

## ATTEMPTING TO PREPARE MOTIVATIONAL PROFILE OF A SPORTS TEACHER AT BULGARIAN SCHOOL

(Research note)

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### **Abstract**

*The aim of the study is: harmonizing the aims of the school with the aims of the teacher of physical education (individually). For this purpose, 28 teachers of physical education and 43 teachers in other disciplines and staff from 8 schools (primary and secondary schools with different profiles) in the municipality of Veliko Tarnovo were served. Among the respondents were 11 main teachers, 3 assistant principals of education, 5 psychologists, 2 speech therapists and 22 teachers. The study found that the parameters of the motivating factors of sports educators include: perception and activity of each person from the school staff; management strategy with the needs of the team members; permanent dialogue head - teacher; staff and support staff; the compensation program creates confidence, that the good performance of duties leads to higher payment.*

**Keywords:** *motivation, physical education teachers, human work, work behavior, questionnaire, motivation factors, motivation model*

### **INTRODUCTION**

Motivation and motivating are some of the very popular words in the modern life. When using the terms motive and motivation, we are actually trying to answer many and various questions related to the human behavior.

There are few schools and leaders allowing themselves to invest their time and money to study motivation of the staff and the problematic factors that determine the negative or inadequate labor results

Every organization, including the school is more than just a collection of people. Whatever changes occur in the organization, a central role in it will take the human aspects (Bernard, 1948).

The motivational profile of the staff is the tool to diagnose and identify motivational problems in the organization. In the Bulgarian reality, the profession of the teacher, and everything related to it, is very differently perceived than in other European countries and the USA for example. Within those countries, even not very high paid teachers have much higher position in the society, unlikely in Bulgaria. Through the motivational profile it is established the actual level of motivation of the teachers - problems, factors and reasons, the need for measures toward their overcome, improve the human resource management, and its impact on their results of activity. (Delev & Colov, 2009).

Human behavior is directed towards the object of his search expectations – his needs. The knowledge regarding the teachers, their needs, and different circumstances is a prerequisite for a successful operation of the people in charge.

Motivation and motivating are some of the very frequent used words in the modern society. We can hear them in the news among intellectuals, from the employers, managers, and leaders, but also from workers, children, and people with no education, almost everyone. But the use of the terms is not extensively bound to their awareness. What exactly is motivation? Theoretical beginning to justify the motives as set by Freud (2003.) and psychoanalysis „all human activity is determined by psychology, viewed as a system of conscious not innate instincts.“ These instincts must be satisfied, which is the basis of motivation. Definitions for motivation provide further by Paunov, 2009; Angelov, 1998; Vladimirova, Spasov, & Stefanov, 1998.; Maslow, 1954, and others. The latest defines five groups of needs (Figure 1.), which have different “levels” of the pyramid, of which the most important are self-realization, self-renewal and growth.

In the literature, we can find arguments toward supporting of the theory of Maslow as well as some disproving it. In this case we are not interested in whether this pyramid presents the true or false hierarchy

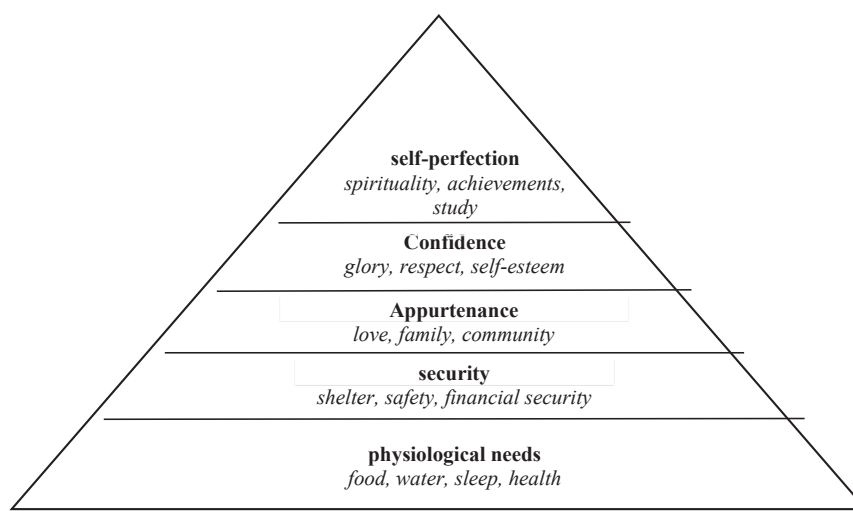


Fig. 1. Pyramid of human needs according to Maslow

of the human needs. We are interested mainly in ideas that it illustrates:

- People act toward satisfying their specific needs - the engine of human activity.
- Individual groups of human needs are connected to each other hierarchically. People focus their efforts first to meet the needs in priority/from bottom to top in the pyramid/.

When using the terms motive and motivation, we are actually trying to answer many and various questions related to human behavior. They all relate to working in a school. In practice, the consistency of the experience of schools to effectively influence the behavior of teachers and the level and way of satisfying their needs by doing this with certain tools and methodologies is missing. This defines the formulation of the research problem:

There are few schools and managers, allowing them to invest time and the money to study the motivation of the staff and the problematic factors that determine adverse or inadequate work results.

This allows us to perceive the following working hypothesis:

We assume that the application of the model of motivational profile of teachers including the teachers of physical education:

- It will lead to recognizing the leading and decisive role of human resources / resp. human factors / for the successful functioning of the school and its prosperity;
- It will increase the perception of the increasing motivation of those working in the school as important and significant and not as investment resource.

The aim of the study is: Harmonizing the objectives of the school with the objectives of the physical education teacher (individually).

In order to reach that objective, it is necessary to solve the following tasks:

1. Consider motivation not as an unified process, but rather as possessing tool of common characteristics relating to all employees at the school as well as individual ones, tailored to the unique needs of physical education teachers
2. To make a general motivational profile of the teacher of physical education.
3. To develop a model for motivating the teacher of physical education

## METHODS

The methodology we used to develop the motivational profile of the teacher of physical education, in accordance with the purpose and tasks of the study included the following methods of conducting research (Kalaikov, 2005.).

1. Theoretical and logical analysis of literary sources.
2. Structural monitoring
3. Method of consultation - focus group discussions (Edmonds, 1999.).
4. Mathematical and statistical methods - a comparative analysis.
5. Models. The modeling allows the overcome of the content and organizational complexity involved in sport activities. The method was used to develop a structural-functional management model. It allows a convenient way to clearly and concisely propose methodological concept that underpins the problem (Kancheva, 2011).

It was developed a „Questionnaire“ (appl.1, Table 1.) with motivational orientation containing 15 factors – motivators with specific for the school and differentiated for the sports teachers motives, which they had to list in rank Wood, & Toly, 2007.

For this purpose, 28 teachers of physical education and 43 teachers in other disciplines and staff from 8 schools (primary and secondary schools with differ-

ent profiles) in the municipality of Veliko Tarnovo were surveyed. Employees are representatives of the administration and not the teaching staff. Among the respondents 11 were main teachers, 3 assistant principals of Education, 5 psychologists, 2 speech therapists and 22 teachers. Respondents were selected at random. Before completing the “questionnaire”, those surveyed received instructions on proper completion.

## RESULTS

Of 15 factors provided in the Questionnaire, according to respondents, 10 of them are with a statistical reliability. Through comparative analysis was calculated the relative number of each of the ten factors set out in the methodology formula. Thanks to it, we established the limiting factors-motivators in the profile - under limiting factors is meant these few (3 to 5) in the rankings, characterized by the lowest satisfaction rate of respondents. (Table 2).

The formula used in the development and determination of the relative number is:

ME OTHERS

$$\frac{O}{I} = \frac{O}{I} \quad \begin{array}{l} \text{(I) -what the person puts in the} \\ \text{organization} \\ \text{(O) -what the person receives from the} \\ \text{Organization} \end{array}$$

In each organization everyone observes the other, compares himself with them, and works with them. That theory of equality is the one that accounts for these factors. People do not expect to be treated equally because they are all different, but expect to be treated honestly and fairly, which are aesthetic and emotional categories difficult to operationalize.

To what the person puts into the organization are attributed education, training, experience, efforts, the results of labor, etc., and the receipt of it includes not only the direct salary, but also social contacts, the prestige of the profession, the recognition, etc.

The analysis of the data sets as Factor 1 “Fair Pay”, which supports almost all of Maslow’s theory of motivation (Table 2.). Obviously, when still living a hard life from a financial standpoint, money is the focus of each of the teachers in the school. Wage is set by the staff as the most dissatisfied and consequently most demotivating factor. This is because the base salary of the respondents mainly teachers and educators, as delegated state activity, is lower than the average salary for Bulgaria. The work is physical and with responsibilities, and requires motivation and that motivation could not be achieved by payment, but may disappear because of inadequate evaluation and lack of funds for a normal life. From this perspective, it is understandable that toward the salary is given the primary importance.

Particularly pleasing is that motivator factor ranked as second is the „job security.“ Level of satisfaction of teachers in other disciplines and staff is 100% and

for physical education teachers 78% satisfaction, 10% uncertainty, and 12% dissatisfied. Obviously in this field, the employer has taken the appropriate preventive measures to allow the staff to feel secure and to work in a pleasant, healthy and comfortable working environment.

Tracing the dependence between the respondents’ answers to the factor „working conditions“ indicates that between the two categories of groups surveyed regarding satisfaction there are serious differences (Fig. 2. and 3.). At 100% - the first group, only 60% of sports educators agree with their colleagues, and 40% experience frustration due to poor facilities for physical education classes.

The factor on 4th position according to the respondents’ is „good relations between staff members“ has such a high rate of satisfaction (between 75 and 80%), which speaks well for the staff and in particular the management of schools (Fig. 2 and 3.) or that competition is nonexistent or minimal. It might be assumed that the lack of active competition comes from equalizing among the employees and reduced wages in the field. But since this indicator is quite subjective, and is also a changeable and dynamic factor, that could quickly change over the time (e.g., entering a new teacher who does not stand well with other team members). It must be observed daily, and be able as quickly as possible to respond when a lowering satisfaction trend has been noticed.

Equal treatment of staff - fairness is generally a topic that is hard to achieve a high rate of satisfaction, as it is very sensitive to people, and their views of justice are very diverse. This does not mean that principals must not expend time and energy to achieve maximum high rate of satisfaction with this need. Here, on the one hand is the point of fair pay (which already mentioned in factor 1), but also the relations between leaders and the individual performance of each one in a team.

Two factors related to the possibility of improvement and growth have a relatively high level of satisfaction - respectively 75 and 50% for sports teachers and the remaining 60% of the study sample, which means that educational institutions have recognized the need for education and training of the staff. Particularly important for the existence and success of the Bulgarian schools in today’s education and knowledge society, is to provide continuous training of teachers, and to be guided by the principle of „lifelong learning“.

For this purpose it must purposefully create plans for training and retraining of staff in schools – from the base teacher and educator to the senior management. An important point is also that the training is not conducted as a “next event” and to check their results and effectiveness.

For the teacher of physical education is very important the “job autonomy” - a factor set on the fourth position (Table 2.) against the eighth at other school personnel. All focus group respondents report levels of satisfaction of 100%.

Their interests are respected and they are given

Table 2. Summary form of a ranking factors - motivators

№	Factors-motivators Ranking	Ranking of importance of factors		Relatively weight	Place each of the 10 factors selected in one of three columns					
		Teachers of other subjects and staff	Teachers of physical education		All	Satisfaction %		Ambiguity %		Dissatisfaction %
				Teachers of other Subjects and staff	Teachers of physical education	Teachers of other Subjects and staff	Teachers of physical education	Teachers of other subjects and staff	Teachers of physical education	Teachers of other subjects and staff
1	Fair wage	1	1	1,2	0	0	0	0	100	100
2	Good working conditions	2	3	2,2	100	60	0	0	0	40
3	Job security	3	2	3	100	75	0	10	0	15
4	Good team relations	7	7	4,4	80	75	0	0	20	25
5	Equal treatment of collaborators	6	6	4,8	40	50	20	35	40	15
6	Opportunity for advancement	4	9		60	50	40	50	0	0
7	Opportunity for improvement qualification	5	5	6,4	60	75	20	25	20	0
8	Autonomy at work	8	4	7,8	0	100	80	0	20	0
9	Trust in leadership	9	8	8,4	0	20	60	60	40	20
10	Belonging to the organization	10	10	9,4	0	50	80	50	20	0

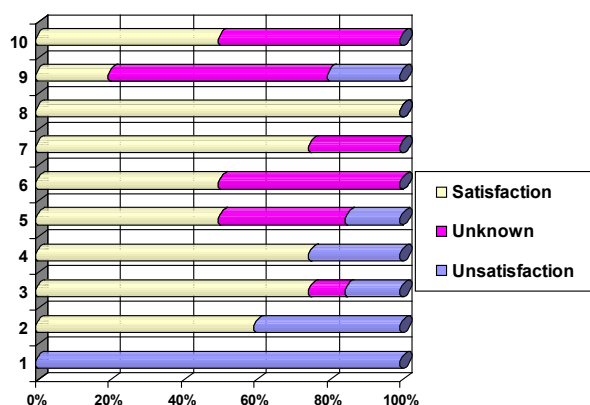


Fig. 2. Ranking of motivational factors for physical education teachers

the opportunity to develop and grow in the directions that interest them.

In factors 9 and 10 shows a high level of uncertainty about their satisfaction (Fig. 2. and 3.). Obviously feeling of belonging to the organization and trust in senior management are not very clear notions of school staff, probably because the “senior management” is by their opinion of imaginary quantity, as well as identification of themselves with the school.

To integrate team members to the organization can be done by organizing events or holidays, to

which all staff are invited. Another way to overcome the alienation of staff is regular meetings in which senior management can answer questions that help the team to inform themselves of important events in the school, achievements, failures, etc. The main goal should be to build an atmosphere of constructive dialogue between management and staff.

Nowadays is technologically possible to create a database that identifies teachers of physical education

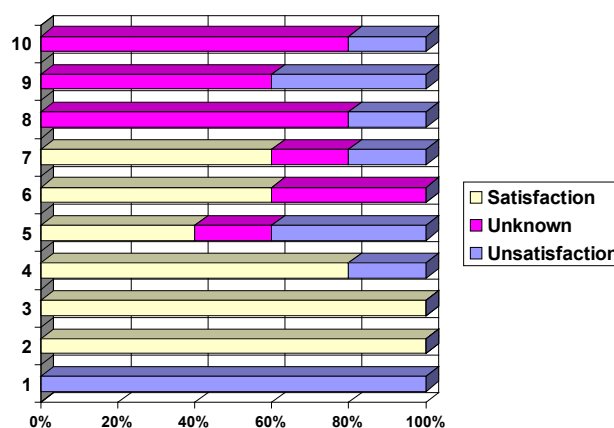


Fig. 3. Ranking of the motivating factors for teachers of other subjects, officers and support staff

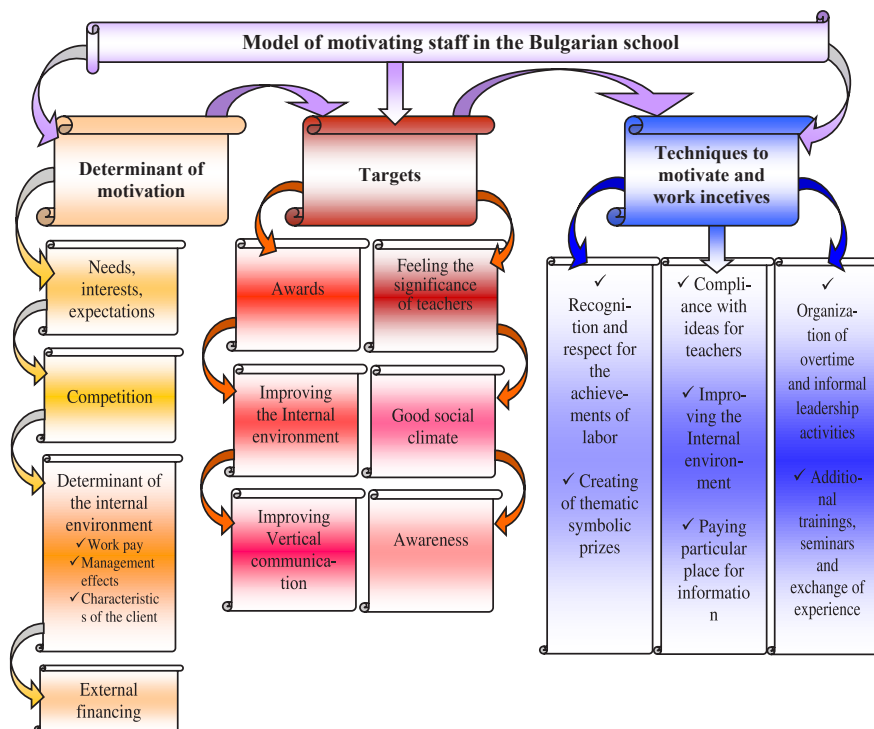


Fig. 4. Structural-functional model

№	Factors-motivators	Arrange factors of importance from 1 <sup>st</sup> to 15 <sup>th</sup> place	Set each factor in one of the three columns		
			Satisfy the needs	I can not decide	Not satisfy the needs
1.	Timely and fair assessment of the efforts and results achieved in labor				
2.	Working according to the job description and mobilizing professional knowledge, skills and abilities				
3.	Equitable wage (basic and additional)				
4.	Opportunity for increasing the qualification in organization				
5.	Growth and development, consistent with the possibilities of the worker				
6.	Working conditions				
7.	Social environment (relationship with colleagues, team climate)				
8.	Opportunity for initiative				
9.	Job that encourages creativity				
10.	Responsible, hard, complicated work				
11.	Timely and accurate information about tasks and results in employment				
12.	Job requiring cooperation				
13.	Awareness of events in the organization				
14.	Targeted training in the organization				
15.	Status (social rank) in the team				

Position .....  
 Sex .....  
 Education .....  
 Age .....

with their motivational signs. Accordingly, we believe it is possible to focus on school management to meet their needs. Annex 2. shows the system we developed through professional testing of a personal motivating staff including a teacher of physical education.

The analysis performed here have provided us with a basis for the development of structural-functional model, aimed at making motivational profile of the sport educator, relationship between the flows: needs, interests, expectations, targets, incentive and equipment. Method of modeling was used mainly in the design of appropriate organizational and managerial level interactions between different levels in the structure of the Bulgarian school.

The study found that *the parameters* of the motivating factors of sports educators include the following conclusions:

- ◆ perception and activity of every person of the school staff
- ◆ management strategy with the needs of team members
- ◆ permanent dialogue on relation principal - teacher, employee and the support staff.
- ◆ compensation program creates confidence that the good performance of duties leads to high wages.

Results of the study allow us to formulate some **recommendations**:

1. To be bound by stimulating individual and group efforts further, e.g. qualify for the final phase of the school sport championships and / or winning medals and more.

2. Timely preparation of motivational profiles and the comparison between them in order to determine whether corrective measures have the intended impact on the results of their work.

#### Enclosure 1.

### QUESTIONNAIRE

Dear Madam / Sir!

This questionnaire aims to find out which are your most important needs (factors that motivate you to work better) and to what extent they are satisfied with the existing conditions and work organization. Results of the inquiry will be of benefit to the Director in decision making, so the reliability of the input data is essential

For that purpose in column 3 choose 15 of the following factors, depending on the strength of motivating impact on you (1 - most important factor, 15 - least important factor). In column 4, 5 and 6 indicate YES if these needs are satisfied, dissatisfied or you can not decide how they can affect your motivation for a better job performance.

#### Enclosure 2.

### PROFESSIONAL TEST

For each statement or question, select one of the possible answers: A, B, or C. Remember that, toward having a precise assessment, you should choose the answer closest to what you would do or have already done.

Do not choose what you currently think is the best or most appropriate answer. In fact, your desire to present yourself in the best possible light is not the most emotional and intelligent way of answering.

**1. You feel tense and irritated by the professional task they asked you to do. What is your reaction?**

- A. Rest and then plan the most effective strategy.
- B. Feel tense but continue doing your best.
- C. Mutter about it to everyone around but get down to it as soon as possible.

**2. The task is a interesting one but so often done that you feel bored. How would you react?**

- A. Deal with the problem as quickly and efficiently as possible and then explore the possibility of changing jobs.
- B. Leave it at the bottom of the pile and continue with another more interesting job.
- C. Make minimum effort and reduce the time to the shortest one possible.

**3. After hard work to achieve your professional goals, you find out you have surpassed the same. What would you do?**

- A. Enjoy the moment, then relax, and rest on your laurels.
- B. Support success by setting new goals to achieve.
- C. Keep efforts at a level so as not to affect your performance or lose the standard reached.

**4. You have ideas how to solve a problem but they say you have a minimal chance to succeed. What is your reaction?**

- A. Think them over and then, after assessing the risk, put them into practice.
- B. Worship other superior judgment and forget about anything else.
- C. Trust your own judgment and move forward.

**5. You have doubts about how well you are coping with a task and whether you could do it better. What would you do?**

- A. Continue doing everything the same way because no one has criticized your work.
- B. Trust your own judgment and improve your work accordingly.
- C. Make self-evaluation, share it with someone whose opinion you esteem, and improve your work accordingly.

**6. While working, you find out that some important pieces of information are missing that could prevent you from making the right decision. What would you do?**

- A. Decide that the missing information is not so important and make your decision based on what you have.
- B. Try to collect the missing information and make a decision only when you have it all.
- C. Based on what you have, guess what the missing piece of information could contain and decide according to your suggestion.

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