

## **Identifying The Teacher Motivating Factors In High School**

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**Abstract:** An important part of the teachers work is the motivation to achieve standards and results in their work. Motivation is closely related to the satisfaction the individual gets at work. The relationship between motivation and satisfaction at work is related to how the individual perceives the pleasure needed to take from the activities he develops (Vroom, 1982). Teaching is a process that is influenced by: the teacher, students, superiors and the different dynamics created through the daily activity and the expectations that the teacher creates. This study aims to explore the factors that influence teacher motivation. Studies focusing on the motivation and motivation of the education staff are also in Albania, but the purpose of this study is to identify the motivational phenomena, then to study the organizational factors from the viewpoint of the teachers that lead to their motivation. This study consists of two phases: 1. Creating two focus groups with high school teachers, where I have highlighted the main factors that influence the motivation of teachers. 2. Interviews with teachers (N = 27) to understand the form of impact of organizational change in their motivation. This study shows that traditional motivational factors such as pay, working conditions are less important in motivating teachers compared to vacation and flexibility of schedules, relationship with colleagues and executives, and progress and achievement of student outcomes.

**Keywords:** Motivation, organizational change, teacher, job satisfaction.

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### **Introduction**

Motivation is considered an internal state that is not seen, but that initiates and maintains a certain behaviour until the need arises and achieves the goal. Teacher motivation depends on the degree of satisfaction that the work gives to him. But the teacher, in his daily work, does not have the same degree of satisfaction. The degree of satisfaction depends on many of the factors faced by the teacher for the accomplishment of his work.

Satisfaction, according to Locke (1976), is a positive emotional state that arises from a number of internal and external factors related to work. Studying the factors that influence work satisfaction is of particular importance, because through the discovery of the degree of impact of the particular factors, may be drafted work programs to increase the level of satisfaction. During last few years. in the gymnasium. have changed the curricula several times, so it is difficult for teachers to find sustainable motivational strategies because they are changing their goals.

Hoffman (1970) has proposed a co-ordination of teacher motivation and parental role. So teachers' motivation is also related to how children are used to being treated by their parents and how they have shaped these behaviours. Teachers show two main categories of motivational factors. Internal motivating factors related to achievement of standards, satisfaction with work, and external factors related to relations with colleagues and superiors, salaries, working conditions, etc.

This study aims to identify the motivational factors of teachers in secondary schools in the view of teachers themselves. The study focuses on the experiences and perceptions that teachers themselves exhibit during the year and exploring the cycle of their motivations.

In this study, I focused on making sense of these research questions:

1. What are the factors influencing teacher motivation?
2. How are motivated the high school teachers.

These questions are the essence of this study. The answers to these questions constitute the logical basis of this study.

### **Methodology**

Qualitative research methodology provides the opportunity for exploring and understanding social and psychological phenomena by analysing in details and depth the opinions, experiences and evocations of the participants. My study is focused on three stages: a. Review of reference studies related to teacher motivation. b. raising focus groups with teachers to understand the factors that influence them more in their motivation. c. Interviewing teachers to understand the most motivational factors of each teacher participating in the sample.

**Participants**

In this study participate 27 teachers (18-females, 9-males). With these teachers a semi-structured interview was conducted with the aim of understanding the motivational goals and the factors that motivate most of the teachers. The focus groups established with the teachers of the Gymnasium "28-Nëntori" and the Gymnasium "Oblikë" aimed the discussing and recording the factors that influence motivation and demotivation of teachers. Based on the main factors emerging through the focus groups, were composed the questions for the interviews with other teachers.

These interviews consist of 10 open questions that are compiled in accordance with the purpose of this study and toward finding answers to the research questions raised. The interviews have lasted on average about 20-40 minutes and are done face-to-face.

**Data Analysis**

At the beginning, we will present the outcomes of focus groups related to the factors that influence teachers' motivation. Table 1 lists some of the most influential factors, but not the importance of impact.

Topics from Focus Group 1.	Topics from Focus Group 2.	Themes that are in two focus groups	Themes that are considered as innovations in Albanian reality.
Harmony with classes and students,	limited timetable	Change of supervisors.	Change of supervisors.
Work with lots of breaks within the year.	good pay	a good pay	
good pay	Lack of children who study.		
Change of supervisors.	Lack of carrier.		
students who does not study	Change of supervisors.		

Table 1

In Table 1 in green colour appear the topics that affect the motivation of the teachers while in the red one the topics and phenomena that deprive the teachers. In the yellow one are topics that have a motivation but not very obvious to all teachers.

The topic that emerges as an innovation and in previous studies does not turn out to be important is the "Change of Managers". A teacher quotes "... to be an exemplary teacher you should only deal with lessons and children, it is not enough time to deal with politics. In reality it happens that becoming a director needs to deal with politics and as a result it is up to the less good teachers to become our leaders ... ".Based on these topics emerged from the focus group we have prepared a semi-structured interview with 10 statements for other teachers. From the realization of the 27 interviews, these topics emerge that through qualitative analysis we have reached to the concepts for these topics.

**Topic Sub-Topic Concepts**

Change of Supervisors.	Stress	Dynamics with the supervisor.
		New roles within the collective
	Rescheduling of Diaries	Remaking work from the beginning.
		New communication.
Children Preparation	Encouragement to Prepare	Work misunderstanding.
		My progress.
	Pleasure for the Work Fruits	Carrier as a teacher.
		State maturity.
Limited Working Time	4-5 Hours in a Day	Parents acknowledgement
		Holiday opportunity.
	200 Hours in a Year	Routine breaking
		Summer holidays.
		Winter holidays.
		Free weekends.

Table 2

As it results from Table 2, the motivation of teachers has several factors but are mainly related to the close school environment with the relationship with the children and their progress, as well as the possibility of holidays to create this profession.

### **Topic 1: Change of supervisors**

Almost all interviewees highlight the change of leaders and the way they are placed and the positions they hold towards teachers.

#### **Sub-topic 1: Stress**

From the analysis of the answers it is clear that the opinions of the majority of subjects revolve around the fact that all day they are frustrated by the fact what the leader is telling them. "all daylong I expect the new director to say me:- why they are children in the hallway." [S12]

#### **Sub-topic 2: Reprogramming diaries**

At the beginning of the year when the new director came, she told us to start working as usual with the same diary, then all-time should be changed the way of assessment, the way of teaching etc. [S21]

### **Topic 2: Children preparation**

Another important topic turns out to be the academic preparation of children. Good children's results motivate teachers to do their best and to stay updated with the new and innovative.

#### **Sub-topic 1: Encouragement to prepare**

Students' preparation is highly valued by the teachers in their motivation, as evidenced by the lack of interest from students influencing the motivation of teachers.

*"When the student studies, motivates you to read the book or go through internet."* [S2]

#### **Sub-topic 2: Work results**

The pre-university system does not have a clear platform for rewarding the teacher's work or measuring the performance of everyone. The only way teachers measure performance is the comparison with the grades they take their students at state maturity. In moments when students achieve good results in the state maturity, teachers are motivated to work harder again with the next generation.

*"The only way to be assessed is to deal with state maturity, but even there sometimes there are cheats ....."* [S8]

### **Topic 3: Limited working time**

From the analysis of the answers to the interviews it turns out that the motivation of the lessons affects the perception they have advantages of this work. They say that this work is favourable and creates the opportunity to have time for the family or for a second job.

#### **Sub-topic 1: 4-hours in a day**

Teacher's day and routine is 4-hour lesson per day. They do not feel tired because they are able to read or go out during working hours.

"I have four lesson classes, always after the second class lesson I go to take a coffee. It is a great work but you have to deal with a lot of kids and colleagues ... [S19]

#### **Sub-topic 2: 200-days in a year**

The teacher's profession is likely to make many vacations during the year because the pre-university system itself has some vacation periods. Throughout the year they have free weekends and each season they have the opportunity to spend their holidays.

"Work is stressful for the previous reasons, but we work only half a year and this is also a very good thing" [S3]

As can be seen from the analysis of each topic and category it is noted that teachers are mainly demotivated by the lack of meritocratic careers and the role of supervisors in their relationship with work and colleagues.

## **Conclusions**

After analysing the data obtained from interviews and focus groups realized in two schools, we conclude that:

Changing school supervisors causes stress and deprivation to teachers. This stress is followed by a perception of lack of meritocracy.

Teachers feel good about the fact that they do not have a lot of working days and within the daily time table are not overloaded. This causes them to be motivated as a profession, but this is intimidated by student preparation and the lack of a platform for career growth and teacher performance measurement.

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