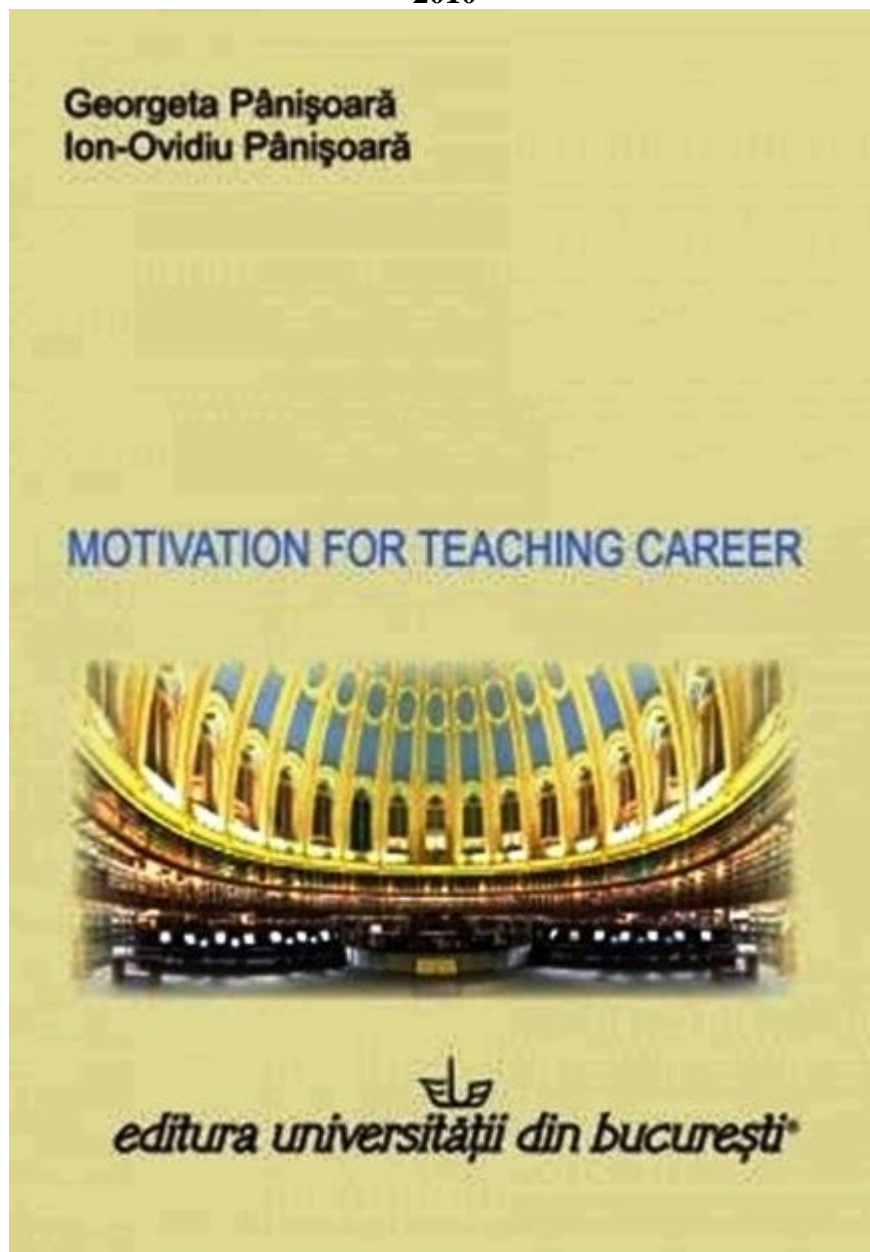


Motivation for teaching career

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First Part

Study about motivation for didactical career

I.1. Theoretical foundations

The issue of motivation for teaching career is one of present interest for the contemporary society; however the studies carried out in the field are far from being sufficient, while existing in fact an increased need for finding new arguments to make contact with the accelerated changes of contemporary world. The analyses could be much more profound if we take into consideration the students' motivation for the school activity: this is why, although, in general, such a perspective, for motivating the student for learning, might be – in certain limits – directed towards the motivation for the teaching career. However, significant differences might undermine the whole process.

Let's take a look at the nature of the phenomenon we are dealing with. As such, at the definitions level, there might be helpful a set of tools adopted from the specialised literature:

“Motivation is what energises, directs and supports behaviour” (Steers and Porter apud Saal, Knight, 1988, p. 256).

“Motivation refers to the interior factors of an individual which stimulate, maintain and channel behaviour in relation to a goal” (Huffman, Vernoy, Williams and Vernoy, 1991, p. 381) – according to this definition:

“Motivation refers to the dynamics of behaviour, the process of initiating, supporting and directing the organism's activities (Goldenson apud Coon, 1983).

The three definitions underline:

- ⇒ Dynamics: motivation (1) initiates/energises/stimulates; (2) directs/channels; and (3) supports/maintains a behaviour, everything being a dynamic, fluent process;
- ⇒ Motivation “is being made” by means of forces that lie within us;
- ⇒ The behaviour generated by motivation is directed toward needs satisfaction (which generically were named “goal”).

These definitions can be seen in a developing manner together with those offered by Evans and Johns:

“Motivation refers to the influences which govern the initialisation, direction, intensity and persistence of behaviour” (Evans, apud Bernstein, Roy, Srull, Wickens, 1991, p. 431).

“Motivation represents the degree in which a persistent effort is directed in order to achieve a goal” (Johns, 1998, p. 150).

Thus we ask ourselves: what mechanisms, what scopes are those which could direct the teacher to submit to a persistent effort towards her/his goal: an efficient teaching process, educated students which in their turn are motivated? An apparent paradox of this situation is being offered by the fact that the motivation for the teaching career is closely related to motivating others (students) for “something”. More precisely, the teacher should identify those inner scopes able to motivate her/him to motivate others...

The complexity of the problem becomes even more obvious when we refer to the functions of motivation, as they can be found in the specialty literature; thus, depending on the variety and complexity of existent motivations at a certain moment in a certain context, we can differentiate at certain points one of the following functions, followed then maybe by another one. M. Zlate (Zlate, 2000, p. 154) enumerates:

- a) Function of diffuse activation and signalling of a physiological or psychological disequilibrium;
- b) Function of releaser motive or agent of the effective action;
- c) Function of self-regulation and support of the behaviour.

Actually, these functions express a crescendo of involvement in the actions supported by motivation. The action might be triggered by a need, which does not have the strength to initiate the action if it is not transformed into a motive. There is necessary a greater force in order to reach the second stage, able to trigger the activity, which corresponds to the second function. Along the whole activity there will be a regulation (increase or decrease of the impulses that direct the behaviour). If the regulation functions at optimum level, the activity is actually supported until reaching the projected goal.

I. 2. Types of motivations

Because of the close relationship between the motivation for the teaching career and the learning motivation of students (expressed above), we will continue to see the two phenomena in relation throughout our study. For instance, in the traditional school, the accent is placed especially on the encouragement and development of a certain type of motivation - the motivation for achieving. Those persons motivated by this type of need are trying to achieve the excellence standards. Regardless of the fact that there is or is not a certain recognition, praise, money, the need is intrinsically supported, it is acted "with all the strength" for the best results. According to Weiner (apud Bower, Bootzin, Zajonc, 1987), according to the studies carried out, on everyday basis, those possessing high level of motivation for achievement tend to follow challenging careers, complex enough, but not that complex to end up in a failure. The persons possessing a low level of motivation for achieving rather choose either very easy tasks, which are granted a sure success (even though the reward is small), or tasks extremely difficult for which they cannot be made responsible in case of failure. At a first glance, this kind of motivation represents the activating factor for teaching career; however things, far from that, are much more sensitive, being able to identifying more types of motivation, each of them being responsible for a certain impact on the teaching activity:

- the motivation for power (by means of which individuals feel the need to dominate the others, to subdue to their control all those in their reach). The need for power can be seen also as "the need to win acknowledgement, influence or control over other persons or groups (Morris, 1990, p. 428). Many times, teachers have such a motivation – often not admitted at conscious level – because within the space and authority of the teaching function such motivation for power can be easily satisfied;

- the need for affiliation represents the need for maintaining social relationships with other persons. As such, Stanley Schachter (apud Baron, Kerr, 2003) noticed that after a period of prolonged isolation, individuals frequently show an inexplicable anxiety.

According to Crouse and Mehrabian (apud Carlson, 1993), individuals who possess a strong need for affiliation tend to try more than others to meet different persons and to establish friendly relationships with them. Even more, they see their own social skills as being important and tend to become anxious when other persons should assess these skills (they are under a lot of stress if, for example, others “put in question” the way in which they communicate or in case of a conflict with friends in which there are claimed communication difficulties). Because of the pro-social feature of the teaching “job” this element is important too for the motivation for the teaching career.

- the need to know (curiosity) finds its fulfilment by means of the exploring activity (curiosity seems to be an intrinsic need which can be included in the category of intrinsic motives). It is a type of motivation used in the school space, however not enough activated (although thinking about the dynamics of the lessons through the lens of the need to know, the students’ involvement should be more profound and long time lasting). Berlyne (apud Coon, 1983) made the following experiment: he introduced to some children more drawings presenting different degrees of complexity; the children spent much more time studying the more complex drawings compared to the time spent for studying those less complex. As a matter of fact, this phenomenon is present in everyday life: has it never occurred to you to sit many times watching a movie at TV at night (or reading a fascinating book at that late hour in the night) just to see “how it ends”? In those moments your need to know was stimulated. Again, we cannot stop from underlying the importance of this type of motivation not enough stimulated, because the teaching career primarily involves stimulation, activation and consolidation of such a motivation.

- the need for approval represents in its turn one constant of our life. R. Harre (apud Hayes, Orrel, 2003) asserts that one of the main reasons for the social behaviour is the social respect. More precisely, nobody would like to be negatively perceived by others (especially by the persons who are important for her/him). Think about the following situation: you have recently got a new thing that you like very much (an item of clothing), but nobody, absolutely nobody thinks that you look good in it. For how long do you think you will be thrilled about that thing? The social approval acts very strongly, representing an important lever within the teaching “stock”: by means of approval or disapproval the teacher has at her/his disposal one of the most important tools to build up students’ personality. Unfortunately because of the diminishing of the social prestige because of the teacher status nowadays, this need tends to be less fulfilled (and consequently, to focus more difficult on such a motivation). This is one issue on which the educational policies and the social strategies should consider more in order to identify adequate solutions.

We presented above just some of the most significant types of motivation. However, their list is far from being over. It is worthy to remember that not only the motivation for achievement is responsible for having a positive impact on the teaching career (on contrary, because of the social evolution it is likely that the teaching profession not to be considered rewarding enough within the motivation for achieving area); this is why there should be identified new ways of action and achieving in practice motivations of different kinds which might fill in the “emptiness” left behind by the diminishing of the teaching profession prestige.

An interesting experiment which proves this difference of reaction in the case of two types of motivation (for achieving and affiliation) was conducted by Elisabeth French and quoted by E. Murray. French chose persons who proved great motivation for affiliation and great need for achieving and reunited them in groups of four persons – half of the groups consisted of persons with a higher orientation towards achieving, and the other half of persons with a higher orientation towards affiliation. The subjects were given to solve a task, the person leading the experiment acting differently in the case of each of the two groups: to some of the subjects he offered feedback regarding the task (to half of the groups focused on performance and to half of the groups focused on the affiliation) and also to the other half of the groups focused on performance and to half of the groups focused on the affiliation she offered “affective” feedback – the information given concerned how well they worked together, how harmonious the group atmosphere was, how well were encouraged the new group members to get involved in the task. In the end, there were evaluated the results of each group and according to the results:

- the groups consisting of persons which proved a high level of the need for achievement performed much better when they received a task/performance-centred feedback;
- the groups consisting of persons which proved a high level of the need for affiliation performed much better when they received a feedback regarding the work-team than when they received a task-focused feedback – information about the performance were less motivating for these groups;
- the general atmosphere of the groups was different – in the task/performance-centred groups there was a strain atmosphere, there were vehement arguments, while in the affiliation-centred groups there was a friendly, calm atmosphere, less intense, showing interest for the group members.

I. 3. Motivation for teaching career – comparative study

As we noticed in the beginning of this paper, in the recent years the problem of motivation for the teaching career became a compelling condition not only for the development of the educational system as such, but we can assert – without being afraid of any exaggeration – that even the social progress in a positive direction can be understood from the point of view of this area of research. More precisely, as Atkinson (2000) notices in *An Investigation into the Relationship Between Teacher Motivation and Pupil Motivation* (author S. Atkinson, Educational Psychology, Mar. 2000 Vol. 20, No 1; p. 45) the conclusion according to which there is a positive relationship between the students’ motivation and the teachers’ motivation is statistically significant. This means, motivated teachers lead to motivated students. It is obvious that the reverse of this affirmation is troubling: teachers who are not motivated might easily lead to the appearance of the lack of motivation in the students they are working with.

This is why we should investigate in much more detail the issue of motivation for the teaching career: more precisely, what kind of instruments can we use for increasing the attractiveness of this profession for the young graduates (in order for the valuable human resources to desire a teaching career), but also for the professional retention of the practicing teachers, holding experience and vocation. More than that it is important to analyse the way in which we can increase the motivation base for the teaching staff

already attracted by the system (and which neither has as an option leaving the teaching career) so that the activity carried out by this category to be of highest level, fulfilling the whole potential of those persons.

First of all we should take a look at what we are dealing with. Are teachers a distinctive social-professional category? Are there some core underlying elements both at national and international level? A set of studies seem to admit that we are right, to confirm such an assertion: for example, R. Zimmerman (1968) describes the structure of teachers' motivation in the following terms: (1) high educational expectations; (2) economical motivation and financial expectations; (3) need for high ethical standards; (4) need for communicating facts and ideas to other persons at interpersonal level.

In the UNESCO study, named *Teacher Motivation, Compensation and Working Conditions, International Institute for Educational Planning*, Paris, 2006, the following reasons are satisfactory for teachers as elements of balance and support of the progress in career: (1) dedication for the profession and the activity with children; (2) the success gained in the classroom – the professional rewards the teacher receives by observing the students' achievements; (3) the status gained within the community because she/he is practicing a well respected profession; (4) the training gained through pre-service and in-service programmes; (5) favourable work conditions necessary for practicing their profession (which includes both the availability of the teaching resources and the support offered by the school management, parents' involvement, etc.) and (6) the possibility of promotion and progress in career.

Why do subjects choose the teaching career? In the study *Why did you select teaching as a career? Teachers of colour tell their stories*, the author J. Gordon (The Educational Resources Information Centre – ERIC, 1993) identified the following reasons:

- influence of subjects' families;
- influence of friends;
- influence generated by a teacher who acted as a positive model;
- influence generated by a teacher who acted as a negative model;
- necessity to “make a difference” – meaning to support the community they come from, to offer equal chances of development to students;
- “the call” of the teaching career (or the educational vocation);
- love for children/people/passion for teaching;
- long vacations and the joy to learn.

In 2001, the questionnaire *Status of the American Public School Teacher* developed under the care of the National Education Association asked the target group to answer by selecting from a list with 3 choices such important elements for the decision to primarily choose the teaching career as well as three elements decisive for their present decision to stay within this profession. The three major values identified were in order: (1) Desire to work with young persons (73% from those who answered to the questionnaire chose this motive); (2) Value and significance of education within society (44%); and (3) Interest for a certain field (36%).

Another study reveals a similar perspective. As such, in the research *To be or not to be...a teacher? An analysis of Pre-service Teachers motivation for career choice*, the author noticed that the main reasons for choosing the teaching career are: pleasure to work with children, desire to help children to have success and show passion for the

subject/discipline of study. For our study it is important to underline that there has been also developed an analysis of the motivation for which persons do not wish to professionally develop within teaching area – these take the following aspects: working conditions (not attractive), the income/economic considerations and opportunities offered by other jobs.

A closely similar perspective is offered in *Determinants of teaching as a career* (author Beng Huat See, University of New York, paper presented at British Educational Research Association Annual Conference, University of Manchester, 2004); the results of this study underline the fact that the main attractive factors for the teaching career are: (1) the opportunity given by this profession to share with others the accumulated knowledge; (2) the satisfaction offered by the teaching profession; (3) length of vacation; (4) chance to pursue her/his interest in a field of study; (5) security offered by such a job.

We can notice that the reasons join in a quite high sphere of synonymy. But to restrain ourselves only to noticing these reasons is not by far enough. Our analysis should be taken much in depth in order to understand the mechanisms that make a person choose (or not) a teaching career. This thing is especially important as – just as S. Rosenholtz and M. Smylie noticed, in their study *Teacher Compensation and Career Ladders* (1984) there can be identified an alarming thing for the future of schools – “the students who have the most chances to be successful in the teaching career are also the less willing to enter and to remain in the teaching profession” (p.150). The authors stated the fact according to which the persons who decided against entering the teaching career point out among the main reasons for their option the small income and the low status of the profession. Consequently, the persons who choose to enter the teaching career, noticed the two authors, are rather motivated by intrinsic motivations than by extrinsic motivations. The main intrinsic motivation presented by the specialised literature (the two authors quoted the work of Lortie, 1975 and Wood, 1978) and which is underlined by this study is the importance of the activity with children and the support offered in order for them to learn. Such a motivation is preserved even when we are not talking about attracting someone towards teaching career, but about those things that make the persons who have already chosen the teaching career to hold on to it and not to head for other careers. The two authors notice that in fact the persons most tempted to leave the teaching career are those who do not have the possibility to enjoy a total feeling of self-efficiency, of positive results and of success in working in the classroom.

There become obvious some important elements for developing a model for attracting and retaining the most valuable human resources in the teaching career (which are however the product of the same educational system). A suggestion for analysis is provided by Davis and Wilson who quote the cognitive model developed by Thomas and Velthouse regarding motivation; according to this one we can talk about four important factors: impact, competence, significance/importance and option/choice (Davis, J., Wilson, S.M., *Principals efforts to empower teachers: Effects on teacher motivation and job satisfaction and stress*, The Clearing House, Washington, Jul/Aug 2000, Vol. 73, Is. 6, pp. 349-353). The impact shows the level to which ones behaviour is seen as producing the intended effects while solving a task. Competence refers to the degree in which each person believes that she/he is efficiently performing the activities involved by a task, when she/he is supposed to do that thing. It is obvious, just as the quoted study showed, that when a person sees herself/himself as less competent in a field, she/he will avoid that

area of activity in which might have less chance of success. Significance/importance refers to the value the tasks receive in the individual's eyes. A low level of significance/importance makes the individual apathetic and detached while a raised level of significance/importance will make her/him focus all the energies in order to achieve the tasks. Finally, option supposes the conscious selection (and not accidental!) of the necessary actions in order to reach the desired results. A high level of option/choice induces flexibility and initiative, while by contrast a low level of option/choice induces the feeling of being controlled, negative emotions, and low self-esteem.

If we take a look at the four indicators, they are fully necessary in order for a person's motivation for a job to be strong enough. From the point of view of the decision for the teaching career, we notice that the impact and the significance/importance are the strengths of this choice, while the competence (placed under question by the first crisis moments of the career, in the first years of activity in the classroom) and the choice for some subjects (who attend the psychopedagogical module without truly wishing to enter the classroom, placing on the last place this choice, but who are compelled by life to make this step) rather represent question marks. This analysis underlines that there is necessary a long lasting effort in order to make positive these two indicators.

From the issues mentioned above there can be gathered that today the motivation for teaching career represents a priority for any reform policy, not just within the educational system as such, but at a larger scale, that of the society. Indeed, just as the educational system represents the development engine for social progress, the human resource represents the key element that might ensure the success and the viability of the reform actions at the level of the educational system.

The issue in discussion is far from restricting at national level. As we will reveal further on, a detailed analysis conducted at international level proves not only that we are dealing with a subject very much talked about, analysed and re-analysed in many countries, but furthermore with an area of very similar results as regards the elements that represent the motivational sources which lead to entering (or not) the teaching career as your own career.

Attracting the human resources towards the educational system, for classroom activity, is not in the least the only difficult aspect of the subject developed in this paper. Just as we will show in detail further on, we have to confront extremely difficult aspects, because it is important not only to ensure that the graduates consciously get the chance to choose, but even more that the most valuable human resources are attracted towards the teaching career. In order to reach such a target, we should investigate more in depth the nature of such a motivation, its specificity and also to identify the negative aspects, the factors that lead to the rejection of the profession by some graduates.

This is why in these studies the researchers tried to answer to the following question: which are the main attractive elements for the teaching profession? The answer to this question became one of utmost importance and in the same time urgent because the lack of motivation for the teaching career leads just like a domino principle to many effects, both of direct and indirect nature. For instance, recent studies show that not only motivated teachers mean motivated students (as we showed above), but also that if practicing teachers are not motivated by the practiced profession, a probable and possible

consequence would be the appearance of a demotivation reaction in their students and students. On the other hand, the lack of attractiveness of the teaching career might lead to the fact that there won't be attracted the most valuable human resources (who are actually produced by the same educational system!). A less competitive system of selection of poorly prepared graduates for becoming teachers might lead to a true vicious cycle: students who became teachers succeed in a smaller degree to achieve a successful educational activity, which might lead to less prepared students among which are recruited future specialists in different fields of activities, but also the future teachers! If we enter such a vicious cycle, the results will be not that good.

But why is important to identify the significant factors which define the motivation for the teaching career? Because as Saul Neves de Jesus and Joseph Conboy noticed in their study *A stress management course to prevent teacher distress* we can feel that teacher's motivation has an important effect on the motivation developed by her/his students. This is why the motivation for teaching career became an imperative of the modern society. The specialised literature reveals a great diversity of research in the field. Starting from the necessity to get an extended view of the motivation phenomenon, we find useful in our endeavour the perspective offered by McInerny, V., Machr, M., L., Dowson, M., (2004); the authors noticed that while studying the professional motivation three elements might be useful: (1) ATTRACTION – meaning the force that makes people get involved or not in an activity; (2) PROFESSIONAL RETANTION – underlines for how long the involvement we mentioned above lasts; and (3) FOCUS – marks how profound is the respective professional involvement. It becomes obvious that a study centred on viable and operational results should take into account all these three elements and not just the first one – which made the study object of more research in the specialised literature. However we should answer not only to a simple question: what motivates the students in order to choose a teaching career, but to a net of questions among which we can mention: how can we retain the most valuable human resources within the educational system and how can we maximise their pleasure to achieve their activity?

What is in fact all this about? In order to bring some light to the study of the motivation for teaching career phenomenon we will use Luce's studies; in his turn he makes reference to Locke's studies in order to notice that "the satisfaction of the lack of satisfaction induced by a job is the result of the balance between what a person desires from her/his job and the perception on what this job actually has to offer" (Locke apud Luce, J 1998).

The component elements of this professional motivation with accent on the necessary space needed by our analysis (the motivation for the option for the teaching career) are distinct in more studies. Thus, in Note d'information 01-46, edited by Minstere Education Nationale from France, Direction de la programmation et du developement (DPD), according to the authors Esquieu, N. and Perier, P. the list of the motives for choosing a teaching career comprises: (1) the work autonomy offered by the teaching career; (2) free time, vacation; (3) security of job; (4) the equilibrium guaranteed between the professional and the private life; (5) desire to work with children; (6) wish to teach; (7) the high social consideration for this job; (8) the exercise of an educational function; (9) salary; (10) the perspective offered by the career progress; (11) the exercise of a job of public service. This perspective is confirmed further on by other studies. For

example, in the study *Teacher Voices – A Survey on Teacher Recruitment and Retention* published by Goldberg, P. E. and Proctor, K., M., (teacher.scholastic.com/professional/teachertoteacher/ttt/voices_part1.pdf), the authors identified eight reasons for the initial option to follow a teacher career, presented here in order of importance from 1 – the most important factor to 8 – the less important: (1) desire to work with children; (2) passion for a discipline of study/field of study; (3) importance given to teaching; (4) influence exerted by a teacher the subject met in the past; (5) the status offered by the teaching career; (6) lack of other professional option; (7) opportunities of progress in career; (8) security offered by such a job to a beginner. Studying the distribution offered by the two researchers, there should be mentioned the occurrence of two aspects: (a) on one hand the 6th place occupied by the lack of other professional option is a reason to make us glad, because it makes us think that for many teachers the option for this career was a desired step (for one reason or another), for itself and not as a closure for something “better”; and (b) the 7th place occupied by the opportunities of progress in career which is an interesting factor to be analysed because if most of others careers (with which the type of training offered by the teaching career “rivalries”) places such an option on the first places of the motives tops for which they chose the respective profession. In our case the result reveals the fact that we are dealing with a special category and dedicated to the educational activities because this element is not among the elements considered decisive for the choice balance.

An even more clear perspective because of the effort to put together all these separate elements within some categories it is offered by the study *Why Become a Teacher? The motivation of students participating in a teacher program in an university*, developed by Lisa Francks from the Rowan University (1996); the author identifies five major themes of the attractiveness towards the teaching career:

- (1) interpersonal factors (some of the persons interviewed wish to “work with people” and makes them pleasure “to have contacts with young persons”);
- (2) social service (there are subjects that see the teaching career as an “opportunity to make an important thing for society” or “to execute a special and sacred mission”);
- (3) continuity (the persons investigated “like schools” or they do not see themselves professionalizing their specialty outside school);
- (4) material benefits (benefits regarding the stability, social prestige of the teaching career or even salary benefits);
- (5) temporary compatibility (for some of the investigated subjects, “the flexibility of the program” and the existence of long vacancies or the compatibility of the teaching career with a harmonious family life, represents just as many arguments for the teaching career).

Lisa Francks offers us an interesting distribution of the students listed in the training program for the teaching career in the following career, useful for further research:

- (1) the category most favourable to a future development: decided to follow the teaching career and enthusiastic;
- (2) the category that should be attracted and motivated towards the teaching career: enthusiastic, but not yet decided;

- (3) a category which places under a question mark the motivation for the chosen profession: decided persons, but not enthusiastic. It is obvious that if it does not occur a favourable change in the way these persons see the teaching career, from their part we can talk about both self-destructive persons (because they will never be happy with the option made) and probably with negative consequences regarding the educational activity undertaken;
- (4) the last category, not at all suited for the teaching career is described by the author on the line not-decided and not-enthusiastic.

As we noticed in the first lines of this article, the issue of motivation for the teaching career raises many question marks. Thus, S. Rosenholtz and M. Smylie, in their studies *Teacher Compensation and Career Ladders* (1984) noticed a worrying fact for the future of school – “the students who have the most chances to have success in the teaching career are also the less willing to enter and to remain in this profession” (p.150). The authors notice the fact according to which the persons who decided not to choose the teaching career, state among the main reasons of this option the low salary and the low professional status. Thus, the persons who choose the teaching career, notice the two authors, are motivated by intrinsic motives rather than extrinsic motives. The main intrinsic motivation, presented in the specialised literature (the two authors quote the works of Lortie, 1975 and Wood, 1978) and which is underlined by this study too is the importance of the activity with children and the help offered them in order to learn. Such a motivation is kept also when we are not taking anymore about attracting persons towards the teaching career, but about those things that make those who have already chosen the teaching career to remain inside the profession and not to migrate towards other careers. The two authors noticed that, which is only natural, the persons more tempted to leave the teaching career are those who do not feel a full feeling of self-efficiency, of positive results and of the success in working in the classroom.

Thus we can see that we deal with a situation with a multiple unfolding, far from referring to a simple thing and easy to balance (in the sense of correcting some errors of functioning). On one hand not always the most capable human resources choose to enter the teaching career, on the other hand the educational system itself through the errors and its negative variables succeeds to remove a part of the laymen acting in the direction of self-protection. Directly related with these aspects and in smooth reference to the subject of motivation for the teaching career, Linda Evans in her book *Teacher morale, job satisfaction and motivation* raises a extremely important issue: if many studies revealed important elements according to which the teaching profession is considered unattractive, Evans noticed that “it is not enough to know what does not motivate teachers; it is much more important to find out which are those elements that motivate persons to become teachers” (Evans, p. 43). In the same study the author quotes a research undertaken by Kasten in USA in 1984 where it was stated another important fact: according to this research 64% of teachers interviewed would choose the same profession because of the satisfaction they feel from working with children.

Returning to the problem generated by identifying those necessary elements so as the graduates would wish to follow a teaching career, according to the study *Candidate set candidats a l'enseignement: etude de motivations* conducted by C.A.Kaiser, K. Muller-Krucera, N. Bohr and A. Schonenberger under the care of GPE (Gestion Previsionnelle Enseignants), Geneva 2003, the main motivation for becoming a teacher is

represented by the altruist motivation followed by (2) working conditions; (3) vocation felt by the persons interviewed; (4) the social status occupied; (5) professional mobility; (6) continuous education from which those who accede to the teaching career and (8) the best choice in the situation in which the interviewed persons find themselves. Similar results are identifiable in another study as well – *Improving the teaching profession though understanding educators self motivation* (Z. Pihie, H. Elias, 2004), this time we have the other side of the coin: overload of the job (many activities), low salaries, discipline problems of students in the classroom and a flawed school management.

Finally, in the research *Motivation to Teach: Psychometric Perspectives Across the First Semester of Teacher Education* (C. Sinclair, M. Dowson, D. M. McInerney, 2006) there can be noticed that both attracting new candidates for the teaching career and retaining them (after being attracted) inside this career represents critical issues. The primary motivation of this difficulty is given by the fact those two key-elements in motivating for this profession: salary and the professional status are not as well accomplished within the teaching career in comparison to other professions.

Another interesting issue is revealed by the fact that as the three authors we are not only interested only by the attraction of new candidates for the teaching career, but more important of those persons suited for a teacher job.

Analysing the specialised literature, Sinclair, Dowson, McInerney (2006) noticed that among the reasons for which a teaching career is followed we can find: (a) “love” for children or desire to work with children and adolescents; (b) perceived value of the teaching job, to teach others; (c) desire to help others; (d) in-satisfactions with the previous jobs; (e) side benefits perceived as deriving from the teaching career (as the flexible program and vacations); (g) motivation of “intellectual” nature as the love for the field that should be taught in this perspective with the desire to share others some of these knowledge; (h) influences obtained from other persons (such as family, friends, teachers, members of the community they belong to etc.) in choosing the teaching career; (i) teaching career status; and (j) pleasure to practice a profession that often requests interaction with others (motivation for affiliation).

In Rapport au ministre de l’éducation nationale, the Ministry of National Education from France, published in 2002 by Direction de la programmation et du developpement (DPD) and entitled « Enseigner un metier pour demain », the motives for which the teaching profession is chosen comprise the first three aspects: (1) “love for discipline of study/school subject”, that might generate the necessity to share to others the passion for the respective field of study; (2) pleasure for activity with children and the young; (3) gained social status and belonging to an attractive organization from the social point of view. It is also interesting the conclusion of the study according to which all these motivations which prove a positive and legitimate appearance, are just as many risk elements for deception when the ideal perspective on the profession is confronted with a complex and contradictory reality. This vision is in perfect concordance with the crisis moments in the career (quite frequent and profound at the beginning) which many studies from the specialised literature underline.

Another important research developed by Wang, H.-H., Fwu, B.-J., and entitled *Why Teach? The Motivation and Commitment of Graduate Students of a Teacher Education Program in a Research University* (Proc. Natl. Counc. ROC, vol. 11, No 4, pp.

390-400) the main reasons for which the teaching career becomes an element of attraction for students are:

- activity with children/people, impact on students' lives and – through this – the social change that can be undertaken;
- creativity that they can show and high autonomy;
- time at disposal (flexibility of the program, relaxing period offered by vacations etc.);
- high security offered by such a working place.

As elements that led to such a choice (elements for facilitation the decision) the authors mention: relative easiness in entering teaching career (as compared to others); parents' influence, identification with a teacher those students had before and who acted as a model for personal evolution (it is interesting to remark that the negative experience might lead to the same result: students who suffered before of a specific inadequate behaviour of a teacher and who wish in their turn to offer another model than the one they encountered).

Returning to the American space in a well documented study entitled *Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method* the author, Andre Bishay, noticed that motivation towards the teaching career tends to increase once with the years spent in the classroom. We notice in the study the fact that this high motivation is closely related to the social status of the teacher, existing remarks such as “my role is vital for the society”. On the other hand a possible explanation could be that teacher with a longer experience in classroom activity posses a greater control over the way they unfold their educational activity (having more experience than the younger ones) and there might even exist a certain self-motivation generated by the fact that they got used to the idea of being teachers, being hard for them to “see” themselves in another profession. It is also not to be neglected the argument supported by the authors of the study who notice that the experienced teachers benefit of more substantial financial compensations than the young ones, for them the financial demotivation not being very strong. Another factor is the amount/degree of responsibility hold; it was thus noticed that those teachers who had positions of responsibility (for example, administrative roles in the school) declared even a greater degree of professional satisfaction and motivation for the career. If it is to relate the teaching career, especially, with the motivation for achievement, we can see that such a perspective is correct; thus the more teachers have higher level of responsibility, the more is to be presumed that the motivation for achievement is more complex achieved which only natural leads to a superior level of professional satisfaction. The explanation offered by the authors of the study is also conclusive: thus the increase in the responsibility level might mean – for the respective teacher – a greater involvement, the necessity to face the more important challenges and a extensive control over the model of evolution of the professional life (these aspects being capable of improving the level of motivation for career).

An interesting and extensive vision on the phenomenon it is offered in the research *Recruitment and retention: Insight into the motivation of primary trainee teachers in England*; the authors quotes the sources from the specialised literature (Mora et. al., 2001; Hammond, 2002; Thornton et al., 2002) in order to conclude that the main

reason for following the teaching career involves the impact of this profession in the social dynamics. As far as the actual study is concerned, the authors notice more categories of factors, important to those who choose the teaching career; among these:

1. Pragmatic factors: (1) long vacations the teachers benefit of; (2) the fact that the teaching career offers a good security of the working place; (3) the easiness to find a place of work, once you have the necessary qualification;
2. Social factors: (1) the support the teaching career offers for the progress of society; (2) the fact that it is socially praiseworthy to have such a profession; (3) the teaching profession involves a considerable variety and challenges, there can be taught a great variety of subjects;
3. Factors connected to the activity with children: (1) schools are nice work places; (2) the teaching activity as such is a pleasant process; (3) the pleasure offered by the activity with a specific age category (children); (4) desire to support children to have success;
4. Extrinsic factors: (1) the support/encouragement from other persons to follow the teaching career; (2) in the opinion of some of the investigated persons the teaching career becomes a spring for other careers; (3) choosing the teaching career is generated by the subject's perception that it is impossible for them to follow another profession;
5. Personal factors: (1) the previous experiences as student generated the wish to be a teacher; (2) the passion for the field of study that follows to be taught.

Finally, taking as example the large spectre of options offered by the study *Why people choose to become teachers and the factors influencing their choice of initial teacher training route: early findings from becoming a teacher (BaT) project*, developed by Hobson, A., J., Tracey L., Kerr (University of Nottingham), K., Malderez, A., Pell (University of Leeds) and G., Simm, C., Johnson, F. (Institute of Social Research MORI) (Research Brief, no. RBX08-04, August 2004), we see that the main reasons for which a person chooses the teaching career are: (1) helping the young in their endeavour to learn; (2) activity undertaken with a specific category of age (children and the young); (3) positive model they had from a person who was their teacher; (4) need to offer something back to the community (in the sense of gratitude); (5) the challenging nature of the teaching career as such; (6) long vacations; (7) passion for a field, strengthening the involvement in this sense; (8) security offered by the teaching profession; (9) the negative "model" offered by a teacher in the previous experience as a child of the interviewed person, the wish to be a better teacher than those the subject experienced; and (10) the social status, the assumed prestige of the teaching profession.

We have seen so far a large set of answers however they keep repeating in the area of research of the conducted studies. Even if we are talking about different geographical areas we can state that there can be found certain coherence at the level of the status offered by the teaching profession. Still if we enlarge our study and take a look at other educational systems (for example the Australian, Indian or Nigerian ones) would thing be the same? The hypothesis we started from is that there is a common corpus of determinants for the teaching career. This fact does not exclude some specificities, but we can notice very accurately that the profile of the person who chooses such a career has

some general lines, thing that makes us that a new and analytic perspective on the way to attract and motivate for the teaching career represents a process that might have a global impact, apart from the specificities of one educational system or another.

In the study conducted by Ramachandran, V., Pal, M., Jain, S., Shekar, S., Sharma, J. (2005) entitled *Teacher Motivation in India* notice that among the arguments pro teaching career there can be mentioned: the „nobility” of the profession, respectability, security given by this one or smaller volume of work. Referring to the dissatisfaction which lead to the demotivation for the teaching career, there can be mentioned five such indicators: (1) allocation of a greater number of students to a teacher; (2) problems generated by the school infrastructure; (3) income issues/salary problems; (4) activity with the students coming from those communities considered inferior from the educational point of view; and (5) the fact that the teacher should unfold a supplementary activity because of the fact that students do not attend permanently the school (among the motives, the mobility of the work force which leads to “migration” of parents together with their children).

There are, according to the same study, four levels at which we can talk about motivation, lack of motivation respectively for the educational activity: (1) emotional level (self-esteem, appreciation coming from others, etc.); (2) financial level; (3) physical level (infrastructure, working conditions) and (4) academic level (evolution in career, access to information sources, etc.).

Similar to the things already mentioned, in the study *Teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria*, there can be noticed that one of the important elements for motivating someone for the teacher career is defined by the school climate in general and the educational climate in the classroom in particular. Such a “climate, safe, healthy and happy” is up to catalyse teachers’ motivation for the educational activity. The study quotes an author in the field (Ozigi, 1992) who notices that in Nigeria teachers are “unhappy, frustrated and lack motivation” considering that this situation is due to the school environment which is unsafe and unhealthy with a deficient infrastructure.

In another study *Motivation of ESL Teachers*, conducted by Sebnem Suslu from the Hacettepe University (Ankara, Turcia) – The Internet TESL Journal, the author quotes Wheatley (2000) who states that “the efficacy of teacher is directly related with her/his belief regarding the skill for influencing the results the students obtain”; it is about the fact that teachers see the teaching profession as an important one for the social change, essential for the social evolution the individuals build. The same study quoting Dorney (2001) underlines a set of contextual factors high affect teachers’ motivation among which: the school climate and the norms existent within schools; the measure of the class, school resources and facilities, relations with colleagues, perspectives on the teacher role in society, school management. Negative elements, noticed by Suslu (taking into account the specialised literature): (1) emotional factors – the fact that she/he must do a lot of things in a short period of time might lead to a emotional exhaustion; (2) the teacher might become a cynical, frustrated and critical person in relation with those she/he interacts with (especially the colleagues) being affected by the depersonalisation

phenomenon; (3) finally, if the teacher feels that she/he does not have enough achievements and professional satisfactions, she/he could become discouraged and disillusioned.

Goh K. C. and Atputhasamy L. from Nanyang Technological University (Singapore) conducted a research entitled *Teacher education in Singapore: What motivates students to choose teaching as a career?*, that made them remark that in general there are three categories of motives necessary for choosing a teaching career: (1) extrinsic motivation (comprising the elements such as activity remuneration and other benefits – for example the security offered by such a workplace); (2) intrinsic motivation (joy for teaching and the school environment in which the educational activity happen); and (3) altruist motivation (the fact that the teaching profession offers the opportunity of becoming a decisive factors in the life of the young, for the major decisions they take). Starting from these general considerations, derived from more studies conducted in different countries, the authors of the study carry on their own research, the dates obtained leading to the next hierarchy of motives for which the teaching career would be chosen:

- A. Superior level:** (1) pleasure in working with the young; (2) pleasure in teaching; (3) the fact that they can influence for the better students' personality and life; (4) the fact that the educational activity represents a stimulating endeavour at intellectual/cognitive level; and (5) the teaching profession is a noble one.
- B. Medium/middle level:** (1) security of the work place; (2) the fact that for the persons involved in the research, a teacher acted as a model; (3) sensing the vocation to be teacher; (4) high status of the teacher profession; and (5) financial benefits (bonuses).
- C. Low level:** like the vacations or the encouragement offered by friends, etc.

A close related perspective to some aspects revealed by the researches exemplified above is offered by *Motivacion y expectativas para ingresar a la carrera de profesor de education primaria: Un estudio de tres generaciones de estudiantes normalistas mexicanos de primer ingreso* authors Jose Maria Garcia Garduno and Javier Organista Sandoval (Revista Electronica de Investigacion Educativa, vol. 8, no. 2, 2006, Ensenada, Baja California, Mexico), who developed the following hierarchy of the motives for which a teaching career is chosen: (1) own interest for the field; (2) family influence; (3) economic/financial limitations to study and to follow another career; (4) difficulty to enter the career she/he was interested in (and thus, as one can see in other studies as well), the teaching career becomes a rest stop, a passing, a „spring” for other professions.

In the end of these considerations we will quote the study *Who Chooses Teaching and Why? Profiling Characteristics and Motivations Across Three Australian University* (developed by P. W. Richardson (Monash University, Australia) and H. M. G. Watt (University of Michigan, USA) (appeared in *Asia-Pacific Journal of Teacher Education*, vol. 34, No. 1, Routledge, March. 2006, pp. 27-56); the authors notice that the motivation for the teaching career includes among the main elements: the pedagogical vocation

(perception of the teaching skills), intrinsic value of the teaching profession; wish to bring an important social contribution, to build the “future” and to work with children/adolescence. At the other end of the situation, one of the motivating factors less important is that of following a teaching career because of the influence exerted by other persons (it is interesting to notice that if this aspect is important for other careers – she/he did what the family told her/him, following the footsteps – in the teaching career this is not significant).

Between the two extremes there could be found other motivations as well (which we can encounter in the majority of studies in the field: a positive experience with a teacher who represented a career model, the security offered by such a workplace, a greater amount of time to be spent with the family, etc.).

Another important issue revealed by the mentioned study is that of the perception of the teaching career by the interviewed. These see the teaching career as being very solicited, requiring a lot from those who practice it (complex and difficult activity, a major educational involvement, a high level of technical/specialised expertise), but offering less instead (low social status and insufficient salary level).

We notice, as we have actually anticipated, that many of the reasons are keep repeating although we refer to different geographical areas, about different cultures, about different educational systems, etc. These aspects, separately unfolded, become obvious in a UNESCO study entitled *Teacher Motivation, Compensation and Working Conditions*, International Institute for Educational Planning, Paris, 2006, where the list of the following motives is considered satisfying for the teacher, as elements of equilibrium and support of progress in career: (1) dedication for profession and for the activity with children; (2) the success obtained in the classroom – professional rewards the teacher receives by observing students’ achievements; (3) the status obtained within the community, by that it exerts a respected profession; (4) the training received by pre- and in-service education in the field; (5) favourable work conditions for exercising the profession under the best conditions (it includes both disponibility of educational resources and the support offered by the school management, parents’ involvement, etc.); and (6) possibility of promotion and progress in career.

I. 4. Map of resources

Because of the considerations expressed above and noticing the importance of new aspects that should be explored in attracting highly valuable resources for the teaching career, we would like to underline by means of succinct experimental process, the strengths and the weaknesses in building up a career in the field. In conceiving the first steps of the research we considered important to underline the main valorised variable that should be taken into consideration in order to cover an area of results as larger as possible and to obtain a more profound investigation. From the discussion with teachers, the main area of investigation would cover:

- classroom management;
- communication;

- solving the educational conflicts;
- activity with difficult personalities;
- cooperation with students;
- teaching, learning, evaluation.

There could be noticed a strong detractor of resources for evolution in career in the initial/début moments, underlined by the lack of some concrete strategies to handle educational situation of crisis.

I. 5. Experimental process

In our research we tried to grasp three possible aspects of motivation for teaching career:

- (a) students' motivation enrolled in the Department for Teacher Training in order to follow a teaching career;
- (b) practicing teachers' motivation who have already built up a career management in education;
- (c) motivation for choosing a teacher career for those who attend the psycho-pedagogical module of studies in the form of post-university education (those who did not choose the teacher career during the faculty).

The first two experimental processes extended on three dimensions, trying to bring together both the potential offered by quantitative methods of socio-psychopedagogical research and the shades of using some qualitative methods of research in the same area. In the first place we followed the way a group of 237 students the profile of the teacher in order to make an analysis of the manner of career development in their eyes. In the second place, we followed the determinant factors of the career that a target group made up of 128 students (from last years of study, year IV or year III according to the Bologna process) identifies as necessary needs for evolution and choice.

In the third place the same process (even if there was used another tool of research) was observed by means of the feedbacks offered by a group of 90 practicing teachers, with experience in the field.

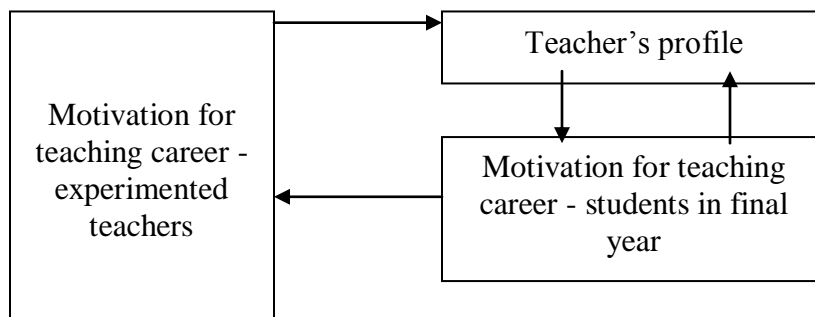


Fig. 1. Crossed variables of the intersection areas between the issues in question

In order to analyse the necessary profile of a successful teacher (although implicitly motivator for participating persons) and it was required to the group of students involved in this research to describe the characteristics mentioned in two phases: in the first place each of them should give a mark between 5 and 7 to the characteristics that they consider individually as important. In the second place there was organised a focus-group with 5-7 participants who tried to notice those common and differential elements. In the third place the groups came to negotiating of a unique list defined by consensus and understanding of each identified aspect and placed under discussion. Following the centralisation of the data there was underlined the following hierarchy:

1. Scientific (professional) competence and communication skills (with equal scores);
2. Empathy (the possibility to understand the others “from inside”);
3. Correctness/objectivity in treating the students and in evaluating their progress;
4. Flexibility;
5. Authority/Capacity to impose respect to students.

These data represent a feedback for further development of the competency profile the teaching career involves and the manner in which there can be grafted a motivation system for the teaching career on these competences by the proposed equilibrium between the system of pre-service and in-service training.

The second indicator was structured on two grounds of analysis, although with a central, common process: of identification of the motivating elements for the teaching career both on vertically (questioning students attending the psycho-pedagogical module in the last year, facing the decision to follow or not to follow a teacher career) and the horizontal (obtaining a deep feedback from the practising teachers regarding the motives for which they can be retained within the profession).

As far as the first part of the research is concerned taking into consideration that the students in the last years have not yet crystallised the motivation for following or not a teaching career (which finds itself at the first moments of certification, in evolution) it was required that within the study to be followed an action of investigation in the specialised literature of the already consecrated indicators for the teaching career as for the students to have an action of adherence to one or another of the indicators depending on their own personality, according to their own grid of values. There was, however, necessary the argumentation of the choices made.

In investigating teachers the mechanism used was a different one. Taking into consideration the hypothesis according to which the practicing teachers have already proved a consolidated motivation for their own career, these subjects did not have the possibility to relate to values or indicators already established by the specialised literature. They had to answer to a set of questions and to choose the most important indicator for which they choose to stay within the career and the most important factor for which they would leave the profession. This dual table was necessary in order to obtain a balanced image of the whole system of motivation, a holistic perspective that

comprises the advantages and disadvantages. The results distribution was the following one:

The motives for which they would remain in the teaching profession:

1. Contact with children/young which would be extremely positive for teachers;
2. Passion for the field of study they teach;
3. Help they can offer for the students' development;
4. Social responsibility for building up the future of the country;
5. Free time (for example vacations) and flexibility of schedule.

The motives for which they would leave the teaching profession:

1. Inadequate salary (financial motivation);
2. Burocratization of the teacher's activities (too many "papers" that they are supposed to do);
3. Lack of adequate appreciation from society;
4. Students' and parents' lack of motivation for education;
5. Frequent changes that occur within the educational system.

Regarding the third experimental process in the research on 63 adult students, possessing a licence degree and attending the post-university module for developing psycho-pedagogical and didactic skills, the motives for such a late decision are:

Motives for choosing the teaching career:

1. Pleasure to work with students, contact with the young;
2. The fact that they did not know about such a module of study during the faculty/did not have the chance to attend such a course/they attended the module but not completely, missing disciplines of studies and this not receiving the certificate for teaching training;
3. Late discovery of the vocation following an accidental, but positive experience in the classroom.

Fears that they face when entering the teaching career:

1. Insufficient financial support (inadequate salary);
2. Fear of lack of professional growth, because of the routinely activity;
3. Climate and mentality from schools (negative and stressful climate from schools, stress created by the students' lack of discipline).

Performing a short comparative analysis we can notice some interesting things able to offer us an image and a set of indicators for the way in which we can develop efficient tools for motivating the most valuable human resources for the teaching career. Thus we notice that the pleasure of contact with students (children and the young) continues to represent a strong indicator of the teaching career. At the other end, the inadequate salary represents a fear for those who decide later for such a career, even if they make this choice more conscious (in comparison with students). Both the fact that the graduates did not know of such a course during faculty and the fact that some of them discovered their vocation later on shows that it is necessary a better marketing among students of the psycho-pedagogical module underlying the attractive factors (such as the

pleasure of working with students). All these are just some of the elements in a larger and more complex process of rethinking and designing the motivation for teaching career as a coherent and integrated process in the operational projects of the Departments for Teacher Education.

Another analysis presents the comparative point of view to which we referred before. Is the teacher career a specific determinant, completely different from other careers? From the points of view presented above, it seems that things convey in this direction. In order to have a more accurate image we refer to the study developed by Don Elizur in 1989, a cross-cultural study based on a questionnaire with a configuration that cover the main theories of motivation (Maslow, Herzberg, McClelland, Hackman and Oldham, etc.), comprising in its final form a number of items that proposed answers that had to be selected on a scale from “very non-important” to “very important” (apud Corbett, 1994). The motivating factors have been placed in a hierarchy as it follows (1- the most important factor, 10 – the less important factor):

	USA	UK	Germany	Netherlands	Taiwan	Korea	Hungary	China
Interesting work	1	2	1	1	2	3	6	5
Achievements	2	6	7	2	1	1	2	1
Promotion	3	7	10	6	4	7	10	6
Personal recognition (self-esteem)	4	5	9	9	3	9	7	3
Use of skills	5	4	6	6	8	4	5	2
Autonomy in work	6	9	5	4	7	10	9	4
Job safety	7	8	4	8	5	2	8	10
Good manager bun (attentive and right)	8	10	3	7	6	6	1	7
Good income	9	3	8	10	10	8	4	9
Good colleagues (agreeable)	10	1	2	3	9	5	3	8

	Teachers
Interesting work	1
Achievements	4
Promotion	9
Personal recognition (self-esteem)	5
Use of skills	2
Autonomy in work	3
Job safety	6
Good manager bun (attentive and right)	7

Good income	10
Good colleagues (agreeable)	8

Within the mentioned answers we could not remark the placement on the last place of the “good income”, fact that made us – during the discussions with the participating teachers in the investigation – wonder about the motivation of this perspective. The answer one teacher offered us is symptomatic for our analysis and confirms the Zimmerman words from the beginning of this paper: “If we wanted substantial income, we would have not become teachers” – from which derives the intrinsic motivation and assuming of vocation – elements of good augury for the development of a national process for motivation for the teaching career.

Second part – Practical guide about motivation for didactical career

II. 1. Argument

You are the manager of an educational institution. You have a “rich” professional life – a lot of paper work to do, bureaucracy as much as possible and consequently the time left to your disposal is absolutely insufficient. You receive this guide regarding the induction of the young teacher in the school organization and – naturally – you ask yourself: can’t he/she join the organization all by himself/herself? Should I have this task on my mind, too?

Why is it necessary that a manager (no matter whether he/she is a school manager or of any other kind of organization) should know and continuously apply strategies of motivation and induction of novice teachers in the school organization? Because – an issue that we all acknowledge for sure – today, more than ever, school needs motivated and loyal persons who identify themselves with the institution, who are one and the same with the organization they are working in.

How do we “re-form”:

Love for children

The joy for teaching/sharing knowledge (passion for the field of knowledge and the help it can offer to children’ development)

According to the research we have done between 2007-2008 the main motivating elements for teaching career proved to be:

- The love for children;
- The joy for teaching/sharing knowledge (passion for the field of knowledge and the help it can offer to children’ development)

It is obvious that the manager should ensure that these elements are kept at high levels further on and consequently the motivation for the teaching career remains, in its turn, constant. As manager you cannot fail to take into account this necessity. If you wish to manage a truly efficient institution, you should get actively involved in motivating your own staff and in identifying the best ways of retaining valuable human resources in the organizational field.

Exercise for ensuring the motivating elements: During a meeting with all teachers, the manager will ask them to tell a story presenting the most beautiful experience they lived while working with/teaching children during that particular month. At the meeting in question there won’t be allowed any criticisms and problems (they can be addressed any other time, but not now) because we have to deal now with a reunion that celebrates all that is good about the profession.

Step 1. A possible model for the teaching career

The motivating process for teaching career is far from being a simple one. First of all, because – as the specialty literature notices – teachers are special persons, those proving pedagogical “calling/vocation”, being the most suitable for such a professional position. This is why the first step would be the identifying and attracting the most valuable human resources towards education.

The perspectives on the career are multiple. In the following part we will address the relationship between the personal life and the professional one (as in the first model) as well as a set of defining stages in the career evolution/progress by direct connection to the competency model (as in the second model).

In the first model R.P. Weathersby and J.M. Tarule (apud Cascio, 1986, pp. 328-329) while synthesising the contributions presented in the specialty literature offer us a short characterisation/description of the adult life stages with a special focus on their impact on the work market. We present this perspective because it functions in a double direction: (1) as an element of introspection and understanding of our own tendencies of growth and development, but also (2) as an element of understanding the others. In the same time there should be noticed the fact that such a perspective must become a guiding line. However, we caution about the necessity of understanding these phrasing in the spirit of the '90 and from the American society point of view. Keeping in mind these circumstances the operational value of the following list becomes obvious.

1. *Leaving the family (from 16 or 18 years old until 20-24 years old)*

Major psychic tasks: separation from the family, reducing dependency from family support and its authority, the development of a new house (family), he/she sees himself/herself as an adult.

Outstanding events: leaving the house, emergence of new roles and more autonomy as far as life planning is concerned: university, travelling, military service, work place. The initial decisions regarding what he/she will study, what career will follow, the affective life.

Characteristic phase: a balance between “to be in” and “to get out of” family.

2. *Entering the adult life (beginning of age 20 until 27-29 years old)*

Major psychic tasks: exploring the possibilities of the adult life and the development of the first impressions on how he/she sees himself/herself as an adult. The person demonstrates the capacity of developing intimate relationships, developing the Dream of personal progress, finding of a mentor.

Outstanding events: serious involvement in developing the first career stages, adapting to the professional life – employment-adapting to the labour world-changing the job-rehires-fires-quits, etc., marriage, decision to have children, assuming multiple roles within the organization and community.

Characteristic phase: mainly it represents a transition phase – living and developing for the future.

3. *Transitions towards the 30s (the end of the 20s and the beginning of the 30s)*

Major psychic tasks: re-examination of the life structure and the present implications; he/she makes desirable changes due to a more profound implication.

Outstanding events: change of the job or the directions of evolution within an occupation; divorce in the first marriage, remarriage.

Characteristic phase: “What is the entire life now when I am doing what I am supposed to? What should there be in my life and it is not yet?”

4. Stabilization – the beginning of the 30s

Major psychic tasks: engagement by means of a more profound implication; a greater investment in his/her person, in the work, in the family and in the interests which he/she values; establishes schedules for the long-time objectives.

Outstanding events: parents’ death, following the work through, the family activities and other interests he/she has.

Characteristic phase: focused on establishing order and life stability, on the way of planning long-time objectives and planning how to reach them.

5. Becoming a self secured person 35/39-39/42 years old

Major psychic tasks: becomes a serious member of the professional/occupational group, gains independence in relation with the manager, critics, colleagues and mentor; seeks independence and affirmation within society by means of more valued roles, wishes more serious responsibilities.

Outstanding events: crucial promotions, acknowledgement, separation from the mentor.

Characteristic phase: expectance of some confirmation events, time starts to become finite and concerning.

6. Beginning of the 40s.

Major psychic tasks: development of a better fitting/harmonisation between life structure and his/her own person; between the routine from the inside of life and the elements that come to provoke it.

Outstanding events: changes within the activity in order to achieve whatever the life ambitions could not have offered; career changing; remarriage.

Characteristic phase: preoccupation for the decline of the body, aging, emergence of feminine characteristics in men and of masculine characteristics in women.

7. Reestablishment (around the age of 45)

Major psychic tasks: enjoys his/her own choices in life and the life style

Outstanding events: becomes a mentor, shares his/her experiences and skills with younger friends and associates; contributes to the next generations; develops new interests or hobbies.

(Characteristic phase: it is not described by the authors of this construct)

8. Transition towards the 50s (the last years of the 40s up to half of the 50s)

Major psychic tasks: a new revision of the connection between life structure and self; need for a reorientation, a whole new beginning of “something”.

Outstanding events: family crises, diminishing of family tasks.

Characteristic phase: imperative of change which makes possible the reach of different objectives “it is probably late, but there are things that I would like to do in the second half of my life”.

9. Reestablishment (the end of the 50s and the beginning of the 60s)

Major psychic tasks: attaining the important objectives in the period of life still left

Outstanding events: new opportunities related to the work/job and the interests the person values; defining the personal achievement.

Characteristic phase: a maturity of feelings and of relationships with the others; a greater comfort in relating with his/her own person.

10. Retrospective of life (the 60s and beyond)

Major psychic tasks: accepting the fact that all things that have happened in life have a value and a meaning; valuing his/her own person and the choices that he/she have made.

Outstanding events: retirement, aging, death of the close ones and of the person in question.

Characteristic phase: retrospective of the achievements, wish to share with the others each day the joy and the sadness; family is very important.

The second model belongs to Dreyfus (apud Davies, Ellison, 1999) and it proposes a difference between 5 stages: novice, beginner-advanced, competent, specialist and expert. Even if at a first look it is difficult to accept the idea that a competence has more levels, we should consider the case of a new driver (who received his driver licence 2 days ago). Is he competent to drive a car? Of course, but there is still a major difference between this person and another one who has already driven 100.000 km.

In the *novice* stage a person executes the activity relatively rigidly, using the facts and rules he/she has learned; the contextual/situational perception is minimal, the novice's action being only a little connected to the unique nature of the conditions that lead to the problem he/she is confronted with.

In the *beginner-advanced* stage, the person's performance is improved by the experience of more situations he/she worked in/faced. The understanding of the phenomena starts to be placed beyond the facts and rules he/she has learned, but the situational understanding is still limited - each working condition is treated as having an equal importance.

The third stage is represented by the *competence assurance*. The employee appreciates the horizon and the level of the tasks he/she is given, recognizes more aspects and can select and focus on what is more important in comparison with the elements with a lower importance; also he/she can discern between the long term objectives. The person starts using routines and standardised procedures within the activity.

The *specialist level* represents the fourth stage. Now the employee sees the situations he/she is confronted with more like a system, as a whole rather as isolated facts; also he/she notices what is more important in the situations and can deviate from norms and rules if this is necessary.

The last level is represented by the attainment of the *expert* quality. The employee demonstrates a deep understanding of the situations he/she is confronted with and uses an instinctive manner of doing this. In this stage, the person possesses and uses a vast set of

plans and strategies in order to solve situations which are changing and possesses a vision of the ways in which he/she can successfully solve most of the work situations.

The model we present in the next part is focused on the teaching career as well. It has an explaining-predictive value for identifying the best ways of motivating the valuable human resources for the teaching career. Most of the times the persons with calling/vocation for the teaching career are not supported by a process of attracting and retaining as consistent and this is why they choose another professional path than education. In this way, the motivation for teaching career can be regarded on a period with three levels (Panisoara, I.O., 2009): initial, second and tertiary (the proposed model which is described below represents a global conceptualization of the teaching career. It offers researchers, but especially practitioners a useful base for designing tools for motivating the personnel which can be adapted to the characteristics of each education institution/school by means of the phases that define each level. Given the novelty of the development proposed I would be thankful for any feedback you might have to offer for the improvement of my construct - contact address: opanisoara@yahoo.com).

1. *First level*: attracting human resources towards the teaching career (university studies and professional reconversion);
2. *Second level*: support in the teaching career (novices – the first years of teaching, overcoming the crisis moments in the career);
3. *Tertiary level*: retaining in the teaching career (all practitioners).

Level 1

Tools:

There will be developed the *Guide for the candidate to the teaching profession*. This will present the following elements:

- what one should know about the teaching career;
- what does it mean to be a teacher;
- support by means of centres for attracting people for a teaching career.

Phases:

Information by means of positive elements (stories, study cases)

Self-revelation: re-living pleasant moments from school years

Cauterizing the negative energies: identifying fears, teaching failures to which he/she participated as a student, non-models

Redefining: identification of his/her own balance between the positive and the negative elements

Valuing: identifying those elements that can be attractive elements for a teaching career

Level 2

Tools:

Support centres in each school aiming at novices' induction

Periodically meetings of the novices from more schools in order to share their experience

Active managerial support

School guide – this will present information about what a novice should know about the school he/she is going to be a part of:

- organizational culture;
- his/her colleagues;
- his/her students;
- school goals.

Phases:

Pre-experimentation – first contacts, applying theoretical knowledge to real life situations;

Deception – the stress of failure, the tension of the beginning, ambiguities, lack of clarity, misunderstandings;

Conceptualising – reflection on your own teaching activity, identification of risks and advantages, of resources and constraints;

Experimentation – the second contact, after understanding the Deception and the motives of the failure, valuing the first successes;

Valuing – identification of the elements that represent attractive elements for the personal teaching career “I like what I do”;

Perpetuation – identification of a satisfying level for the intrinsic motivation and its maintenance.

Level 3

Tools:

Active managerial support

Organizational identification: (1) with school values and (2) with the people (colleagues)

Using the experience gained as a mentor (in a double sense: he/she offers experience and support to a novice and receives a consistent self-insertion for revaluing his/her own work)

Achieving senior-ship:

- it develops the novice’s guide;
- it is valued by colleagues/students by celebrating the successes;
- it is offered as an example;
- it is asked for professional advice.

Phases:

Re-conceptualization: profound reflection regarding the motives that determines him/her to stay in the profession;

Destabilization: the gathered routine and stress induce elements of discontent, of doubt concerning the chosen career;

Profound valorisation and self-conviction: the identification of those essential elements that define him/her as a teacher and using them as a justifiable fact of the decision to stay in the teaching career;

Acceptance and identification: the person starts to see himself/herself only within the teaching career; he/she renounces to regrets and enjoys the decision he/she made. He/she becomes a mentor, a source of knowledge and motivation for those around him/her.

IMPORTANT FACT: in comparison to the first model, our perspective is only indirect related to age. Someone could burn the phases and become a mentor around 30-35 years old!!!

Organizational loyalty: people devoted to job and institution

An important issue for the (efficient) relationship between the teacher and the educational institution (he/she works in) is the management capacity to develop tools to generate the teacher's loyalty towards the organization he/she is part of. It is also obvious that the motivation process and the organizational loyalty are closely related concepts.

Let us see first what we are dealing with.

After analysing a set of definitions, Carol Kinsey Goman (2004) notices that the organizational loyalty focuses on the concern and the interest displayed by another person or an entity, comprising concepts like: trust, devotion and attachment. It is obvious that it might be difficult to answer the question: how many teachers in your school show trust, devotion and attachment towards the institution in question. Probably we should bring in a set of elements that might make the concept more flexible. It is obvious that we wish for the development of such an organizational loyalty, but we should take into account a gradual reality. In this scope, really useful proves to be Alvesson's observation (2000); he notices the fact that we can actually speak about two types of organizational loyalty:

- 1) lower level – a loyalty based on a pragmatic dimension according to which the employee (in this case the teacher) will stay loyal to your school as long as he/she receives the benefits he/she considers that he/she deserves;
- 2) high level – a loyalty based on the feeling of the employees' identification with the organization. In this case, the teacher will possess a strong feeling of identity as a member of the school organization. How can such a goal be reached? The specialty literature offers us some ideas we adhere to:
 - the organization develops a set of values that would be shared by the employee and with which he/she identifies with;
 - the employee develops a consistent sense of identity as part of a close united and powerful team.

In what degree do you consider that the majority of teachers in your school embrace one or more of the considerations above? What can you do for this adhesion to be even stronger and largely shared?

Try to develop a set of values on which the school you are managing to rely on. It is also useful not to take them all out of the context in which they emerged: the values have a greater impact on a person when they are not presented in an abstract manner, but they are a result of concrete experiences and events. Deal and Kennedy (apud Hellriegel, Slocum, Woodman, 1992) by means of researches carried on in different companies concluded that a third of them have clear and identifiable values that offer all employees the sense of direction in which they should act. You can even list these values on a poster which can become an integrant part of the spaces where teachers meet (for instance teachers' room, but not only) or to include them in an induction folder each new hired teacher should receive when coming to school.

Now let us take a look at the organizational loyalty phenomenon from the point of view of school elements.

Teachers' wages are everywhere in the world (and there is a sign that things won't change soon) a powerful de-motivator for the teaching career. Even in the hypothesis of this perspective improving in the future, it is very possible that by comparison to other areas of professional development – education will remain a domain which is little attractive from the financial point of view. This is why pragmatic loyalty (of instrumental type) should not be considered a goal of school management.

But financial remuneration is not necessary a motivating factor (how could we believe if we pay notice to the public discussion on the relation between the money a teacher gets – as a predictor of his/her performance in a classroom), even if the lack (or the insufficiency) is for sure a de-motivating factor. Frederik Herzberg organised an interesting study in which he asked a number of 203 accountants and engineers to identify what aspects of their job – in the past or present – offered them the greatest satisfaction and what aspects caused them the greatest dissatisfactions. The answers were open and they had to be presented with details; the author analysed these information and obtained two big categories: maintenance or “hygienic” factors and development factors (which act as motivators). Herzberg's theory (entitled “the theory of the two factors”) includes in the first category: salute, status, job security, work conditions, control level and quality, politics and procedures of the company and interpersonal relationships. The author considers that these factors do not lead to motivation per se, but serve as support for avoiding the appearance of dissatisfaction. At their turn, the development factors which lead to motivation and satisfaction are: nature of work per se, achievements, responsibility, personal development and progress/promotion.

As such the management of the educational institution should take into account the de-motivation power of the in-sufficiency of teachers' salary, but also to notice that there are many other aspects upon which it has direct power (they are related to the development factors) and which constitute the basis of a positive relationship between the institution and the employee.

On the other hand, the loyalty based on the identification could represent – most certainly – a way of motivation development in Romanian educational environment.

First element: teachers' identification with the organizational values has already raised some question marks. The managerial culture in our country has formalised – most of the times – within educational institutions – the functional, practical character of these values. Well, it is high time that the manager puts theory to practice!

Taking as a criterion the relationship between the identification with the school values and the employee involvement, Etzioni (apud Roberts, Hunt, 1991) makes a distinction between three types of involvement:

- a) *moral involvement*, being the one which is based on positive orientation of the employee towards the organization based on the acceptance and internalising the organizational values and norms/rules;
- b) *calculated involvement*, it is the one which is based on the calculus of changes between the employee and the organization, the employee “offering” involvement at the subjective level he/she perceives as being fair to offer;
- c) *“alienated” involvement* represents in fact a lack of involvement and it is the one which appears when the employee does not identify himself/herself with

the organizational values and finds himself/herself there due to a temporary situation.

Go back to the general picture of values in your school we talked about in the previous exercise.

Try now to identify which are the values you would like to be underlined, extremely visible at the level of students, their parents, new employees in school.

Imagine then a 5 min. speech regarding the way in which you would explain to a colleague (who is not a part of the teaching staff) how these values appear in the daily life of the organization you are managing. Check with the rest of your colleagues from school if these values are understood and accepted and if the persons adhere to them in a truly profound manner or there is just a theoretical expression.

Target: - Each teacher should offer a real example to illustrate how that particular value acts in his/her professional life.

Case study: you are the manager of a top school and one of the essential values your organisation hold dear is students' performance. Gather together all the products/results of the teaching activity which reflect this thing and offer them a visible dimension: post them somewhere, put together the performance "folder" in which you will add within a distinctive event each new achievement etc.

Regarding the second way to obtain the organizational loyalty, it happens many times that we hear from other teachers that they are proud of the school they are teaching in or that their colleagues are all "one of a kind"! This type of loyalty development appears in the classrooms in which each student is proud to be part of the class he/she is in and feels comfortable only together with the other colleagues.

The basic concept which describes this situation is the one of team-building. People are motivated to work together with those they appreciate and with whom they established affective relationships (in order to offer a simple example think that starting tomorrow you won't be working with your present colleagues, but with your best friends).

Team-work can be damaged by some aspects that would diminish the affective power and the attainment of performance in your organization. In the first place we will have to deal with the Ringelmann effect or the social laziness. More precisely, if there is not a clear limit of roles and responsibilities of the team members, some of them will work intensely...while others will not get involved at their fullest potential (or they won't get involved at all!). The implicit philosophy of the last category is "if there are others who can take care of whatever it is need to be done why should I get tired about it?". This fact is even more obvious when the task itself is not motivating and the group is not cohesive. More than that, the social laziness installed during a longer period of time within a group could lead towards a bigger depreciation of the work climate and the performance of that respective organization: "sucker" effect. According to this effect even if you have a few good persons which take charge of complying the task in the name of the entire team, at one point they will get tired and will feel like they are taken as "fools" which naturally will lead to the diminishing of their involvement.

What must be done IN THE FIRST DAY?

Zero strategy:

What are you doing with a new comer in the organization?

- You explain to him/her the school values and present the “evidence” for each one of these;
- You make sure that soon the new employee becomes a part that functions within the complex system of school and that he/she is welcomed by the rest of the colleagues. This fact will contribute to the enjoyment of that particular teacher to be working in the school and to try even harder to correspond to the necessary requirements in order to preserve the respective position.

We can develop the motivation for the teaching career on more levels. Swart (2006), Kennie (2006) varies:

- A. **Human capital:** knowledge, skills, experience;
- B. **Social capital:** values, culture, relations;
- C. **Structural capital:** physical structure and work organization;
- D. **Organizational capital:** processes, policies, procedures;
- E. **Client (student/parent in our case) capital:** relationship with the student/parent;
- F. **Network capital:** knowledge and skills for relationships (being important the relationship with the other teachers).

As manager of an educational institution you should take care of the development of all the categories of motivational sources. Let us see which the main lines of action are:

- A. **Human capital:** knowledge, skills, experience. There should be mentioned from the beginning the fact that the novice does not come to our institution like a white sheet on which we can write whatever we want. He/she brings with himself/herself a informational luggage of his/her own, both regarding the profession and the way his/her role was perceived in the past (if he/she worked in another school, regarding the way in which he/she “performed” there, if he/she comes directly from the university – we talk about a indirect/mediated experience by means of the knowledge learned). This is why it is a mistake to consider that the newcomer can be “formatted” as the organisation which received him/her wishes.

Following the discussion with the new hired teacher, the manager of the educational institution should fill in a chart similar to the model below:

Knowledge		Skills		Experience	
Existent	Desirable in the new situation	Existent	Desirable in the new situation	Existent	Desirable in the new situation

- B. **Social capital:** values, culture, relationships. The teacher newcomer to your organization enters a new world with internal rules, with specific values and organizational culture.

The organizational culture includes stories, myths, a language specific to the organization; they represent assimilated elements most of the times over a longer period of time and they are not the object of a formal program. These contents of the organizational culture become the bases for an informal socializing process which if it does not benefit of a minimum control, can produce in equal degree positive or/and negative effects.

Although it is acknowledged that stories which define an organizational culture are unique, the defining argument being that each organization is unique, research in the field (Feldman, 1985) shows that there is the possibility that these stories are not in such a great degree different from each other. Certain themes appear constantly in different organizations, proving thus an apparent universal character.

According to Martin (apud Roberts, Hunt, 1991), we can talk about seven types of stories, expressed at a general level beyond the variety of organizations:

- a. stories about how organisations treat the persons with a high status when they trespass rules/norms; they describe different events in which a person with a higher status breaks the rules and is confronted by a person with a lower status who tries to enforce the rule. In this case there are different ways of dealing with the situation: the person with a higher status can become angry, can obey the rule, can mistreat the person with a lower status or can react many other ways;
- b. stories about how “human” the manager is; usually there are three types of stories about the manager:
 - o about managers’ performance and the way in which they comply with their tasks;
 - o about managers’ skills, especially of those in higher hierarchical positions, to get an equalising status with the rest of the organization members;
 - o about managers’ skills to let aside temporarily their status and to adopt “human” qualities.
- c. stories about how can advance in career; these stories describe the relation between some skills and some positions within the organization. The most famous stories in this category are those which depict situations in which one can, with a lot of work, to reach from low positions to the highest;
- d. stories about firing: are those which involve employees who are afraid of losing their positions and employees who have to fire others. There are also offered motives and justifications for these decisions;
- e. stories about the way in which the company helps the employees who are moving; directly or indirectly, these stories describe how difficult it is to move and indicates the degree in which the company gets involved in the cases of different employees who face this challenge (relatively rare cases in Romanian organizations);
- f. stories about how the hierarchical manager acts when a mistake is made: they include the names of the employees who made mistakes and higher ranked persons as status within the organization who learned from these

mistakes. The stories end with one of the two decisions of the hierarchical manager: the one of forgiveness or the one of punishing the guilty persons who made the mistake;

- g. stories about the way in which the organization overcomes obstacles: represent the most common and frequently stories about the organization. Usually, these stories describe conflicts at all hierarchical levels and end in two ways: either they show that the difficulties are impossible to surpass or they indicate the way in which the difficulty was overcome. Again, the manager should make this time a balance between what the teacher possesses and what the organization requires for the induction to be consistent and rapid:

Organizational Culture	A. From which the employee comes	B. Existent at the new workplace	Strategies for bringing A to B
Values of the organization	A. From which the employee comes	B. Existent at the new workplace	Strategies for bringing A to B

- C. **Structural capital:** physical structure and work organization. You as manager should answer now to the following question: is it important the work structure and organization for teacher’s motivating and integration? Of course! To take only one example, we saw schools in which teachers felt so well because of one simple reason: that the respective management made the decision to find a retreat and pleasant space (and not the teachers’ room) for relaxation and recreation which was so much in need when teachers had a break or a “window” – the schedule made them wait between two hours of instruction (you know the period of time not long enough for a teacher to go home, but long enough not to waste the time).

And another detail: teachers should – as any other employee – mix actively two important elements: personal and professional life. The two are extremely important and it is essential not to interfere too much (unless in positive situations/contexts like school parties to which he/she is invited with the family). A professional life which prejudices the personal life can be seen by the employee and by his/her family as unpleasant which will lead to a decrease in motivation for the activity in the classroom and the loyalty towards the organization you are managing. Moreover, the newcomer in the school is found in the situation in which he/she faces a lot of pressure to which he/she “connects” with difficulty; the situation is even worse when we have to deal with a novice. This is why the manager should ask the question: in what degree the newcomer’s personal life is affected by the professional tasks? In the same time he/she should take care that the newcomer’s tasks grow gradually, keeping a permanent balance between personal and professional life.

- D. **Organizational capital:** processes, politics, procedures.

- E. **Client capital:**

The novice teacher brings along a set of fears regarding as to how his/her future activity would unfold, but similar fears feel his/her students, too. Your role as a manager of the educational institution is to get involved in the relationship between teacher-students and teacher-parents. Opposed to such a perspective is the strategy: “He/she will get along just fine by himself/herself!”, and this is because the latter one can make the teacher feel helpless, un-supported by the management and stressed about the more delicate decisions he/she has to make. We do not mean by this that the manager should take the place of the teacher trying to solve the relationship problems by himself/herself between the teacher and the beneficiaries of the educational act (students, parents, school-community). In change the manager of the educational institution should have the opportunity to encourage the novice teacher, to question him/her about the problems he/she is facing, while the respective teacher should be confident in speaking about his/her issues. But usually subordinates do not have this confidence. According “to a study on 2000 subjects from 8 companies, most of the employees think that they would be in trouble if they talked to the managers. They also think that the best way to win a promotion is to agree with the manager” (Rossen, 1975, p. 202).

A different aspect, more grave this time is the situation in which the subordinate leaves aside intentionally some facts in order not to be accused of incompetence or not attaining the goals. An efficient manager will analyze the communication situations and will notice the pattern of communication with each employee as well as the manners in which they repeat themselves so that the appearance of some possible distortions might not affect negatively the desired results.

Another aspect of the dynamics of the relationship manager-employee is determined by the employee’s perception according to which the manager is a very important person with a lot of problems to take care of who should not be bothered. This perception according to which the manager cannot be approached for reasonable small things brings an accumulation of problems regarding his/her employee’s work or at least a solving of problems without “support” from the direct manager. If in most of the cases problems do not appear because the employee knows some current procedures, in the case of newcomers there can appear a lot of serious problems: delays, problem solving which do not correspond to the organizational standards/benchmarks or do not correspond to the organizational procedures and practices. This is why a modern manager should take enough care of the employees and not to adopt a passive policy according to which communication will develop by itself or the employee will come to him/her each time when it is necessary.

F. ***Network capital:*** knowledge and relationship skills

An essential role which the manager should fulfil is that of identifying and maintaining an efficient and positive communicational flux at the level of horizontal communication.

Many times at the level of horizontal communication (employee-employee) there are many myths and rumours that may mislead and can create anxieties for a newcomer. Some elements (Kapferer, 1993) support the appearance of rumours (and this is why the management should take into account all these aspects):

- the rumour refers usually to a worrying fact for the employees. They did not receive enough information by means of vertical communication from the management level;
- sometimes rumours are based on “confidences” which the manager makes during private conversations to some of the teachers; telling by means of horizontal conversation the facts which were found out is a way of gaining prestige in front of the others by the person revealing them;
- the existence of a “confession” can offer legitimacy to a rumour. If the rumour carries even a small amount of truth, it can be implicitly used to confirm the whole rumour. As such, if about a newcomer in the school it is said to be truly a “good person” when giving mark and this fact is supported by someone from the previous school where he/she worked, than the rumour will be consolidated (he/she is a nice teacher, X told me who was his/her student at the other school);
- rumours are often born from misinterpreting a message (because of misunderstandings). This appears following the confession of a confession while existing differences between the message transmitted by the first person and the way in which the person carrying on the confession transmits it further on;
- the transmitted information is a news in the sense that it carries on certain aspects that stand under the sign of sensational. No one will transmit a rumour about the fact that the new teacher is a fair person. But if it appears information about the fact that he/she used to beat students in the school where he/she had worked, this news deserves to be passes further on.

The manager should know the network of rumours and if he/she cannot control it he/she should at least offer viable, consistent information by means of vertical communication in order to counteract the information which would make the induction of the new teacher more difficult. In the same time the manager should get actively involved not only in settling and then solving differences between his/her employees, but he/she should inspire them an organizational perspective; consequently, the experienced teachers should be informed about the necessity to support the newcomer and to see in him/her a source of school development and not a rival.

Before anything else you should make sure that the employees find out more of the information below, so the new teacher feels more “at ease”:

<i>Elements that would be included in an orientation program</i>

- *Welcome speech*
- *School history, aims, priorities, tendencies, organization functions, issues*
- *Traditions, habits/rites, norms, standards/benchmarks*
- *Structure*
- *Decision making structure*
- *Relationships with the community, activities, expectances*
- *Salary, ways of receiving the money, deduction – general and specific*
- *Work time/schedule and supplementary work hours*
- *Security measures*
- *Requests regarding the periodical medical check-up*
- *Supervising, performance evaluation*
- *Employees organizations and options*
- *Ways of addressing the complaints*
- *Communication – down-top and top-down communication, suggestions system, ways of transmitting the information by means of posting on the organization panel, presenting the innovative ideas*
- *Detailed explanations regarding the job, based on the job requests and the expected results*
- *Explanation of the job importance and the way in which that particular job is linked to other jobs in the organization*
- *Discussions on some difficult areas and the way in which they can be avoided*
- *Performance standards/benchmarks and evaluation formulas*
- *Rules specific to the job/department*
- *Rules regarding accident prevention*
- *Reporting the accidents*
- *Security, thefts, costs*
- *Cleaning standards/benchmarks*
- *Public relations*
- *Presentation in front of department colleagues*

First strategy: The elimination of a catastrophic/helpless thinking developed due to the novice's failures. In the specialty literature it can be noticed that some people are not motivated to help themselves although that would be very easy. This statement seems shocking at a first glance even improbable. But let us think of the specific examples each

one of us meets on daily bases around us. The phenomenon called learned helplessness was first presented by Seligman. Hiroto (apud Smith and Mackie, 2007) led in his turn an edifying experiment: the researcher subjected the persons to an explosion noise which they could not escape from. At another moment the subjects were not able to protect themselves from the displeasure of the noise even when they were perfectly able to turn it off.

Example: the novice has a problem with a student, while the catastrophic thinking acts as follows: I am a weak teacher, he/she will make a fool of myself, I will be forced to look for another job etc.

Strategy 2: Make all alone an essay of one page entitled: a day in the life of a teacher in your educational institution. Ask some of your colleagues to do the same thing. Find the similarities and the differences in perspective and then quantify the information trying to sketch a set of rules that should govern a day in your educational institution. Offer this set of “surviving laws” to each of the new employers in the first day you meet them.

Strategy 3: Try to remember your first day when you came to school as a teacher. List all the anxieties and all the stress feelings you lived at that moment. Then offer some answers to these, how the manager, colleagues and the system as such should have reacted (and you would have expected as a new employee). Now build based on these a set of action principles for you and for the teaching personnel in the moment when a new teacher comes in your educational institution.

Strategy 4: Design a flyer for the employee containing all the necessary things to be known in order to integrate himself/herself in the school you are managing: who is responsible for what, to whom he/she should go for help if one thing or another happens, etc., a short description of each colleague, etc.

What should be done IN THE FIRST WEEK?

Strategy 1: After the first week the manager should ask the employee to note a set of expectations he/she has regarding present professional life. Thus, both the manager knows the expectations of the young teacher and the latter knows he/she is listened to and understood which increases the confidence between them.

Strategy 2: In another research we conducted (Pânișoară, Pânișoară 2005), we identified, in order, the following motives (from the most important to the less important ones) regarding the choosing the workplace; knowing them you can stimulate the young employees in the sense of the contact with the motives met more often:

	<i>Motives/Reasons for choosing a workplace</i>	<i>Gained points</i>
1	Professional development	770 options
2	Further perspectives offered by the job	705
3	Salary	698
4	Offered instruction	590
5	Facilities offers for work	587
6	Interesting characteristics/features of the job	580
7	Organization renown	549

It is easy to notice the importance that the Professional development has in the eyes of the newcomer in the organization. However, many times these aspects are not at all underlined at the beginning of the career in that respective school. The manager should have from the beginning a discussion regarding the career management of that respective teacher in order for him/her to feel permanently encouraged, supported and to have full confidence in his/her option to start/continue a successful teaching career. In order to have a more clear perspective you can use the following grid:

What motivates you more in the teaching career?

- *the status;*
- *the wage;*
- *the wish/desire to be important;*
- *the wish/desire to have friends at the workplace, to work together with them;*
- *the need for power (for managing different projects, activities);*
- *the free time;*
- *the autonomy;*
- *the need to be good in your job (the accomplishment need);*
- *the need for development and perfection;*
- *job safety;*
- *the essence/nature of the job itself;*
- *the support and help offered to the students – the others around;*
- *the motives of (self)defence (psychological).*

Strategy 3: The new teacher can feel a powerful stress in relation to the manager. He/she does not know what to expect from the latter and this feeling of IMPREDICTIBILITY can be extremely tense. This is why the manager should prove a consistent communication with the teacher, he/she should explain his/her role, the type of evaluation he/she will be subjected to and to calm down the unjustified anxiety.

The descendent communication is desired to be as extended as possible, being practically a help for a good accomplishment of the tasks: moreover the descendent communication should be directed in such a manner that it encourages the communication initiatives coming from the newcomer, the ascendant communication.

A good strategy to improve this process from the start is the Manager chart; entitled THE IDEAL MANAGER – how would you like to be a manager for you, this is applied to the teacher. Thus the manager has direct access to the teacher's expectations and can address them either when he/she considers that is possible and positive for the institution or when he/she wants to explain to the teacher that some expectations the latter one has are unreasonable. Anyway after such an action the level of trust manager-subordinate rises and a direct negotiation of roles take place.

Strategy 4: The manager will memorise a few things that characterise the personal life of each of his/her employees! From time to time he/she will ask questions about these important issues for the employees. You can draw up a journal for this (in order not to make confusions between the collected information which would be truly regretful). Then you can ask carefully the questions: How is your son going? Does your mother in law feel any better?, etc. This element – called personalising the relationship will make persons to feel more important for the institution and in the eyes of the management. It is obvious that this exercise – which should become a daily practice – is applied in the case of the newcomer, too. Have a relaxed conversation with him/her in the first week. Find out as much information as possible about him/her. Then after a few days use the information he/she offered you in order to make him/her feel well and important.

What should be done IN THE FIRST MONTH?

Strategy 1: Ask the new employee to offer you – in writing – on one page a feedback regarding the problems (but also on the positive elements) he/she identified so far in his/her daily activity in school. Take care, people are afraid of telling negative things if they do not have enough confidence in your good will (they are afraid that their words might involve repercussions for their own person). This is why you can create a standard grid in which there should be noted:

- three positive things;
- three negative things;
- other comments.

However you should specify very clearly the compulsory character of each rubric. After you have received this written feedback you should talk to the teacher in question and try to find together a solution to the difficulties he/she is facing. The strong points (positive points) you can write down in the employee's folder (see Strategy 3 from chapter 1. What should be done in the first day) with the mention that you should periodically check them in order to remain permanently positive.

Strategy 2: Make up a guide of the first month of employment. In order to do this each of the teachers present in school should write down a few ideas from their own experience addressing the realities of the school they are working in. These experiences/study cases will be put together/gathered in the induction guide so that the new-employed person can find out about. By this we will start an effect of self-persuasion (similarity effect); it specifies the fact that the newcomer will notice that other

persons have faced similar problems and thus he/she will feel more relaxed in his/her future actions and will place more confidence in his/her new colleagues.

It remains still the questions why we do not apply this strategy at the beginning of the induction period and wait for the end of the first month of employment. The motivation is quite simple: this excellent guide could have a *stressful effect* (if the new employed teacher should notice too early the problems others have faced – even before he/she received such a feedback from his/her own experience – he/she might feel an increased fear maybe unjustified – towards the daily activity) or have a contagious effect (while waiting for similar problems with those identified in the guide, the teacher might provoke – unconsciously – similar events).

Strategy 3: The manager will organize an informal meeting (in the first month) for celebrating and support the acquaintance (in fact a small party in which the new teacher will come and say something about his/her own person – following all the other teachers to do the same).

Examples of exercises of acquaintance:

- ask all the colleagues to bring some magazines (with lots of pictures). The activity consists of cutting up some images on the spot and placing them on an A4 page sketching a poster that represents each person alone. Then the manager will show to the whole group, each teacher being asked to interpret what kind of a person is the one who made that poster and who can represent from the present ones. After all the micro-posters are analysed each person will choose only one image from his/her own micro-poster which will represent his/her contribution to a bigger poster that will present the whole school team. The big poster will then be placed for a week in the teachers' room as a reminder of the nice atmosphere present in the moment when it was conceived and which can thus be prolonged.
- teachers can sit on two rows (face to face) and each of them has to say one feature that characterise him/her as a person (e.g. – hard working, persistent, stressed, etc.). The two rows will move such as each person can hear what all the others have to say. In the end each teacher will be named and all the others should remember the word he/she said.
- as a period of time since the new teacher works in your school has already passed you can use a modified method of the Compliments circle – you can put one chair in front of the teachers group and each one will sit while the others will say something nice about the activity of that respective teacher in that month.

How do we end the induction program?

Strategy 1: The identification with the school in which the teacher is working can be made by conceiving a graphic of achievements starting from past moments and getting to the present evolution (or even anticipating future acquisitions). For this thing as manager you should question all teachers (including the newcomers in the organization)

about what the school should aim at in the direction of desirable goals. The graph will be placed in the entry hall in the school in order to be the first thing one can see when entering the institution.

Strategy 2: At the end of the induction program you can organize a small party or a school event to which that particular teacher participated (for example a project) and organize the celebration of “successes” together with teachers’ families. It is a good moment to celebrate the true entrance in the team of the educational organization you are managing and offer a diploma of “our colleague” to the person who finalised the motivation stage.

Strategy 3: Making permanent the motivation process for the career. By means of the program described above we tried to offer a direction and an impulse to the motivation process and organizational induction. These are far from being isolated processes; they should be permanently supported through a coherent program of personal and professional growth and development. In this sense a *mentoring* program helps very much for the induction of the new teachers, in a non-expensive manner; designing the mentoring program can comprise the following phases/stages:

- establishing the program manager, the person who will coordinate the whole process and in the same time will monitor the efficient unfolding of the program, is a very important issue;
- selecting the mentors, process that will take into account some elements regarding the mentors’ qualities. Houde analyses mentor’s roles regarding his/her “disciples”, underlying in the same time its functions (apud Hetu, Lavoie, Baillauques, 1999):
 - social functions:
 - integrates the novice in the environment/ organization, presents him/her to the others;
 - guides him/her regarding the norms/rules, values, taboos of the organizational culture;
 - familiarizes the novice with the working style or with the problems of the other members of personnel;
 - supports his/her progress in the organizational environment.
 - functions connected to the professional practice:
 - professional support of the novice at informational level;
 - training the novice in order for him/her to develop practical skills related to the work place;
 - is a row model for the novice;
 - proposes challenging situations and offers opportunities to exercise the skills;
 - counsels according to different problems;

- ensures direct, useful, constructive feedback.
- personal functions:
 - supports/sustains novice's moral;
 - secures (supports) the novice.

These functions can be synthesized in the form of a set of personal qualities who received the mentor function:

- is aware of his/her responsibilities;
 - encourages the novice to develop himself/herself at maximum potential;
 - is a good, active listener, regarding what the novice confides in him/her;
 - allows the novice to make his/her own decisions as well as his/her own mistakes;
 - encourages novice's initiative;
 - remains objective;
 - does not interfere with the decisions made by the direct manager of the novice (in the case when he/she does not cover that position) and the novice;
 - offers adequate feedback;
 - constantly develops a positive, optimistic attitude regarding the present or future progress of the novice;
 - proves calm in crisis situations;
 - focuses on the novice and his/her needs and not on his/her own person;
 - does not compete with the novice's performances, proving a high self-esteem, etc.
- novices' selection – it will be established if the program addresses only to newcomers with the goal of their induction or there will be included some other categories of employees, in relation to these elements being developed two programs (1. induction, 2. development) or only one unitary.
 - developing training programs for mentors and novices, so that the roles to be assumed are well known.

Finally in order to check the level of success of the induction program for the new teacher in your school you can use an adapted form of the following grid:

Grid for checking the organizational induction

(G. Pânișoară, 2006)

Major mistakes in solving	1 2 3 4 5 6 7 8 9 10	Correct solving of tasks

tasks		
Does not understand the objectives of the organization related to those of his/her own job	1 2 3 4 5 6 7 8 9 10	Understands the objectives of the organization related to those of his/her own job
Does not accepts the organizational procedures and principles	1 2 3 4 5 6 7 8 9 10	Accepts the organizational procedures and principles
Does not know the interior order regulation	1 2 3 4 5 6 7 8 9 10	Knows the interior order regulation and other rules in use
Is not autonomous in choosing work methods	1 2 3 4 5 6 7 8 9 10	Proves independence in choosing work methods
Cannot make decisions all alone/by himself/herself (linked to the responsibilities from the job description)	1 2 3 4 5 6 7 8 9 10	Decides independently (strictly linked to the job description)
Does not have initiatives	1 2 3 4 5 6 7 8 9 10	Has initiatives
Does not know the performance standards/benchmarks of the organization	1 2 3 4 5 6 7 8 9 10	Knows the performance standards/benchmarks of the organization
Proves difficulties in assimilating the organizational culture	1 2 3 4 5 6 7 8 9 10	Starts to assimilate the organizational culture
Does not behave according to the organizational values	1 2 3 4 5 6 7 8 9 10	Behaves according to the organizational values
Did not adapt to the work pace from the department and organization	1 2 3 4 5 6 7 8 9 10	Has adapted to the work pace from the department and organization
Does not have the courage		Initiates communication

to initiate discussions with his/her direct manager	1 2 3 4 5 6 7 8 9 10	with the direct manager (including topics about needs and problems)
Proves a lack of adaptation to the direct manager style	1 2 3 4 5 6 7 8 9 10	Adapts well to the direct manager style
Has an increased need of feedback and organizational support	1 2 3 4 5 6 7 8 9 10	Proves a reduced need of feedback and organizational support
Proves tension and stress in assuming his/her own role (has not adapted)	1 2 3 4 5 6 7 8 9 10	Problems do not appear in assuming his/her own role (is adapted)
Relationship with colleagues is tense	1 2 3 4 5 6 7 8 9 10	Proves a good relationship (friendship) with the department colleagues
Major dissatisfaction in embracing the job responsibilities	1 2 3 4 5 6 7 8 9 10	Proves satisfaction in approaching the work
Proves an incapacity of correct self-evaluation in relation to the organizational life	1 2 3 4 5 6 7 8 9 10	Self-evaluation of activity is correct

II. 2. Guide for motivating teachers

It is obvious that the activity coming from the manager is far from proving to be sufficient if it is not doubled by the sincere and profound desire of the teacher to self-develop and self-motivate closely connected to the teaching career.

This is why we add to this guide for the manager a set of exercises for the practicing personnel. They are an integrant part of the manager's guide because even if it addresses only to the teacher himself/herself, the manager is the key element not for releasing of the motivating action, but for its permanent support and monitoring.

During the discussion with the teacher who starts to integrate in the school, the manager should offer all the necessary information, establish stages/phases and the correct timing for the teacher to fulfil the exercises, help him/her in the process of development and self-actualization.

The argument mentioned above is consistent with the idea according to which teacher's motivation is more than a separate process, it is a relationship in which are involved more factors and in which the main actors are the teacher himself/herself and the management of that respective educational institution.

Exercise 1:

Evaluate your own motivation for being a teacher on a scale from 1 to 10 (where 1 is the lowest level of motivation and 10 the highest). Where are you at this moment in time? Do not try to justify your choice. Go for the first choice you can think of. This intuitive option represents your START point.

Motivation for teaching career									
1	2	3	4	5	6	7	8	9	10

Exercise 2

What motivates you?

Initial stage/phase

Think about the motivation typology described above. Analyse your own motivation for the teaching career. To what type of motivation it is related?

Types of motives	Rank (1 minimum/lowest rank minim, ... maximum/highest rank)	Justification
Motivation of power		
Motivation of achievement		
Motivation of affectivity		
Motivation of approval		
Motivation of curiosity		

Try now to describe it in one phrase which shares a personal experience for the choice you made (e.g. I feel good when I have the power – as a teacher – because students are listening to me and do not contradict me).

Offer such a description for each one of the motives above, regardless the rank it occupies is a low or a high one.

Final stage/phase

Now gather the different elements from above in a *motivation profile*. Start with those which possess the highest rank and end with those with the lowest rank.

I am motivated when:	
I am powerful and the others listen to me	
.....	
.....	

Put in practice the two stages/phases of the exercise each month out of three, evaluating then the motivation on a scale from 1 to 10 (1 minimum level, 10 maximum level). Register the differences (if they appear) from one month to another. Make this exercise every three months and notice the way in which your motivation profile changes.

Exercise 3

Think that the teaching profession does not exist anymore! Starting tomorrow there won't be any more teachers anywhere in the world. You have to choose a new career. Try to search deep inside you, to remember the passions and desires to which you have given up somewhere along your life. Choose three other professions you might practice. Do not take into account the fact that you do not possess a specific training in the area (for instance, if a building engineer career seems more appealing to you but you do not have any training, this should not be a barrier in choosing this career among the three).

Now identify two reasons for which each of the three careers might be attractive to you.

Example:

I wish I were a doctor because I would like to be able to save people.

I wish I were an astronaut because I would like to discover new things, etc.

In this moment you have identified motives for you would make choices. These motives are powerful enough to make you choose sometimes a profession which you do not have any chance to follow right away. But let's think about it...

Put all the six motives in your motivation profile. Try now to bring those things in the profession you are practicing right now – the one of a teacher. Let us take the examples described above. You can save people as a teacher too: the lives of the students you are working with are highly influenced by the way in which you succeed to communicate with them. You can always discover new things if you try to identify the best ways to make students to be attracted by the subject you are teaching...

Do not feel discouraged if things do not always seem to fit. Sometimes motives for which you chose to be a teacher seem to be completely unfit for the teaching profession. If you insist you might find at a certain moment that exactly these reasons can generate the most attractive elements for the teaching career!

Exercise 4

Sometimes the routine, stress, exhaustion – which accompany each profession are responsible in the teaching career for the decrease in motivation process as well. How can

we fight this things whose appearance is natural, but which can lead to inefficiency issues both at the level of the teacher-student relationship and at the level of the teacher himself/herself. In other words the teacher starts to work at a lower quality level, but he/she will be even unhappy and more stressed by his/her own condition.

One of the exercises we can use in order to fight such depreciation in quality of educational activity is that of *up-dating the initial motivational perspective*. When you decided that your professional life should unfold in this context/environment you had for sure motives which made the selected choice a success. Try to remember this motivation (and also to remember the state of mind that moment produced) and to bring it into the present context. For instance, the parents who have a conflict with their children can become more moderate when watching pictures or movies with their own family from the time when they where children. The past happiness transposed in the present can help them to find those inner sources to accept more easily the present state of the art and to identify a specific way of overcoming problems. In a similar way, this exercise can be useful in each moment when the present situation represents a deterioration of a past one.

Supplementary: Try an imagination exercise: if now you would be a fresh graduate (in case you have more experience in the classroom) would you still choose a teaching career? If your answer is YES then surely your motivation for the teaching career is still present but it must be refreshed.

Exercise 5

What do I need to be more motivated?

Some things are obvious and there can be said that each of us knows very well the things necessary to feel motivated. Generally that is true but this thing happens only at the level of fundamental motives. But your motivation profile is far from being made up only by two-three aspects. We are rather talking about a complex network of elements; the main ones are more difficult to be dealt with because their position in the conscious zone proves the fact that even if you knew what leads in a decrease in your motivation, you have not had the opportunity so far to overcome this state of the art.

In return, the less obvious reasons, which were unconscious as such, have more chances to be solved. Think about the following analogy: the case of shareholders' general meeting in a firm. You want to convince the meeting, but you have few chances to do so at the level of the main shareholders. However, the "small" shareholders, with little power by themselves can influence the balance of votes for your proposal if they are individually convinced. In the same way, even if the main motivators cannot be solved there is still a chance to support your motivation by listing a more extended enumeration of attractive elements for the teacher career.

10 things that motivate me to be a teacher:

The second step is to choose among these 10 elements the first three ones that you can change (it is in your power to make a difference):

3 things that motivate me to be a teacher and they re in my power to solve
1
2
3

Finally you have to choose among the three only one you can change today! Describe shortly how you would do that and go for it!

Do not forget, it is essential that your action should start right now. Do not postpone this process because as time goes by the opportunities to start doing something for your career are decreasing.

Exercise 6

Start a journal with all positive experiences from the life of teacher. Do not forget to write everything down; do not consider things as being too unimportant to be noted. Many times we live positive experiences which we forget while the negative ones (which can be highly de-motivating) have more chances to be kept in our memory.

Try to write this journal as if you are writing a book: explain things in detail, try to describe feelings you experienced in that occasion, etc.

Then, from time to time read it again! Remembering all those experiences and reliving those feelings offer you the opportunity to “recharge your batteries” in order to go on and to appreciate even what you are doing in the most difficult moments of your career.

Exercise 7

Based on your experience as a teacher (but also on the one of beneficiary of the teaching activity – student) try to develop a Decalogue of the efficient teacher and of the inefficient teacher.

The 10 laws of a successful teacher
1
2

3
4
5
6
7
8
9
10

The 10 characteristics/features of an ineffective teacher
1
2
3
4
5
6
7
8
9
10

Try to fill in the rubrics without thinking of you as a teacher. When you have finished filling in the grids, place them somewhere in your office/room and permanently up-date them. When you think you have found a new law or a characteristic write it down (but eliminate another one which seems less important). After you consider that you have found a consistent and correct form for both tables place between them an indicator which concerns you as a teacher. Notice how many of them define you as a teacher. Try to eliminate the elements from the area specific to the inefficient teacher and to consolidate those of the successful teacher. The more this graphic representation of your professional evolution will underline the positive elements the more confidence in your own power will increase and your motivation for the career you are performing will grow as well.

Exercise 8

Many times teachers can experience feelings of stress and inadequacy in the moment in which they feel that “it is not their place” in the school in which they are working. In this situation we are dealing with an example of lack of integration and of understanding of the organizational culture which they entered. Starting from the ideas of Jardel and Monjaret (apud Labregere, 2007) it would be useful to make up a list of different organizational rites, of tacit rules you are following and of those you are not (either because of not knowing them or because you feel a contradiction towards). Now

discuss this list with a colleague you trust and notice if he/she shares the same views or if there are some differences.

Some rites necessary to present your compatibility with the school are: those of recognition – clothes, language, ways of communication (it is or is not used the 2nd person), power signs and hierarchical top etc.; of poaching – present when the activity becomes too intense or of great importance – coffee breaks, net surfing; festive (which by repetition become elements of organizational culture) – calendar (for instance the way of celebrating the Christmas tree), occasional (such as presents and “surprise” parties with the occasion of colleagues name days) etc.

After you have listed on a paper all these aspects of the organizational life and you have compared them with the views of a colleague notice their level of importance for you and for the others and try in the future to adhere better to these rites.

Exercise 9

One of the important de-motivators for the career consists in the lack of coherent planning of the person in question. Many persons let their own career at chance which leads in time to a lack of involvement. This is why if the lack of planning can be a de-motivator, while establishing a set of clear and precise goals for your own professional evolution can have a consistent motivating effect.

For the moment, this exercise requires setting three important objectives for your future; also, in the same time it is important to set deadlines for their expected achievement and to analyse the activities that should be undertaken in order to reach those specific targets. Below you can find a structured example on the formal moments of career progress and more:

I want to have 1 st degree	In 4 years
I want to become a headmaster	In 5 years
I want to attend training courses abroad	In 2 years
I want to write a book	In 6 years

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