues, and students build the atmosphere in a teacher's work environment.

The result of enhancing the qualifications and skills of employees is that they can achieve more and better results with less and less efforts. Creating opportunities for employee development also contributes to increasing their engagement and their identification with the company's objectives and principles. Training and development of employees are important to meeting their needs. A well-developed training strategy is conducive to many aspects of employees' condition, including:

¹⁰ J. Penc, *Motywowanie w zarządzaniu*, Wydawnictwo Profesjonalnej Szkoły Biznesu, Kraków 1996, s. 242-245.

¹¹ D. Łochnicka, *Warunki organizacyjne a zaangażowanie pracowników w miejscu pracy*, „Zeszyty Naukowe Wyższej Szkoły Bankowej we Wrocławiu” 2014, nr 8, s. 91-108.

- need for security – an opportunity to participate in training raises the belief in an employee that the organization invests in them because it sees its future with them;
- need for belonging – in this case, training helps employees to better get to know each other, establishing good relationships that have a substantial impact on building an appropriate atmosphere at work;
- need for respect and recognition – when an employee has conditions for development and the possibility of future use in practice of the skills gained during the training, it has a positive effect on the increasing self-esteem of an employee; this also results in a greater recognition on the part of colleagues and associates;
- need for achievements – it is possible when such a training is completed with a certificate or a diploma; moreover, the knowledge gained during the training is a source of confidence and belief in one's own abilities, it favors the willingness to being responsible for assigned tasks and creates the belief that the job can be done better than before;
- need for self-realization and personal development – an employee by developing their competencies and qualifications achieves a greater autonomy, may undertake challenging tasks, and solve more difficult problems.

Teachers expect more positive consequences of providing a good job in the form of awards or recognition. However, it is worth propagating and reinforcing this belief more and more. School heads should strive to better recognize and appreciate good work because teachers now expect to hear words of praise from their colleagues more frequently than from a superior. Also, it is important that an incentive bonus be granted based on clear and easy criteria.

Bibliography

- Borkowska S., *System motywowania w przedsiębiorstwie*, Wyd. PWN, Warszawa 1985.
- Dymek M., *Motywacja nauczycieli do pracy: studium pedagogiczno-psychologiczne*, Wyd. Politechniki Radomskiej, Radom 2004.
- Ćwiertniewicz G.P., *Co dyrektorzy szkół wiedzą o motywacji*, „Kwartalnik Edukacyjny” 2013, nr 3.
- Ignys-Lipowiecka A., *Analiza wykorzystania bezpośredniej partycypacji pracowniczej jako formy angażowania pracowników w zarządzanie współczesnymi organizacjami*, „Studia Oeconomica Posnaniensia” 2014, nr 10.
- Kozioł L., *Motywacja w pracy, determinanty ekonomiczno-organizacyjne*, Wyd. PWN, Warszawa – Kraków 2002.
- Łaguna M., *Cechy osobowości a podejmowanie działań rozwojowych przez pracowników*, „Czasopismo Psychologiczne” 2012, nr 2.
- Łochnicka D., *Warunki organizacyjne a zaangażowanie pracowników w miejscu pracy*, „Zeszyty Naukowe Wyższej Szkoły Bankowej we Wrocławiu” 2014, nr 8.
- Lewicka D., *Motywacyjna siła procedur personalnych*, [w:] L. Zbiegień-Maciąg (red.), *Nowe tendencje i wyzwania w zarządzaniu personelem*, Wyd. Wolters Kluwer, Kraków 2006.
- Penc J., *Motywowanie w zarządzaniu*, Wydawnictwo Profesjonalnej Szkoły Biznesu, Kraków 1996.
- Tołwińska B., *Kompetencje społeczne dyrektorów szkół*, Wyd. Oficyna Wydawnicza „Impuls”, Kraków 2011.
- Twardo D., *Wynagrodzenia i systemy motywacyjne*, Wyd. Infor Expert, Warszawa 2010.

Wasiluk A., *Motywacja pracowników w szkołach polskich i litewskich*, „Ekonomia i Zarządzanie” 2014, t. 6, nr 1.

PROCESS OF MOTIVATION IN THE TEACHING PROFESSION

Abstract: Motivating is very important among teachers. The authors describe the most important group of motivational factors in the teachers profession. They qualify as: providing feedback, building authority, elements of non-financial motivation (participation, working cognition, atmosphere in the institution, possibilities of development). The authors stress special role of school headmasters in creating of teachers motivation process. In the authors opinion teachers expect more positive consequences of providing a good job in the form of awards or recognition. They notice that the motivation of teachers is the non-lasting and never-ending process.

Keywords: motivation, the school headmaster obligations, teacher

MOTYWACJA W ZAWODZIE NAUCZYCIELA

Streszczenie: Motywacja stanowi ważne zagadnienie w analizie postaw współczesnych nauczycieli. Autorzy artykułu opisują najważniejsze grupy czynników motywujących nauczycieli. Zaliczają do nich: informację zwrotną, budowanie autorytetu oraz elementy motywacji pozafinansowej (współpracę, warunki pracy, atmosferę panującą w szkole, możliwości rozwoju zawodowego). Autorzy podkreślają szczególną rolę dyrektorów szkół w kształtowaniu motywacji nauczycieli. Ich zdaniem nauczyciele oczekują pozytywnych konsekwencji dobrego procesu motywacyjnego w postaci nagród i uznania. Zauważają również, iż motywacja jest procesem ciągłym i nieustającym.

Słowa kluczowe: motywacja, obowiązki dyrektora szkoły, nauczyciel