

Some conceptions of motivation for teachers from the perspective of educational management

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Abstract

In the 4th industrial age, besides the advantages that information technology brings to teachers, such as assisting teachers in preparing lectures, creating virtual classrooms to visualize lectures vividly, exploiting teaching resources, connecting colleagues, parents and students easily, etc., teachers also face countless difficulties and challenges; from daily pedagogical activities to the demands of professional innovation, updating information, accessing teaching technology or applying it in pedagogical activities, implementing directive documents from supervisors in a timely manner or the conflicts and pressures that teachers face such as relationships with colleagues, changes in students' psychophysiology, academic achievement, and expectations from parents and administrators. School administrators, achievements from movements, individual emulation titles in the school year, daily life pressure due to low salary and other income or performing non-professional jobs, etc. All these reasons make teachers under a lot of pressure and that makes them increasingly less enthusiastic, work motivation, need to dedicate, some teachers are often in boring mood. Lack of enthusiasm in the process of teaching and some teachers have left their jobs. That greatly affects the thinking, working attitude of the teacher himself, directly affects the educational results, especially, affects the psychophysiology of students on the path of personality development and gaining their intelligence. The aim of this paper is to help the author find conceptual pictures of motivation theories so that the author can practice in-depth a further research orientation.

Keywords: motivation, teachers, educational management perspective.

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I. INTRODUCTION

The former Vietnamese Prime Minister, Pham Van Dong once said: "Teaching is the noblest of noble professions, the most creative of creative professions. Teachers not only teach knowledge but also teach people, they are like pine trees on the mountainside, cinnamon trees in the deep forest quietly give off their wisdom and strength to life. Through that statement, we also see the importance and specialness of the teaching profession. Unlike many other professions, teaching profession is a process of transmitting and organizing knowledge, social and professional experiences for learners in order to form and develop personality in general and professional personality in exclusively for learners. It is the dialectical interaction and interaction between teachers and students not only through knowledge and skills but also through the personality and example of the teacher. The subject of the teacher's work is human being, the young generation growing up with their personality. This object is not an inanimate object but a person who is very sensitive to the effects of the external environment in both positive and negative directions.

In the 4th industrial age, besides the advantages that information technology brings to teachers, such as assisting teachers in preparing lectures, creating virtual classrooms to visualize lectures vividly, exploiting teaching resources, connecting colleagues, parents and students easily, etc., teachers also face countless difficulties and challenges; from daily pedagogical activities to the demands of professional innovation, updating information, accessing teaching technology or applying it in pedagogical activities, implementing directive documents from supervisors in a timely manner or the conflicts and pressures that teachers face such as relationships with colleagues, changes in students' psychophysiology, academic achievement, and expectations from parents and administrators. school administrators, achievements from movements, individual emulation titles in the school year, daily life pressure due to low salary and other income or performing non-professional jobs, etc. All these reasons make teachers under a lot of pressure and that makes them increasingly less enthusiastic, work motivation, need to dedicate, some teachers are often in boring mood. Lack of enthusiasm in the process of teaching and some teachers have left their jobs. That greatly affects the thinking, working attitude of the teacher himself, directly affects the educational results, especially, affects the psychophysiology of students on the path of personality development and gaining their intelligence.

Along with the common development around the world, today there are a number of models and organizations in education from the Happy School project initiated by UNESCO in early 2017. The project as a global initiative with a vision further on the traditional fields of learning, especially considering the interactive relationship between happiness and the quality of education, approaching in the direction of building people with a positive life attitude to get happiness as the Happy School project in Japan, India, Thailand, Laos and Vietnam, etc.

II. LITERATURE REVIEW

2.1, The Concept of Motivation and Its Importance

In the research of Rodwan et al (2018), they state that although the word motivation may mean many different things, the purpose of motivation is, in essence, to stimulate, influence, trigger or push (Carmen and Elena 2011; Manzoor 2012). The word's etymology is derived from the Latin word 'movere' which basically means to move, e.g. stimulate, trigger or influence the doing of something (Barikaniet al. 2013; Qayyum 2012; Syed et al. 2012). There is, however, a huge diversity among theorists in their interpretation and definition of motivation (Çeliköz 2010).

According to Gorn and Kanungo (1980), Moch (1980) and Mol (1992), motivation is a form of total involvement. DeCenzo and Robbins (1996), Franco et al. (2002), Pouchová (2011), Robbins (1993) and Smithers and Walker (2000) suggest that motivation is about having willingness. Likert (1961) and Quijano and Navarro (1998) see motivation in terms of making an effort. For Kanfer et al. (1994), Kreitner (1995), Locke and Latham (2004), Middleton (1994) and Mitchell (1982), motivation is simply a psychological influence or process. Akbas and Kan (2007) and Bartol and Martin (1998) view motivation as power, while Berman et al. (2010), Higgins (1994), Mowday et al. (1979) and Ruthankoon and Ogunlana (2003) define motivation in terms of a drive. Finally, Armstrong (2001, 2006) and Vroom (1964) define it as a goal-intended behaviour.

The literature review indicates that there is no generally agreed-upon definition of motivation (Eliasa et al. 2012). While the concept of motivation has been defined in a number of ways and thus can be utilised in multiple ways, Haivas et al. (2014), Dye et al. (2005) and Stenmark and Lilja (2014) interpret motivation as a priority an employee attempts to fulfil and satisfy what influences employees' behaviour and actions and consequently influences their motivation. Much has been written on motivation in recent decades, with motivation becoming 'ranked as the second most widely written about topic, after the topic of methodology' (Riyono et al. 2012, p. 232). The wide interest in the subject is because it is seen as essential for understanding and explaining the 'how' and 'why' of an employee (Bhat and Shah 2010), i.e. how employees can be motivated to perform their activities and why employees behave in certain ways (Bhat and Shah 2010; Lut 2012). Among the scholars and practitioners who are notably interested in motivation are individuals from fields such as philosophy, sociology and psychology (Bouwma-Gearhart 2012; Odde 2011). In these fields, motivation has been subjected to rigorous analyses and debates based on 'what is needed' to motivate an employee, e.g. what makes an employee act efficiently, how an employee can be influenced to perform productively, what motivational framework works best for a given workforce, etc. (Bouwma-Gearhart 2012; Odde 2011).

In the fields of education, administration and social work, there is a long tradition of interest in motivation (Çeliköz 2010; Keleş 2012; Syed et al. 2012; Visser-Wijnveen et al. 2012). Scholars, as well as practitioners, in education and administration (Çeliköz 2010; Fisher 2009), regard motivation as the most significant factor in accomplishing work successfully through triggering employee productivity (Keleş 2012; Syed et al. 2012). Motivation massively contributes to employees' satisfaction and is therefore crucial to job commitment (Khan et al. 2011). Scholars interested in work and organisational motivation have devoted efforts towards finding if 'there is any formula for motivation' (Stanislava 2010, p. 271). As such, the development of a 'master motivational formula' seems to be a vitally needed tool which scientists and practitioners can apply in organisations to motivate the workforce (Çimar et al. 2011).

A motivational formula, therefore, would entail various models, approaches and techniques to create motivation among employees in their workplace or organisation (Zaidi and Abbas 2011). The success or failure of any organisation rests on the *motivation formula*, i.e. the right technique, method and approach applied to its workforce (Aworemi et al. 2011). However, the claim of having an understanding of the *right* motivational approach (Nasri and Charfeddine 2012) is indeed a contentious issue, with there being many varied opinions, views and explanations (Gelona 2011; Netotea-Suciu et al. 2012). Obviously, the fact that there exist a number of contrasting viewpoints of 'what motivates employees' (Guga 2012) would indicate that researchers and experts take diverse philosophical perspectives on this issue (Barbača and Zekan 2011; Nwagbara and Akanji 2012).

Many theories provide insights into motivation from different perspectives and are claimed to have applicability in contemporary workplaces or organisations (Frick and Drucker 2011; Gopalakrishnan 2012). The next section will discuss the concept of motivation in terms of its two major accepted classifications or categories.

2.2, Important Classifications

The concept of motivation has been addressed by numerous studies, and there exist many theories in the literature (Keleş 2012). Tuan(2011) suggests that these theories can be classified into two main categories. The first, known as 'content or need theories', holds the view that as long as an employee's work contains enough content or needs such as physiological and security needs, the employee will be highly motivated and subsequently will be highly satisfied. The second category, known as 'process theories', suggests that motivation and subsequent satisfaction are not solely the result of needs fulfillment, but also depends on how employees analyse, evaluate and think of the pros and cons associated with a job. The content theories attempt to deal with and explain the content of a given motivation. It proceeds with the assumption that employees have needs which motivate them at work. So, content theories strive to determine the exact motivational needs that an employee attempts to attain or satisfy (Udechukwu 2009). Due to the focus of content theories on needs to explain what motivates a given employee, they are also known as need theories (Barikani et al. 2013).

The process theories, also known as cognitive theories, explain motivation through the cognitive or thinking processes that occur within a given employee's mind (Gopalakrishnan 2012). Process theories underline the psychological processes affecting an employee's motivation (Çinar et al. 2011). According to these theories, motivation is energised, initiated, directed and sustained due to psychological influence. This range of theories includes operant learning theory, Adam Smith's Equity Theory, Goal-Setting Theory, Reinforcement Theory, Vroom's Expectancy Theory and Kahler's Drivers (Jeans and Murphy 2009; Rowley 1996; Steyn 2002; Viorel et al. 2009).

Over the years, various theorists have attempted to create models on what needs motivate employees at the workplace. These content or need theorists, such as Frederick Herzberg, Douglas McGregor and Abraham Maslow, have developed important motivational models, although these models were all in fact built on the works of the early and existing models of motivation. In relation to this point, the next section will explore these early models of motivation which have helped the emergence of the need-based approach.

III. CONCLUSIONS AND RECOMMENDATION FOR FURTHER RESEARCH

Through my points of view and motivation theories above, need to focus on the reasons, factors and levels that have influences on teacher's work motivation as well as recommend some measurements for further research. Also, have some suggestion to Policy makers and education managers that need to take a number of following solutions to encourage them to work effectively. Firstly, creating a friendly teaching and learning environment, where teachers and students must be the subject of the pedagogical activity process. The friendliness is concretized daily through affectionate eyes, friendly smiles, considerate gestures, enthusiastic guidance of teacher and at the same time expressed through the relationship between leaders and employees, students and parents also. Because when having a friendly environment, teachers just have many opportunities to do the best and endlessly devote their knowledge and positive attitude toward the job.

Secondly, the board of school needs to develop a set of criteria for emulation, reward and honor for each semester and each of the academic year in order to encourage the creativeness in the pedagogical activities of each teacher, especially well - qualified teachers with high professionalism and good pedagogical capacity. Through competition to find new factors in introducing, fostering, training and promoting to higher positions, complementing leaders for education sector or simply being exemplary examples for students to follow. This is considered as a vivid element in teaching because the model of teacher will have the positive effects on the student's' behavior and awareness's development, it is so called "one action speaks louder than thousands words."

Thirdly, cut back on administrative, reporting and formal jobs outside the scope of expertise in order to help teachers have time to improve their professional skills, improve pedagogical capacity, reduce undue pressure in the work environment. At the same time, promoting social activities and soft skills on special occasions helps to expand and strengthen emotional quotient (EQ) and intensive interactions in the tripartite relationship: School - Family – Society since each of the teacher can understand the orientation, guideline and target of the school board, also the principals get a good chance to take the teacher's thought and desires at school and in life as well.

The last but not least, as we have known so far respecting individual values and differences of each teacher is the core part in operating the pedagogical activities and managing the teacher because each of personal that has their own and extraordinary features and different personalities. Listen, share and answer the thoughts, deal with the problems and obstacles in a reasonable way that teachers are facing with. Thereby the teacher will have more belief in their leaders that's the main motivations that teachers can be determined to work hard and bring the intangible value to the school where he is working.

In conclusion, promoting the work motivation for lower secondary school teachers besides the state policies, each of the school should actively have some concretizing measures by the way putting them in

practice. From the opinions above, I assume that the work motivation of teachers will be promoted in the near future.

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