

## **MOTIVATING FACTORS FOR TEACHERS AND PRINCIPALS OF SPORT SCHOOLS IN THE REPUBLIC OF BULGARIA**

*(Preliminary communication)*

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### **Abstract**

*The motivation is a hard and complicated issue to be researched since it incorporates multidisciplinary characteristics. Their understanding allows through management to achieve the goals of the organization, by the effort of people that need to be motivated. Human resources in the sport school is the pedagogical personnel (teachers and principals), which are people with a certain level of educational and professional-pedagogic statute. Approximately these qualities, and their intensive motivation for professional work first of all, are the subject of the current abstract.*

**Keywords:** *management, professional-pedagogic statute, internal motivation criteria, motivational profile, Questionnaire, percentages.*

### **INTRODUCTION**

Examining the school as an organization of people, existing and developing because of the individuality and the uniqueness of each one of its personnel, we will include the separate characteristics of the teachers in the term "motivational dependency", on which the whole motivational environment in the school organization is depending.

To reveal what are the motivational dependencies in the sport schools, we will establish the motivational profile of the teacher and we will compare it to the motivational profile of the principal of such schools.

The thesis that we develop in this article confirms that the motivational profile is a complete complex image of the level of satisfaction of the teachers and principals in the sport schools in the education system, according to the influence of certain, preliminary chosen factors.

### **RESULTS AND DISCUSSION**

Establishment of the motivational profile begins by separating the main ten motivation factors of the teachers and principals, arranged in a summarized matter (during the data processing), which are subdued to analysis (tables 1 and 2).

In the summarized forms from the studies the ten most important factors for the teachers and the

management staff are arranged by their importance. This step deciphers what is most valued by the personnel. It gives a reference about the complex correlation between their needs and values, refracted by the prism of their expectations. After their analysis, the management of the school, based on the given summaries and conclusions, should optimize the effect of those factors, so the possibility to express their maximal abilities in work is given to the teachers and the management staff.

It is obvious that for the teachers main factor-motivator is the equity of wages, while for the management staff this factor is on second place, again on a position of high importance. Despite that, our notion for the teachers, which would work with a passion, has been long gone. The importance of this factor is shown also in the motives of the work behavior, where it is on fourth place and is among the five fundamental most important factors for the individual, the staff and the managerial personnel.

Second place for the teachers is "job consistent with job description", which, as a motivator for the managerial staff, is related to clear, precise and achievable targets in the workplace. For the teachers it is important to carry out what is written in their job descriptions, while for the managerial personnel the clear, precise and achievable targets are the motivating factor. This is explained by the different nature of their positions, i.e. the different status

Table 1. Summarized list of motivational factors for teachers in sport schools

№	Motivational factors	Teachers		
		Summarized results		
		Satisfaction	Neutral	Dissatisfaction
1	Equitable wage	4%	0%	96%
2	Job consistent with job description	61%	4%	35%
3	Equal and fair treatment of the members of staff	38%	24%	38%
4	Timely and fair assessment of the efforts and results	35%	7%	58%
5	Working conditions - favorable working environment	58%	19%	23%
6	Opportunity for qualification training in school	35%	23%	42%
7	Job security /protection against cutting/	50%	23%	27%
8	Social environment /relationship with colleagues, social climate/	54%	19%	27%
9	Timely and reliable information about the task and performance	35%	19%	46%
10	Work requiring collaboration /communication and mutual support/	73%	8%	19%

Table 2 - Summarized list of motivational factors for principals in sport schools

№	Motivational factors	Principals /management staff/		
		Summarized results		
		Satisfaction	Neutral	Dissatisfaction
1	Timely and fair assessment of the efforts and results of labor	62%	0%	38%
2	Equitable wage / basic + extra /	15%	0%	85%
3	Clear, precise and achievable targets / workplace /	31%	23%	46%
4	Social environment / relationship with colleagues, social climate /	85%	0%	15%
5	Timely and reliable information about the task and performance	54%	8%	38%
6	In school management / initiatives with the goals and decisions /	54%	15%	31%
7	Social benefits provided by the school	31%	0%	69%
8	Loyalty to the organization / school /	34%	31%	35%
9	Job security / protection against cutting /	48%	8%	44%
10	Uniform and fair treatment team members	30%	8%	62%

that they have in the school. The managerial staff should develop new targets and assign tasks, leading to better results, while the teachers are obliged to fulfill them. They are acting as executives, but also they are expected to be creative in their work, to apply new methods and means of teaching, and not just to say the memorized and many times repeated text, that is put in the textbooks.

In order to fulfill their job in due time and in accordance to the requirements of the work place and the principal, an important factor for the teachers is the timely and reliable information about the task and performance (9<sup>th</sup> place for the teachers and the higher 5<sup>th</sup> place for the managerial personnel). The study confirms the managerial practice, according to which no manager can fulfill completely its duty for decision making and control, without receiving the feedback for the fulfillment of the delegated tasks. That is why this motivating factor is higher for the managers.

Next in importance are the factors, related to the

respect and evaluation by the managers. Those are: uniform and fair treatment of team members (third place for teachers and tenth for principals) and timely and fair assessment of the efforts and results of labor (fourth place for teachers and first place for managerial personnel). There is similar opinion of teachers and managerial staff of the sport schools, that for their motivation for work it is important to have timely and fair assessment of their efforts and results, as well as equal and fair treatment of the staff members. It is highly unacceptable for both parties the privileging of any teachers for reasons, not including the work related, as well as untimely evaluations of the completed work. The evaluation, especially if it is positive, influences the motivation of the employee (over its work behavior) if it is expressed immediately after the completion of the task. Understanding this fact by the school managerial staff is shown in their answers. They have put in first place exactly this factor for motivation.

Analyzing in parallel the results of the study of the motivational profile and the motivational environment in the sport school, the following factors, important for the motivation of teachers and managers are established. Those are: working conditions - favorable working environment (fifth place for teachers); social environment /relationship with colleagues, social climate/ (eight place for teachers and fourth place for managers); work requiring collaboration /communication and mutual support/ (tenth place for teachers).

While examining the motivational environment in the sport schools we revealed that in order for it to lead to the expected results it should be aimed at the good social-psychological climate, related to the respect between colleagues, between managers and subordinates, between school staff and the external environment, with mutual assistance in work.

The difference in the answers of the two types of personnel in the sport school is the high importance that the managerial staff gives to: participation in school management /initiatives with the goals and decisions/ (sixth place for the managers) and loyalty to the organization /school/ (eight place for the managers), which are not recognized as motivating factors by the teachers. This is expected, given the different statutes in the school hierarchy of the two types of personnel. For the managerial personnel the participation in the school management is fundamental so their initiatives in setting the aims and making the decisions are accepted and of course the loyalty to the school. This result is especially indicative when we consider the fact that 39% of the studied managers are principals, and the other 61% are assistant principals. The assistant principals are the ones that have said that the participation in school management is important for them and not just the execution of the tasks and directions of the principals as the teachers, i.e. they are defending their managerial function that they should perform, but is apparently not allowed.

For the indifference of the teachers to those factors illustrative are the responses in the study to the motives of the work behavior. The teachers do not give any significance to the motives: pursuit of career development and desire to stand out and self-expression. If they put more effort in their work and show organizational skills, this will have no effect on their salary or on their statute in the school.

Next in importance motivational factor is the opportunity for qualification training in school (sixth place for teachers). This factor corresponds to the placed as fifth motive for work behavior – “possibilities to improve my qualification and to apprehend new knowledge and skills”. This is a predictable factor to motivate intelligent people. The teacher understands that the acquiring of new knowledge and skills will improve his /her work and lead to internal satisfaction. This corresponds to the opinion of the managerial staff. They are active towards the organized forms for qualification

improvement and provide such opportunities to their subordinates.

Another significant factor is Job security /protection against cutting/, which is placed at seventh position by the teachers and ninth by the managers. This motivational factor can be related again to the placed on first position motive for work behavior – the ability to work in calm environment. It is known, that when the teachers are under stress, especially caused by reasons as insecurity about the minimum workload for the next year, insecurity about attitude of the managerial staff to them, etc., they will be unable to perform their duties to the fullest. Even more, this stress will inevitably influence the social-psychological climate in the school, which as we already stated, is important for the motivation of the teachers. This is also important for the managerial personnel. When the both parties are relaxed and not stressed of eventual persecution, they can develop their potential. The managers should make decisions that affect the future of the sport school. In the meantime, if they are sure, that they will set new strategy and policy in action, they could put ingenuity and creativity, which are crucial for the managerial profession.

## CONCLUSIONS

The main conclusions from the conducted study are in the following perspectives:

1. The motivation of the teachers in the sport schools is related to their relation with the organization. They have high level of effective relation. The main part of the teachers is feeling empathic, emotionally related, as members of one collective and would be working with pleasure in the sport school.

2. The problematic areas in the motivational profiles of the teachers and the managerial personnel in the sport schools, which are confirmed by the studies of the satisfaction, of the motives of work behavior and motivational environment are: equitable wage /basic + extra/

- Limiting factor as for teachers, as well as for managerial personnel. Not only it is far from fair, but also the criteria that are used to define the wages are degrading and unjust (depending on the pedagogical experience), and the new criteria – unclear and not encompassing the differences in the types of schools. These problems should be addressed by the Ministry of Education and Science (MES).

- The social-psychological climate in the sport schools is impaired by the correlation between the colleagues because of the unfair treatment of the staff members, setting unclear and non-specific aims (as set in the regulations of MES) and the disrespectful attitude between colleagues, as well as between managerial staff and employees. The solutions to these problems are in the hands of the management of the sport school.

3. A problematic area only for the teachers in the sport schools are the opportunities for improvement of the qualification. As qualified a teacher could be, his statute and salary does not change. Nonetheless they have the desire to acquire new knowledge and skills, which to be applied in their work. But even with this

initiative there are obstructions with the allowance of government funding from the MES or by their incorrect distribution by the management. The problem with the dependency of the teachers qualification by the government and its institutions would be diminished if the teachers would have enough income, to provoke readiness and opportunities for investment in their own development.

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