

Artículo de investigación

School administrators and teacher motivation understanding: Cyprus Case

Los administradores escolares y la motivación de los maestros comprendiendo: caso de Chipre

Los alunos escolares e a motivação dos maestros comprendiendo: caso de Chipre

Recibido: 19 de febrero de 2019. Aceptado: 22 de abril de 2019

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Nazim Serkan Burgul (Corresponding Author)¹¹⁰Osman Emiroğlu¹¹¹Ahmet Güneşli¹¹²**Abstract**

The aim of the study is to examine the opinions of school administrators regarding the motivational status of teachers. Primary and secondary school administrators who work in Northern Cyprus public schools and private schools were selected as samples. The school administrators were selected based on maximum variation sampling, which is a form of purposive sampling. In this research, variation was created based on the schools in which the administrators work, job type (manager or assistant manager), public or private school, grade (primary or secondary school) and district (Lefkoşa (Nicosia), Famagusta (Mağusa), Kyrenia (Girne), Güzelyurt, Iskele). The opinions of school administrators related to how they perceive the motivational levels of teachers are the following: working discipline, participation and body language. On the other hand, most of the school administrators' opinions regarding the low motivation of teachers are related to "teacher unwillingness". The teacher motivation understanding indicators of school administrators are generally extrinsically motivation oriented. In this case, there is an increased necessity for intrinsic motivation observation and evaluation of teachers.

Keywords: Teacher Motivation; School Administration; Self-improvement

Resumen

El objetivo del estudio es examinar las opiniones de los miembros de la escuela en relación con el estado de motivación de los profesores. Las escuelas primarias y secundarias que se realizaron en las escuelas de Chipre y las escuelas privadas. se seleccionaron los grupos de edad seleccionados en un momento de muestreo múltiple, que forma un proceso de éxito. En esta investigación, la variable fue creada basada en las escuelas en las que los grupos de trabajo (manager o assistant manager), public or private school, grade (secundaria o secundaria) y distrito (Lefkoşa (Nicosia), Famagusta (Mağusa), Kyrenia (Girne), Güzelyurt, Iskele). Las opiniones de los colegios escolares relacionados con la percepción de los motivos de motivación de los profesores son los siguientes: la disciplina de trabajo, la participación y el body language. En la otra mano, más de los colegios de la escuela, las opiniones relativas a la motivación baja de los maestros se refieren a "imparcialidad". Los profesores de motivación de la comprensión de los colegios de la escuela están formados por la motivación orientada hacia el exterior. En este caso, hay una necesidad para una intrínseca motivación de observación y evaluación de los profesores.

Palabras claves: Teacher Motivation; Escuela de Administración; La superación personal

Resumo

O objetivo do estudo é examinar as opiniões dos administradores escolares sobre o status motivacional dos professores. Administradores de escolas primárias e secundárias que trabalham em escolas públicas do norte de Chipre e escolas privadas foram selecionados como amostras. Os administradores escolares foram selecionados com base na amostragem de variação máxima, que é uma forma de amostragem intencional.

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Nesta pesquisa, a variação foi criada com base nas escolas em que os administradores trabalham, tipo de trabalho (gerente ou gerente assistente), pública ou escola privada, grau (ensino primário ou secundário) e distrito (Lefkoşa (Nicosia), Famagusta (Magusa), Kyrenia (Girne), Güzelyurt, Iskele). As opiniões dos administradores escolares relacionadas com a percepção dos níveis motivacionais dos professores são as seguintes: disciplina de trabalho, participação e linguagem corporal. Por outro lado, a maioria das opiniões dos administradores escolares em relação à baixa motivação dos professores está relacionada à "falta de vontade do professor". Os indicadores de compreensão da motivação do professor dos administradores escolares são geralmente orientados para motivações extrínsecas. Neste caso, há uma necessidade crescente de observação e avaliação da motivação intrínseca dos professores.

Palavras-chave: Motivação de Professores; Administração Escolar; Auto-aperfeiçoamento

Introduction

School administrators and teachers endeavor to improve their self-sufficiency and need to develop adaptation skills in order to adapt and change their behavior with the intention of maintaining institutional development in the field of education. Consequently, the implementation of reforms has significant importance (Akyeampong, 2017; Elwick, 2017; Hathorn & Dillon, 2018). In this research, the purpose is to investigate reform-based teacher motivation in the field of education.

According to Kavcar (2005) and Güneyli and Aslan (2009), teachers represent the most important element of an education system. When the body of literature is examined, (Kelchtermans, 2005; Little, 1993; Wheatley, 2002) "the teacher motivation" is one of the most important topics that should be investigated in relation to education reforms. If the reforms are to be successful, teachers should be motivated in this regard. High motivation is an essential factor if teachers are to adopt and practice the reforms. From this point of view, teacher motivation is determined as a topic worthy of investigation in this education reforms study (Akkuzova et al, 2018).

Motivation is identified as an intrinsic desire to satisfy needs. Motivation is based on individual needs; it is influenced by both personal and environmental factors (Deckers, 2018; Ünal and Bursalı, 2013). According to Mitchell, motivation is a complex process that consists of four characteristics, which are: i) Motivation is typified as an individual phenomenon; ii) motivation is usually intentional; iii) motivation is multifaceted; and iv) the purpose of motivational theories is to predict behavior (Mullins, 2005). Human beings are social and psychological creatures. The behaviors, desires, needs, expectations, attitudes and morals of each individual can differ. For this reason, it is appropriate to say that every individual has

different sources of motivation. It is impossible to say that certain motivational sources motivate all individuals in an equal manner (Kocabaş, 2009). Mullins (2005) indicated that there different kinds of motivation, including physiological and social, and intrinsic and extrinsic motivation. Hutabarat (2015) provided examples of factors that influence motivation.

As a psychological concept, motivation is important in terms of education, teachers, students and administrators, as in all areas (Schunk, Meece and Pintrich, 2012). Understanding the concept of motivation and improving this feature presents the opportunity to enhance the quality of education and achieve objectives in line with a predetermined vision (Wigfield, Cambria & Eccles, 2012). Motivation in the education process is multidimensional and can involve interaction between teacher-teacher, administrator-teacher, student-teacher, and parent-administrator. For instance, according to Bernaus, Wilson and Gardner's (2009) research results, it is revealed that highly motivated teachers in the system of education increase the academic achievements of students. In the conducted research, the necessity of motivated students and teachers is indicated. It is specified that highly motivated teachers increase the active participation of students in the teaching process. Tasić, Tubić, Tasić and Mitic (2011) discussed that school administrators should have certain skills that will enable them to improve both the school and students. Consequently, authorization of teachers required to determine and increase their motivations. The main purpose of this research is to understand the motivation of teachers and to increase the understanding regarding the general situation of teachers in Cyprus (Singh et al, 2018).

The difference and originality of this research can be expressed in the following way.

Motivation studies in Turkey are focus on the motivational levels of teachers and the influencing factors (Büyükses, 2010; Emiroglu, Güneyli and Burgul, 2017; Kocabaş and Karaköse, 2005; Yıldırım, 2006). On the other hand, other studies in the literature have examined how school administrators can directly impact the motivation of teachers. (Duman, 2013; Helvacı & Başın, 2013; Ünal, 2000; Irvani & ShekarchiZade, 2014). However, in this research, the aim is to understand whether, before attempting to increase their motivation, teachers are able to evaluate their self-motivation and what kind of behaviors are observed in teachers with low motivation. The findings of this research have importance in terms of raising awareness regarding the evaluation of motivation in education and the determination of what kind of behaviors should be taken into consideration. These findings will be beneficial for increasing teacher motivation. According to this objective, the problem sentence of the research is determined as "How do school administrators understand the motivation levels of teachers?" Additionally, the following sub-problems of the research have been determine:

i. Do school administrators think that the teachers in the school where they work have different levels of motivation?

ii. How do school administrators understand that teachers in the school where they work have high motivation?

iii. How do school administrators understand that teachers in the school where they work have low motivation?

Materials and Methods

This research is performed in accordance with qualitative study and case study. In this qualitative research, face-to-face interviews were conducted with sample group, which consisted of managers and assistant managers from a total of 17 different schools. Overall, there were 17 school managers and 3 assistant managers; 9 from Nicosia, 6 from Famagusta, 3 from Kyrenia, 1 from Güzelyurt and 1 from Iskele. For Data Collecting, interviews were performed with the objective of determining the school administrator's understanding of teacher motivation and a semi-structured interview form was used.

FINDINGS

In this section, the research findings are presented in three tables.

Table 2. Do you think that some teachers in the school in which you work have low or high motivation compared to others?

No	Do you think that some teachers in the school in which you work have low or high motivation compared to others?	f
1	Yes	17
2	No	2
3	Blank	1
	Total	20

In the analysis of Table 2 "Do you think that some teachers in the school in which you work have low or high motivation according to others?" question, it can be seen that 17 of the school administrators stated that teachers have low or high motivation according to others, 2 of the school administrators stated that they have no differentiation and 1 school administrator did not answer the question.

School administrators' opinions related to highly motivated teachers' behaviors are presented below in Table 3.

Table 3. How can you understand that a teacher has high motivation? Could you give examples of behaviours of highly motivated teachersat the school in which you work?

No	How can you understand that a teacher has high motivation? Could you give examples of behaviours of highly motivated teachers at the school in which you work?	f
1	Discipline of teacher in the workplace	11
2	High level participation of the teacher in educational and training activities in school	11
3	Positive body language of teacher	9
4	Positive feedback of students towards the teacher	7
5	Well planned lessons by the teacher	6
6	Good communication skills of the teacher	6
7	Good teaching performance of the teacher	6
8	The teacher is content while working in school	5
9	Positive teacher feedback by parents	5
10	High energy of the teacher	4
11	Good performance of the teacher's students	4
12	Teacher performs out of class activities	4
13	The school administrator's personal observations about the teacher	3
14	The teacher exhibits creativ behavior and uses a variety of educational stimuli	3
15	Research-based attitude of the teacher	3
16	The teacher is willing to do extra work	2
17	Effective teaching of the teacher	2
18	The teacher is willing to improve	1
19	Job satisfaction of the teacher	1
20	Collaboration skills of the teacher	1
21	Work commitment of the teacher	1
22	Problem-solving ability of the teacher	1
23	Effective classroom management of the teacher	1
24	Social skills of the teacher	1
Total		98

In the analysis of Table 3, it can be seen that school administrator expressed a total of 98 opinions regarding the “understanding methods of instructor’s motivation level and give examples of highly motivated teacher behaviors” question. The responses to this question can be divided into the following themes: (11) working discipline, (11) participation, (9) body language ; (7) student feedback, (6) well-planned lectures, (6) communication, (6) teacher performance, (5)

enjoyment, (5) parent feedback, (4) energy, (4) student performance, (4) out-of-class activities, (3) personal observation, (3) creativity and variety, (3) investigation, (2) willingness to work, (1) desire to improve, (1) job satisfaction, (1) collaboration, (1) work commitment, (1) problem solving, (1) classroom management and (1) social skills.

The opinions of the school administrators in relation to working discipline and well-planned lectures are the following; “First of all lack of attendance is an indicator. It is important to begin and end lessons on time. We have observed that a motivated teacher is not lacking in terms of attendance. In the past years, a teacher had 41 missing days. This is an indicator of lecture preparation. Preparation and supply of lessons materials and not focusing on the textbook are important.” **School administrator 2**

The opinions of the school administrator in relation to out-of-class activities and willingness to do extra work are the following: “We have the opportunity to make observations, particularly in the activities which take place at school. Some of the out-of-class activities such as the 29th of October and 10th of November ceremonies etc. are an indicator of the teacher's motivation. We have 10 teachers in the school. Besides, they have educational activities and some events that teachers organize with the students. We can observe the productiveness of teachers through these activities. Highly motivated teachers have personal contact with the students, make time for them...” **School administrator 4**

The opinions of the school administrators in relation to parent feedback and student

performance are the following: “I pay attention to parental feedback. You can easily understand the difference between teachers when any parent wants to have a specific teacher for their child. Student success in specific exams are also indicators; students of good teachers are more successful in their exams.” **School administrator 6**

The opinions of the school administrators in relation to student feedback and participation are the following: “You do not have to give directions to a highly motivated teacher, they generally solve the problem immediately. They start and finish their lessons on time. They are never late and have good relations with students. We can easily understand this situation via student feedback...” **School administrator 16**

The opinions of school administrators regarding how the behaviors of teachers with low motivation are perceived are presented in Table 4 below

Table 4. How do you understand that an teacher has low motivation? Could you give examples of low motivated teachers at the school in which you work?

No	How do you understand that an teacher has low motivation? Could you give examples of low motivated teachers at the school in which you work?	f
1	Unwillingness of the teacher	24
2	Communication problems of the teacher	9
3	Negative feedback from students related to the teacher	8
4	Lack of working discipline	7
5	Lack of socialization	6
6	Lack of energy	3
7	Abstaining from out-of-class activities	3
8	Failure in classroom management	3
9	Negative parental feedback	3
10	Negative body language of the teacher	2
11	Teacher's lack of preparedness for lessons	2
12	Non-progressive behavior of the teacher	2
13	Performance decrease of the teacher	2
14	Negative self-perception of the teacher	1

15	Lack of concentration of the teacher	1
16	Lack of interest of the teacher	1
Total		77

In the analysis of Table 4, it can be seen that the school administrator expressed a total of 77 opinions regarding the question "How do you understand that a teacher has low motivation? Could you exemplify behaviors of low motivated teachers at the school in which you work?". The responses to this question can be categorized as follows: (24) unwillingness, (9) communication problem and (8) negative feedback of students. The remaining 36 opinions are: (7) working discipline, (6) lack of socialization, (3) lack of energy, (3) abstaining from out-of-class activities, (3) failure in classroom management, (3) negative parental feedback, (2) negative body language, (2) non-prepared lessons, (2) non-progressive behavior, (2) performance decrease, (1) negative self-perception of the teacher (1) lack of concentration and (1) lack of interest.

One of the opinions of the school administrators in relation to unwillingness and negative energy are the following: "If a teacher feels unhappy, he/she performs their duty, but their facial expressions indicates dissatisfaction. This dissatisfaction might be reflected in the classroom environment or students. Negative conversations have a negative impact on the environment." **School administrator 3**

The opinions of one of the school administrators in relation to concentration and communication problems of the teachers are the following: "They do not prepare worksheets; they exhibit negative behavior towards the students or class is noisy all the time. It could be perceived that a teacher's motivation is reduced because of parental feedback. For instance, I received a warning from a parents report that he/she always talks to someone on the phone in a classroom and pays no attention students. I checked the situation and it was true." School administrator 6
 "Lack of attendance, arriving late to lessons, communication problems with the class, paying no attention to students and experiencing issues in the classroom are critical problems." **School administrator 17**

The opinions of one of the administrators in relation to the preparation of teachers and decreased performance are the following: "I have observed problems such as that teachers do not participate in out-of-class activities and have

problems in terms of follow-up of assessment and evaluation. I detect these kinds of problems and students also complain." **School administrator 19**

Conclusion and Discussion

As a result of the questions asked to the school administrator regarding the teachers' motivation levels at school, it is indicated that the 17 participant administrators have different perceptions regarding the motivation of teachers. This finding suggests that teachers at school are observed by administrators. Furthermore, according to the results of this research, in addition to the general motivation level of the teachers, their motivational levels also periodically increase and decrease. This means that teachers at school do not always have the same levels of motivation. Consequently, school administrators should discuss the implementation of strategies targeted at increasing the motivational levels of teachers on a regular basis.

The opinions of school administrators related to their understanding methods of high motivation levels of teachers are the following: (11) working discipline, (11) participation and (9) body language. On the other hand, 24 of the school administrator's opinions related to understanding low motivation of teachers were in regard to "teacher unwillingness". This finding reveals that school administrators primarily make use of self-observations and the apparent characteristics of teachers in order to understand changes in their levels of motivation. Therefore, it is observed that participant school administrators push teachers' internal motivation problems into the background. In the understanding process of teacher motivation, "improvement desire of teacher" and "job satisfaction of teacher" were mentioned only once. This finding indicates that the mentioned topics are considered less frequently by school administrators. In the same manner, it is quite challenging that personal feedback of teachers is expressed only once within the context of understanding motivation levels. Hence, school administrators should create an environment that will be conducive to gathering more feedback related to low

motivation levels and should communicate with teachers.

In this research, the desire for self-improvement is expressed as an indicator of motivation. Based on the research findings, it is observed that school administrators have no in-service training and adequate information within the context of understanding motivational levels. In many studies, the significant importance of teacher motivation and the necessity of improved communication skills of school administrator are emphasized.

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