

# IDENTIFICATION OF MOTIVATING AND DEMOTIVATING FACTORS IN TEACHERS' WORK AS A GUARANTEE OF THE SUCCESS OF THE LEADERSHIP ACTIVITIES OF THE HEAD OF THE EDUCATIONAL INSTITUTION

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## Abstract

Today's the head of the institution must be a leader who is characterized by strategic thinking, is able to foresee, present, manage and implement changes, conduct research, provide insights, assess and self-assess, analyse, systematize, communicate and collaborate, develop himself/herself and encourage the development of others, and inspire and motivate employees. Employees' motivation for work is one of the essential indicators determining the successful operation of the institution, therefore, the priority of the head of the educational institution as a leader is to observe and analyse the factors that motivate or demotivate an employee to act. The head of the institution must create a positive work environment, where friendly and partnership working relations prevail, every teacher is evaluated and recognized, and involved in the creation of the organization's value. In such a work environment, employees are creative, motivated, engaged and satisfied with their work. Thus, taking care of the well-being of employees in the institution is a leader's duty, while the ability to meet the expectations of the institution's employees is a guarantee of the success of leadership. In this context, the problem question of the research arises – how does knowing the factors of teachers' motivation and demotivation become a guarantee of the success of the leader's activities of the head of the educational institution?

Research aim – to carry out an analysis of primary education teachers' motivation and demotivation for work.

Research and data analysis methods:

- Analysis of documents and scientific and methodological literature.
- Qualitative research (group (focus) interview).
- Content analysis.

Research methodology - in order to find out the factors that motivate and demotivate primary education teachers to work, a qualitative study was conducted, which made it possible to find out the meanings that the informants give to professional activities. The created grid of categories made it possible to identify the essential factors of motivation and demotivation characteristic of professional activity. 36 teachers working in primary schools participated in the study. The research was conducted in June-October 2023.

Key research results - the study revealed that work for teachers in primary education institutions is related to pedagogical vocation and job satisfaction. Teachers' motivation for work is strengthened by good mutual relations, financial and verbal encouragement, evaluation by others and the opportunity to improve. In the teachers' opinion, the motivation for work is mostly reduced by inappropriate management of school heads, negative microclimate prevailing in the institution, low salary of teachers and bad working conditions. The teachers emphasized that in the institution they are mostly motivated by applying various verbal (verbal encouragement, support, acknowledgement, work evaluation) and psychological (the given opportunity to improve, communicate and cooperate, etc.) means of motivation. The research revealed that financial motivation (bonuses, extras) is rarely used in the institutions. The leadership of the head of the educational institution is closely related to the ability to create and apply an appropriate employee motivation system for a specific institution, to encourage employees to experience a sense of meaning, to inspire them for change, communication, cooperation, improvement, quality and efficient work.

Keywords: Leadership Skills, Job Satisfaction, Primary Education Organization, Factors of Motivation and Demotivation, Successful Leadership.

## 1 INTRODUCTION

In the context of today's transformation in the education system, it is necessary to respond to the changes taking place in the environment, paying great attention to teachers, who become the most important factor determining the effectiveness of the organization's activities. The quality of the services provided depends on the qualifications, motivation, and loyalty of teachers working in educational institutions. [15] describes teachers as the most important "resources" that help to ensure the quality of the educational process. The insufficient level of work motivation and loyalty in the institution becomes a big obstacle to the efficiency and quality of the work performed, and all this hinders the development of the institution.

Research on employee motivation and commitment to the organization is relevant and intensively conducted in many countries around the world. It is important to pay enough attention to ensuring teachers' motivation and job satisfaction. [13], [10] revealed that in order to ensure the quality of education, the continuous professional development of the teacher is important. A motivated teacher who is dedicated to his/her work and his/her organization works efficiently, responding to the individual needs of the child and his/her family. Teachers' motivation and job satisfaction are positively significant and related to their commitment to the organization. Reliability, a sense of belonging to the institution, sharing of norms and values, communication and participation in decision-making have a positive effect on teachers' job satisfaction and motivation. The significance of teachers' motivation was also recognized by [13], who stated that high motivation and job satisfaction of teachers ensures greater commitment to the institution. Vice versa, the lower the motivation and job satisfaction of teachers, the lower their loyalty.

[10] found that in order to maintain high levels of teachers' job satisfaction and motivation it is necessary to apply such practices in the organization as: training, performance evaluation, teamwork, employee involvement and financial reward. The teacher's openness to innovation, creativity, cooperation skills and determination to constantly update his/her knowledge are the key prerequisites for the success of his/her pedagogical activities. Work motivation is considered one of the most important factors determining the professional identity of the teacher. [6] revealed the factors that influence the job satisfaction of university lecturers. [12] analysed the forms of expression of employee loyalty in detail, [9] was interested in what strengthens the loyalty and motivation of employees and lecturers working in colleges. [14], who determined the significance of the encouragement of employees for the organization, evaluated the main types, means and characteristics of encouragement, was also interested in the importance of motivation.

[9], studying the motivation of teachers as a factor determining the efficiency of the institution's activities, revealed that reasonable and effective systems of motivation that meet the needs of teachers are not being developed in educational institutions, and the heads of institutions do not pay enough attention to the motivation of teachers as a process that can ensure better performance results. Who assessed the professional motivation of preschool and pre-primary education teachers, found that salary, qualification improvement and working conditions have the greatest influence on the motivation of teachers. [11], who examined the loyalty of general education school teachers to the workplace, found that the vast majority of teachers are proud of their work, consider themselves necessary for the organization and think that their school is proud to have such an employee in its team. In her opinion, in order to strengthen the teachers' sense of necessity for the organization, school heads must give teachers the opportunity to express their opinions, make suggestions, thus contributing to the development of the school.

In this context, the problem question of the research arises – how does knowing the factors of teachers' motivation and demotivation become a guarantee of the success of the leader's activities of the head of the educational institution? The research aim is to carry out an analysis of primary education teachers' motivation and demotivation for work.

## 2 METHODOLOGY

The research is based on the principles of humanistic and pragmatist philosophy. The main goal of humanistic philosophy is to help the teacher realize his/her actual potential and make the most of it. Therefore, this philosophy emphasizes human value, uniqueness, independence, development, and self-realization in personal and professional life. Pragmatism is a philosophy allowing to search and act in such ways that bring the closest to the realization of the set goals. The ability to independently decide and regulate one's own activities promotes activity and perseverance in achieving the set goals.

In order to find out the factors that motivate and demotivate primary education teachers to work, a qualitative study was conducted, which made it possible to find out the meanings that the informants give to professional activities. The created grid of categories made it possible to identify the essential factors of motivation and demotivation characteristic of professional activity. 36 teachers working in primary schools participated in the study. The research was conducted in June-October 2023.

### 3 RESULTS

#### 3.1 Factors that motivate teachers to work as a factor that strengthens the leadership of the head of the institution

[2], [5] claim that motivation is the person's *interest* in trying to achieve desired goals that satisfy personal needs. The work of teachers is responsible and complex, and their motivation for work is determined by different factors. The subjects were asked to identify the main factors that motivate them to work. The obtained results are presented in Table 1.

Table 1. Motivating factors of primary education teachers (N=36).

CATEGORY	SUBCATEGORY	NO.	PROVING STATEMENTS (EXAMPLES)
Mutual relations	Support	8	"<...> Support and assistance from colleagues" (P7); "<...> Support from parents <...>" (P8); "<...> Attention and support from the school head <...>" (P9); "Support from parents and management" (P16).
	Trust	3	"<...> Trust <...>" (P3); "Trust from parents" (P18); "<...> Trust from parents and colleagues" (P14).
	Respect	2	"Respect for the teacher <...>" (P6); "Parents' respect for the teacher <...>" (P5)
	Cooperation	1	"Successful cooperation" (P2).
Financial incentive	Bonus	6	"<...> Financial incentive, bonus <...>" (P1); "<...> Financial incentives with bonuses" (P15); "<...> bonus" (P20).
	Adequate salary	5	"<...> Decent salary <...>" (P4); "<...> Good salary <...>" (P7); "<...> Salary" (P19).
Diversity of opinions		2	"<...> The opportunity to have your own opinion and express it, to motivate your choice <...>" (P3); "<...> Listening to opinions" (P18).
Microclimate of the institution		3	"<...> Healthy emotional climate in the institution" (P3); "<...> Good microclimate <...>" (P6); "<...> Friendly team" (P5).
Freedom of choice		3	"<...> freedom to choose methods is given <...>" (P3); "<...> Freedom of creativity in the process of education <...>" (P4); "<...> Freedom for the implementation of new ideas" (P16).
Being noticed/ acknowledged		7	"Being noticed <...>" (P3); "<...> Being acknowledged by administration and colleagues <...>" (P5); "<...> being acknowledged" (P18); "<...> Being acknowledged when you are successful" (P14).
Teacher's image in society		2	"The opinion that the teaching profession is prestigious and respected in society <...>" (P4); "Being acknowledged by society" (P13).
Results of work		4	"<...> Positive results and progress in education of children are visible" (P4); "Positive work results" (P13); "Satisfaction with the results obtained" (P2).
Involvement of parents in the educational process		3	"Parents' interest, help, benevolence <...>" (P1); "Parents' involvement and activity <...>" (P19); "Parents' help in educating the child <...>" (P12).
Verbal encouragement	Praise	2	"<...> Sincere verbal acknowledgement, praise" (P1); "<...> Praise" (P20).

	<i>Encouragement</i>	2	"<...> School heads' observations, encouragements <...>" (P19); "Encouragement" (P14).
	<i>Acknowledgement</i>	5	"<...> Acknowledgement. Sincere verbal evaluation, praise" (P1); "Acknowledgement" (P15); "Acknowledgement <...>" (P20).
Working conditions	<i>Number of children in classrooms</i>	1	"<...> Smaller number of children (it should be 10) <...>" (P6).
	<i>Working hours</i>	1	"<...> Shorter working hours" (P6).
	<i>Available work conditions</i>	1	"<...> Good work conditions" (P10).
Professional development		6	"<...> Opportunity to develop <...>" (P8); "<...> Opportunities for personal development" (P9); "Created opportunities for development" (P16); "<...> Opportunity to develop <...>" (P20).
Pedagogical vocation		2	"<...> Professional vocation <...>" (P10); "Pedagogical vocation <...>" (P7).
Teacher's self-expression		1	"Self-expression <...>" (P11); "Professional self-expression <...>" (P17).
Role of the school head		1	"Motivating school head <...>" (P15).

The teachers' responses were distributed in a very diverse way. The informants single out many motivating factors for work, however, the most commonly mentioned are mutual relations, financial and verbal incentives, acknowledgements by others, and the opportunity for professional development. In mutual relations, the teachers distinguished that they are motivated by mutual respect (P5; P6), support (P3; P7; P8; P9; P11; P14; P18; P16; P27; P36), and trust (P3; P14; P18; P21). The second most clearly revealed factor is the financial incentive, which consists of bonuses (P1; P5; P12; P15; P17; P20; P34) and an appropriate salary (P4; P7; P9; P13; P19). Both financial and verbal incentives: praise (P1; P20), encouragement (P14; P19), acknowledgement (P1; P8; P12; P15; P20; P36), motivate teachers to work. It is also important for the teachers that they are noticed and valued not only by the heads of the institution, but also among their colleagues (P3; P5; P12; P14; P15; P18; P19; P33; P37). The opportunity of professional development was often mentioned (P2; P8; P9; P10; P12; P11; P16; P20; P34). The obtained data confirm the opinion of [7] that the support and trust of members of the institution in each other, respect for colleagues, acknowledgement and recognition of teachers, adequate salary and support, consistent development of professional knowledge strengthen the motivation of teachers to work and ensure the effectiveness of the educational process. Less often, the teachers said that they were motivated by the visible results of their work (achievements of children), the involvement of parents of students in the educational process (P1; P12; P19), the prevailing microclimate in the institution, freedom of choice, and working conditions: number of children in the classroom, working hours. According to the teachers, the least motivating factor for their work is the role of the head of the institution.

Contextualizing these research results from the perspective of the leadership change of the head of the institution, it is important to continue to implement certain solutions, to apply effective means of motivating teachers that support primary education teachers' motivation for work. This would be a financial incentive, because the effective implementation of work goals and tasks depends precisely on adequate financial remuneration ([8], [3]). Verbal praise, recognition of the teacher by the school head and colleagues, visible appropriate and consistent work of the school head and the assignment of relevant tasks remain significant and also motivate teachers to work. It is also necessary to maintain a balance between the performance of functions according to the duties and the freedom of decision-making. In order to ensure the effectiveness of the educational process, the continuous professional development of the teacher is important. Teachers' job satisfaction and loyalty to the institution are important factors that determine not only teachers' overall well-being at work, but also the effectiveness of the educational process. The prevailing microclimate in the institution and the teacher's emotional well-being determine the effectiveness of the teacher's work and educational process. A teacher who is motivated and loyal to the institution will organize his/her work, i.e., the educational process, taking into account the abilities and needs of the students, will apply effective educational methods, will strive for the high-quality implementation of educational goals and objectives.

The guarantee of the success of the head of the educational institution as a leader is to realize that the dedication of the teachers helps to ensure the success of the educational organization. Motivation is closely related to loyalty, as it is the highest result of the impact of motivational measures. The loyalty

of teachers is important because the quality of the activities of the whole institution and its image depend on it. In the opinion of the informants, loyalty also strengthens the mutual relations between the teachers and the heads of the institution, helps to achieve the common goals of the institution more easily, and helps to ensure the quality of the teachers' work.

### 3.2 Factors that demotivate teachers to work as a tool for the head of the institution for leadership change

[1] believes that over the years, teachers' motivation for work gradually decreases, therefore, teachers may become demotivated. During the study, the aim was to find out the factors that demotivate primary education teachers to work (see Table 2).

Table 2. Factors demotivating primary education teachers (N=36).

CATEGORY	SUBCATEGORY	NO.	PROVING STATEMENTS (EXAMPLES)
Lowering the teacher's self-esteem		2	"Suspicion, mistrust, disparagement <...>" (P3); "<...> disrespectful attitude" (P13).
Management of the school head	Control	2	"<...> Excessive control <...>" (P3); "<...> regulation of legal responsibility <...>" (P13).
	Underestimation of the teacher's work	7	"Underestimation of pedagogical work" (P14); "Efforts are underestimated <...>" (P19); "<...> underestimation of pedagogical work <...>" (P12).
	Criticism	2	"Criticism <...>" (P19); "Criticism <...>" (P13).
	Poor motivation of teachers	2	"<...> lack of incentives" (P20); "<...> lack of incentives in the institution <...>" (P15).
	Comparing teachers with each other	2	"<...> comparing the abilities of colleagues" (P15); "Exclusivity in relation to other teachers <...>" (P14).
	Lack of management competences	1	"Insufficiently competent school head <...>" (P15).
Negative microclimate of the institution		7	"<...> Unhealthy emotional environment in the institution" (P3); "<...> bad microclimate of the institution" (P16); "<...> tension in the workplace" (P19); "Bad psychological microclimate <...>" (P20).
Lack of opportunities for professional development		1	"<...> lack of opportunity to improve" (P20).
Mutual relations	Suspicion and mistrust	1	"Suspicion, mistrust <...>" (P3).
	Miscommunication	2	"Miscommunication <...>" (P14); "<...> miscommunication" (P12).
	Disrespecting each other	2	"<...> Disrespect to the employee <...>" (P5); "<...> inferior working relationships <...>" (P20).
	Gossip	2	"<...> Gossip" (P7); "<...> Gossip <...>" (P8).
	Feeling of envy	1	"Envy <...>" (P8).
Negative attitude of society		4	"Society's negative attitude towards this profession (its underestimation) <...>" (P4); "Society's negative attitude towards teachers <...>" (P16); "The authority of the teacher undermined by society <...>" (P17).
Mistrust of community members		1	"<...> lack of trust in teachers" (P14).
High requirements for teachers		1	"<...> High and sometimes unfulfillable requirements of society for teachers <...>" (P4).
Decision making		1	"<...> The adoption of sometimes late and perhaps inappropriate decisions by the Lithuanian government and the Ministry of Education" (P4).
Lack of communication and cooperation	Lack of responsibility	1	"<...> Transferring the parents' responsibility to the teacher <...>" (P1).
	Indifference	4	"The indifference of some parents <...>" (P16); "<...> Parents' lack of interest, lack of communication" (P1);

			"Parents' lack of interest in their child's achievements <...>" (P12).
	Lack of cooperation	3	"Parents' non-cooperation with the teacher <...>" (P5); "<...> parents' lack of cooperation <...>" (P19); "<...> Parents' lack of interest, lack of communication" (P1).
Low salary		6	"<...>insufficiently adequate salary<...>" (P16); "<...> Low salary" (P9); "Low salary <...>" (P11).
Bad working conditions	Large number of children in the classroom	3	"Large number of children <...>" (P6); "<...> Large number of children in the classroom <...>" (P8); "<...> Large number of children in classrooms <...>" (P11).
	Long working hours	2	"<...> Long working hours <...>" (P6); "<...> Long working hours" (P8).
	Lack of educational tools	1	"<...> lack of modern educational tools" (P17).
	Failure to provide social guarantees	1	"Failure to provide social guarantees <...>" (P9).
	Bad working environment	2	"<...> Bad working environment <...>" (P9); "<...> Noise" (P11).
Results of the teacher's work		1	"Failure <...>" (P7).
Health problems		1	"Health problems" (P10).

According to the teachers, the most demotivating factors are the inappropriate management of the school heads, i.e., a lot of control (P3; P13; P29); underestimation of the teacher's work (P1; P5; P7; P12; P14; P15; P19; P32); criticism (P13; P19); poor motivation of teachers (P15; P20); comparing teachers with each other (P14; P15); lack of management competences (P15; P31). [4] note that the job satisfaction of the teachers of the institution depends on the proper leadership of the head of the institution. Negative microclimate of the institution (P3; P9; P6; P16; P17; P19; P20; P36), bad mutual relations caused by suspicion and mistrust (P3), miscommunication (P12; P14), disrespecting each other (P5; P20), gossip (P7; P8), feeling of envy (P8), according to informants, also reduce the motivation of teachers. It is claimed that factors such as low salary for teachers, bad working conditions have a negative effect on the motivation of preschool teachers. The informants during the survey also identified the following factors as reducing motivation: lack of cooperation (P1; P5; P19), parents' lack of responsibility (P1) and indifference (P1;P12:P16), low salary (P5; P6; P9; P17; P11; P16; P30; P33), bad working conditions are caused by the large number of children in classrooms (P6; P8; P11), long working hours (P6; P8), lack of educational tools (P17), failure to provide social guarantees (P9), bad working environment (P9; P11; P28). The comfort of the workplace, the number of children in classrooms, the work space and tools have an impact on the motivation of teachers. Thus, teachers perceive many factors that can negatively affect their motivation to work. In the opinion of the informants, motivation for work is mostly reduced by external factors.

Contextualizing these research results from the perspective of leadership change of the head of the institution, it can be observed that the negative microclimate of the institution, i.e., mutual relations of the community, reduces the teacher's motivation for work. Low salary and certain bureaucratic factors negatively affect the motivation of teachers. Teachers are also demotivated for their work by lack of support from school heads and underestimation of teachers' work. Low motivation of teachers, problems of retirement age, overestimation of one's abilities and opportunities become a challenge that must be managed in order to eliminate factors that demotivate teachers to work.

#### 4 CONCLUSIONS

- The study revealed that work for teachers in primary education institutions is related to pedagogical vocation and job satisfaction. Teachers' motivation for work is strengthened by good mutual relations, financial and verbal encouragement, evaluation by others and the opportunity to improve. In the teachers' opinion, the motivation for work is mostly reduced by inappropriate management of school heads, negative microclimate prevailing in the institution, low salary of teachers and bad working conditions.
- The teachers emphasized that in the institution they are mostly motivated by applying various verbal (verbal encouragement, support, acknowledgement, work evaluation) and psychological

(the given opportunity to improve, communicate and cooperate, etc.) means of motivation. The research revealed that financial motivation (bonuses, extras) is rarely used in the institutions.

- The leadership of the head of the educational institution is closely related to the ability to create and apply an appropriate employee motivation system for a specific institution, to encourage employees to experience a sense of meaning, to inspire them for change, communication, cooperation, improvement, quality and efficient work.

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