THE DIVERSITY OF THE MOTIVATION CONCEPT

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Much research issues regard to motivation refers to the motivation of students and the teacher's role in this process. Studies addressing motivation in terms of quantity and quality, gender differences, the relationship between time and motivation, learning and assessment etc. Motivation and motivators change over the time we live. In ourdays the motivation is based on providing autonomy and personal growth area to each student. The relationship between teacher motivation and objectives of the education system (student achievement) presents motivation as a central component. It is already recognized that the vitality of an organization depends on the motivation of its employees.

With the postmodern period, the motivation is generated awareness and choice derived from the reality of life that is dynamic and changing. Individuals control their actions and build their state.

Keywords: *motivation, teachers, motivators*.

DIVERSITATEA CONCEPTULUI DE MOTIVAŢIE

O bună parte a problemelor de cercetare cu referire la motivaţie vizează motivaţia elevilor şi rolul profesorului în acest proces. Studiul abordează motivaţia sub aspectul cantităţii şi calităţii, diferenţelor de gen, relaţiei dintre timp şi motivaţie, învăţare şi evaluare etc. Motivaţia şi factorii motivatori se schimbă în raport cu perioada în care trăim. În condiţiile actuale strategia motivării se va baza pe oferirea autonomiei şi a spaţiului personal de dezvoltare a elevului. Relaţia dintre motivaţia cadrelor didactice şi realizarea obiectivelor sistemului de învăţământ (realizările elevilor) prezintă motivaţia ca fiind o componentă centrală. Este deja recunoscut faptul că vitalitatea unei organizaţii depinde de motivarea angajaţilor săi.

În condiţiile perioadei postmoderne, motivaţia este determinată de conştientizarea şi alegerea provenită de la realitatea vieţii ce se dovedeşte a fi dinamică şi în schimbare. Indivizii sunt autonomi în a-şi controla acţiunile şi în a-şi crea situaţia.

Cuvinte-cheie*: motivaţie, cadre didactice, factori motivanţi.*

The term motivation is derived from Latin – *motivus*, which means "a driving force". In essence, this is a personal phenomenon which establishes, to a large degree, an individual's abilities to achieve his personal goals, and in addition, it is a principal resource to realize one's needs and expectations. Hence, motivation is a term which describes behavioral drives [5].

According to Steers and Porter (1987), motivation has 3 components:

• That which intensifies human behavior
• That which directs or channels human behavior
• The way human behavior is reinforced or extinguished

It is customary to distinguish between intrinsic and extrinsic motivation (Ryan & Deci, 2000):

Intrinsic motivation – is performing an activity for the sake of satisfaction that is inherent within it, rather than for the sake of other outcomes. When a person has intrinsic motivation, he is driven to operate for the sake of pleasure or challenge rather than for any incentives, pressures or external rewards.

Extrinsic motivation – performing an activity as it leads to a certain outcome.

The level of motivation can affect the functioning of a person. Moderate levels of motivation tend to improve a person's functioning in most tasks. Oppositely, very low levels of motivation would not necessarily manage to get a person to action and too high levels of motivation might invoke apprehensions that would harm his functioning (Carlson, 2013).

The importance of researching the issue of motivation rises in light of the fact that motivation fills an important and significant role in all aspects of life of a person, due to its being a phenomenon that determines an ability to achieve personal purposes and realize needs and expectations. It should be said that motivation constitutes both a means and a purpose for behavior of Man. As a means, motivation is a condition for action as there is no action without motivation for action. As a purpose, motivation can stem from various reasons – in order to gain an award, to avoid punishment, to impress others, as it is important, as it is interesting, as it is pleasurable.

The issue of motivation in education has been extensively studied by many diverse theoreticians. Mainly, motivation has been studied in relation to learning and less in relation to teaching. What is common to all the theories, is the intimate correlation between motivation and learning. It should be said that motivation consti-

tutes a necessary condition for learning to take place. Thus, the study of motivation for learning has the purpose of supplying an educator with tools that would assist him in understanding the phenomena and in dealing with them. In Israel, the issue of motivation has been studied from numerous and different standpoints that are detained as follows.

Motivation and gender (Fishbein, 2011) – does studying in different frameworks (boys/girls) affect the achievements of the learners and their level of motivation for learning, is there a difference in the level of motivation for learning between boys and girls, is there a difference between motivation of boys and motivation of girls in studying certain subjects. According to this study, there is a positive effect of separation between boys and girls and their achievements in studies and the rise is motivation of girls to study math and science. **Motivation and the social dimension** (Dekel, 2011) – what is the extent of effect of the social background of a pupil on his motivation for studying. This study determines that motivation is not a genetic attribute but rather, an acquired attribute. It has been found that parents from strong social layers supply their children with motivation as opposed to parents of weak social layers who take motivation from their children. **Motivation and specialization** (Madjar, 2011) – this study attempts to respond to the question of how motivation for specialization is created and direct the discussion of the issue of motivation from quantity to quality. No more the quantity of motivation of pupils, whereas what is the quality of their motivation. The study wishes to cultivate the purpose of specialization of a pupil, meaning to develop in a pupil an orientation for learning and improving that constitutes a qualitative motivation. **Motivation and self-direction** (Harpaz, 2011) – this study proposes a new reading of a school – from the standpoint of the "self-direction" theory (Ryan & Deci, 2000). The practical meaning is cultivation of internally directed, autonomous motivation, through the satisfaction of basic human needs on the part of education personnel in every activity. From this study, it appears that the increase in motivation stems from satisfaction of following needs: need for connection, need for belonging, security, need for sense of capability or ability, need for freedom from coercion, need for inner conscience, meaning, directed purposes and values. **Motivation – between research and field** (Kaplan, Katz & Plum, 2011) – this study reveals the gaps existing between researchers of motivation in the academy and those enacting it in schools (teachers) – a fact that prevents teachers from producing any value from research. This study wishes to follow on the reasons for these gaps and find ways to overcome them for the sake of education in school.

In the US, just like in Israel, the issue of motivation has been studied from diverse aspects such as: **intrinsic and extrinsic motivation – new directions** (Ryan & Deci, 2000) – this study present the theory of self-direction according to which there is no dichotomous distinction between extrinsic and intrinsic motivation. The self-direction theory identifies a large variance in the extent of autonomy of extrinsic motivation. **The relation between type of motivation (intrinsic/extrinsic) and study assignment** (Ames, 1990) – it has been found that there is a distinction between pupils with intrinsic motivation and pupils with extrinsic motivation in relation to execution of study assignments. Pupils who are intrinsically directed tend more to execute challenging assignments while pupils who are extrinsically driven tend to be satisfied with less complex assignment and less challenging ones. **The relation between ways of teaching of teachers and motivation for learning of pupils** (Anderman, 2011) – the findings of the study emphasize the importance of teachers' skill in managing a class as another necessary component, however insufficient one, in creation of class environment that would support positive motivation of pupils. **Adjustment between ways of motivation and the reality of our times** (Pink, 2012) – this study attempts to claim that "carrots and sticks" are to be replaced as extrinsic factors of motivation with intrinsic factors of motivation such as autonomy, space for development and growth. The purpose of change in the way of motivation is to prepare the youngsters to the world of today and tomorrow. It stems to the opinion of Pink, from the fact that the work people perform presently is different is character and complexity. Presently, people have additional drives to the biological drive such as the drive to direct our life by ourselves and improve in the things that are important to us. It appears that the study of motivation for learning stems out of an assumption, that is apparently clear to every teacher, that when pupils "lack motivation", it is practically impossible to teach them. Out of this assumption, the question arises whether the existence of motivation for learning is determined in its entirety outside the class framework and may be even outside the school walls, and a teacher has the responsibility to attempt to teach the best he can in light of the motivational condition his pupils are in? And in relation to current study, the question arises whether the "quantity" of motivation of pupils and its quality do not depend to a large

extent upon the circumstances a teacher creates in a class. Many studies respond "yes" with a capital "Y", as teachers' motivation for teaching constitutes a key factor for their professional effectiveness. Studies (Ministry of Education, 2009; Budden, 2009; Ofoegbu, 2004) indicate the positive implications of teachers' motivation on the educational system. It has been found that the motivation of teachers affects achievements in school, their desire to participate in the educational process and its promotion, and their behavior (Ofoegbu, 2004). Teachers with high motivation can create a good social, psychological and physical climate in a class and to make an integration of professional knowledge, knowledge of content in the field of knowledge, inter-personal knowledge and inner-personal knowledge (Ministry of Education, 2009). High motivation for teaching of teachers leads to high motivation for learning of pupils and vice versa (Budden, 2009). The relation between motivation of teachers and achieving the purposes of the educational system (pupils' achievements) presents motivation as being a central component in the labor science as the vitality of an organization depends upon motivating of its employees. Motivation makes people do something, want to persist in that activity and exert effort (Dornyel, 2001). Employees with high motivation express high satisfaction both with their position and the organization, high commitment to the organization, higher and more effective performance, can-do attitude and a variety of behaviors and volunteering actions beyond what is required in their position (Vagner & Manor, 2001) whereas lack of motivation harms directly the quality of work in general and the employee in particular. The research literature (Malach-Pines, 2011; Tzabar, 2001; Fridman & Gavish, 2003) presents a scene according to which the level of motivation of teachers is a changing component throughout their professional career. In the course of the teaching career there is a decrease in motivation of teachers. This phenomenon arouses an extensive public and professional interest in many different countries around the world and is termed in the research literature as "burnout".

Teachers enter the world of teaching when they are equipped with high motivation. However, upon their entering teaching, there is a significant decrease in the level of their motivation. The phenomenon of decrease in motivation of teachers is explained on the background of a gap between expectations from the profession and reality. Teachers begin their teaching career when they expect a challenging, significant work, that is pleasurable and beneficial. In actuality, they discover a reality that is characterized with problematic pupils, lack of suitable rewards (including pay); time and tasks pressure at work and a routine (Malach-Pines, 2011). There is an agreement amongst researchers that teachers in the beginning of their path go through a course that leads "from heaven to reality through hell". The teachers start high, collapse and finally climb slowly up. Tzabar (2001) describes three stages of a teacher in a teaching career: 1. Enthusiasm; 2. Crisis; 3. Acceptance. In the stage of enthusiasm the teachers are in a state of euphoria for being the "good teachers" as they have believed they would be. At this stage, teachers have high expectations, excitement and much emotional involvement. The second stage is a crisis and shock of reality: when enthusiasm dissipates a struggle for professional life begins. The high hopes and fantasies are replaced with despair and frustration. The coping with difficulties in the school life change the perspective of new teachers. The large number of tasks and the need to cope with so many new things at the same time lead teachers to emotional stress. The third stage is the stage of adjustment and acceptance – a stage teachers reach while acquiring control and a sense of capability to affect. Teachers begin to understand the complex reality and adjust to it. The decrease in motivation of teachers in the first years of teaching lead many of them to leave teaching as early as at the beginning of their path without overcoming the barrier of these bitter years. The phenomenon of decrease in motivation as a result of existence of a gap between the expectation of teachers and reality is attributed to beginning teachers. However, the phenomenon of decrease in motivation does not belong to beginning teachers only. After several years of work, many teachers sense a "lack of challenge" in teaching. The monotony and lack of stimuli in tasks they need to perform on a daily basis lead the teachers to lack of satisfaction. They sense that they can no longer muster up enthusiasm for the teaching work; they are no longer interested in their work, they are bored and challenge-less. As a result, these teachers start to perform their work offhandedly, reduce the investing of energy and enthusiasm, doubt whether they are in the right area of occupation and examine other occupational opportunities. For these teachers, teaching has lost meaning and interest it has had in the past and they make a painful decision of leaving the career which has been a source of pride, dignity and identity in the past (Fridman & Gioshen, 2003). The gap between expectations of a beginning teacher and reality and a sense of lack of challenge that teachers encounter after several years of teaching lead to burnout. In the professional literature, burnout is defined as a process following which the attitudes and behavior of professional personnel change in a negative direction (Cherniss, 1980). This definition includes

two important components: one is a process of psychological detachment of an employee from his work, and the second is a transition from high motivation of an employee to a his low motivation. The practical expression of the decrease in level of motivation is apparent in the loss of enthusiasm and excitement and a sense of mission at work. The phenomenon of burnout that finds its expression in a decrease in motivation is a global phenomenon and does not belong to the state of Israel.

The phenomenon of decrease in motivation or as it is termed in research literature, the phenomenon of burnout amongst teachers, causes concern not due to the group of teachers who leave teaching but for those who choose to remain despite their lack of satisfaction and damage the quality of educational services supplied by them. Burnout can have far-stretched effect on the functioning of a teacher out of which implications are derived on education of children. The behavior of burned-out teachers is characterized by a decreased work ethic and a low performance level, being frequently late and frequent absences from work, increased personnel turnover, supplying poor service and an indifferent and filled with hostility address of the fellow person (Malach-Pines, 1989). Additionally, teachers with no motivation are characterized as those who search for ways to reduce their interactions with pupils, they are less sensitive to mental and physical needs of their pupils. They diminish the transfer of information and praising of their pupils, they tend to reduce support and acceptance of new ideas and employ a strict and critical approach. In response to these behaviors of teachers, pupils tend to change their own attitude towards themselves as pupils, towards teachers and teaching in general. Their sense of capability reduces, and they feel as having low ability as pupils. Their intrinsic motivation weakens and this might affect the quality of studying, initiative and creativity (Fridman & Gavish, 2003).

Thus far the importance of motivation in general and motivation for teaching and learning in particular has been discussed, various issues have been reviewed that have been studied in relation to motivation in Israel and the US and a scene has been presented regarding motivation of teachers for teaching. From this review, it has appeared that motivation comprises a central resource in the work of teachers due to its effect on functioning and achievements of pupils.

Following, a conceptualization of motivation shall be reviewed with the purpose of following up on the different motives behind behavior.

Throughout the course of development of psychology as a field of knowledge and research, many explanations of human conduct have been formulated. Some theoreticians have claimed that when the balance of psychological energy is disrupted it would leads to behavior. Others have claimed that behavior is an outcome of planned learning which operates via rewards and punishments. There are those who have focused on intrinsic needs of Man, whereas other theoreticians emphasized the goals an individual sets and works towards achieving. There are also those who have pointed to the cultural and environmental influences which define short term goals and behaviors of an individual (Kaplan & Ashur, 2011).

The literature review points towards a change in the source of motivation. Previously accepted opinions have given way to newer opinions in the way this field has been researched. Early approaches, have conceptualized motivation as a basic biological mechanism, which is aimed at survival and the achievement of basic short-term goals for survival purposes (from attaining food or self-defense to love and socialization). Until the first half of the 20th century, it has been assumed that the individual operates instinctively and is unaware of his want and the fulfillment of his needs. The assumption was that motivation occurs via physiological processes (that are non-conscious), as in other animals (Maslow, 1954; Alderfer, 1969; McClelland, 1961). These perceptions have observed people as being "programmed" to seek pleasure and avoid suffering. From the second half of the 20th century, the more accepted assumption has been that Man operates out of awareness and rationally attempts to avoid suffering and produce pleasure (Vroom, 1964; Locke, 1968; Adams, 1963; 1965; Bandura, 1977; Bar-Haim & Hopstater, 2004; Madjar, 2001; Rayan & Dei, 2000). These advanced perceptions, as opposed to previous ones, conceptualize motivation as a directed and aware mechanism, and see an individual as possessing awareness and choice.

It can be stated that the unifying factor between these two periods is the hedonistic principle (the principle of pleasure), which means, an aspiration to attain pleasure on one hand and a fear of suffering on the other hand - are the basis for any motivation. However, what differentiates between the paradigms of these two periods is the power source which is behind the desire to achieve pleasure; the traditional paradigm indicates an individual's needs as the source of power. Such an example is found in Maslow's theory (1954), which states the need for socialization: an individual will associate others either to satisfy the need for a connection with others or in order to avoid being alone. On the other hand, the novel paradigms indicate consciousness and

thought as the source of power. For instance, external motivation, which is a prototype in the theory of Deci and Ryan (2000), indicates execution of actions out of pleasure from the execution itself: a pupil will learn due to the pleasure of the learning process and, not in order to receive a reward or reinforcement. Hence, the motivation for learning stems from the intellectual process and its source is in choice.

Each one of these periods – modern and post-modern – has its own life reality with its unique characteristics: stability versus flexibility, uniformity versus change, work as a necessity versus work out of choice, dictated reality versus constructed reality. Following is an elaboration for each of these characteristics:

Stable reality versus dynamic reality – the dynamism characterizing the post-modern era, is expressed, amongst other things, in changes and technological developments taking place every now and then, in career transitions versus stability and continuity which have characterized the modern period.

Unity versus changes – unity, which has characterized modernism and has been expressed in an aspiration to describe all natural phenomena through one unified theory, was replaced by the aspiration for a multifaceted, unexpected explanation of post-modernism.

Work as a necessity versus work out of choice – during the modern era, a major part of an individual's life has been dedicated to the providing of livelihood. Work has been perceived as a vital condition for good life. In the new society, work has been the result of an autonomous choice. The choice is made by taking into consideration areas of interest and the main goal of the individual's life, as well as out of the aspiration for profitability and as pleasant as possible conditions, so that individuals are autonomous to practice it out of their free will.

Dictated reality versus constructed reality – a reality of vast potential leisure in post-modernism following the shortening weekly work hours and the increase of leisure hours, which are a direct outcome optimization and mechanization process based on telecommunication and sophisticated knowledge, has created a social reality which encourages development and realization of autonomy. As a result, people have become autonomous in controlling their activities and construct their situation, as opposed to the modern period in which the crucial part of an individual's life has been dedicated to activities for the provision of livelihood (White, 2000;Aviram,2000 , 2010; Lavi, 2000).

The difference in world-views regarding the conceptualization of motivation would further be explained, through difference which has occurs in the reality of life. Older perceptions have assumed that the source of motivation is in necessity, as the reality of life has been permanent and lacking in changes and alternatives. People have been doing what they needed and had to do. A major part on one's life has been devoted to activities of provision of livelihood and their world-view which has directed their thoughts and actions, considered work as a vital condition for good human life. On the other hand, perceptions that are typical of the novel paradigm indicate motivation out of awareness and choice as stemming from the reality of life being very dynamic and changing, as individuals are autonomous to control their actions and construct their condition.

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