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**COCHAVA FARJUN**

**THE INFLUENCE OF EMPLOYEES' MOTIVATION ON**  
**THEIR CAREER DEVELOPMENT WITHIN THE**  
**EDUCATIONAL SYSTEM**

**SPECIALITY 531.01- GENERAL THEORY OF EDUCATION**

**Doctoral thesis abstract in pedagogical sciences**

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Moldova State University

**Scientific supervisor/adviser:** **DANDARA Otilia**, habilitated doctor in pedagogical sciences, University professor

**Official referents:**

1. **COJOCARU-BOROZAN Maia**, habilitated doctor in pedagogical sciences, university professor
2. **ȘOVA Tatiana**, PhD in pedagogy

**Composition of the Specialized Scientific Council:**

1. **GUȚU Vladimir**, habilitated doctor in pedagogical sciences, University professor – *Chairman of the Specialized Scientific Council*
2. **ȘEVCIUC Maia**, PhD in pedagogical sciences, Associate Professor – *scientific secretary*
3. **PLATON Carolina**, habilitated doctor in pedagogical sciences, University professor
4. **COJOCARU Vasile**, habilitated doctor in pedagogical sciences, University professor
5. **VASILIEV Maria**, PhD in pedagogical sciences, Associate Professor

The public defense will take place on May 20, 2016, at 3 p.m., in the session of the Specialized Scientific Council D30.531.01, within Moldova State University, 65 M. Kogălniceanu street, room 28 /bld.1, Chisinau, MD 2009, the Republic of Moldova.

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The abstract was sent on April 20, 2016

**Scientific secretary of the Specialized Scientific Council,**  
**ȘEVCIUC Maia**, PhD in pedagogical sciences, Associate Professor

**Scientific supervisor/advisor,**  
**DANDARA Otilia**, Habilitated doctor in pedagogical sciences, university professor

**Author**  
**Cochava Farjun**

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## **THE CONCEPTUAL BENCHMARKS OF THE RESEARCH**

**The research theme relevance** At the turn of the millennium the educational system is incessantly confronted with new challenges ,impelling it to re- innovate itself in order to adapt itself to the dynamic universe which keeps developing in front of our eyes. Accordingly ,teachers as key figures of the educational system are forced to continuously adjust themselves to the new reality and seek ways of developing themselves in order to realize themselves professionally and fit the needs of their pupils who look up to them as models who are in charge to supply them adequate support to become themselves significant human beings. The phenomenon of teachers' lack of motivation which could must be re-considered and new solutions must come into the field. A most recently emerging approach considers teachers' burn-out phenomenon which is strongly related to the gradual decrease in motivation, as an expression of disappointment which is often experienced being unexpectedly faced with the gap between initial expectations for professional success and the harsh crash with concrete context of the educational organization culture.

More than in other demanding professions the burn-out process increases in time within teachers when the wishful professional impeccable functioning crash and the employee is left with a hurtful sense of lack of confidence, frustration and despair, feelings that might finally lead actually to the known gap between "the expected" and "that what is practically been observed" [22, 26, 29,30].

As to teachers' burnout, the burnout issue had been treated from different angles, involving impacting factors within the educational system both in Israel and across the world. Nevertheless, this wide spread problem has been usually dealt only in connection with the didactic process of learning challenges and its disparity has mainly been mentioned when it has a devastating effect on students ,while its direct devastating effect on teachers themselves as main service suppliers, had been usually ignored. Hence, the current research comes to settle a serious but poorly acknowledged problem which might constitute a critical damaging problem amongst teachers as systemic key factors when keeping to ignore it [21, 33, 36, 38, 45, 50].

Actually, the phenomenon of burnout amongst teachers, causes concern not due to that group of teachers who leave teaching but due to those who choose to stay despite the lack of satisfaction and hurt the quality of the educational services delivered by them.

Since teachers' burnout can have far-reaching impacts behind their practical defective professional functioning ,affecting the essence of the whole educational system reaching pupils who are in their charge and their learning motivation,- ,addressing the phenomenon and its prevention by offering them valuable tools to early identify burnout components and translating these realizations into practical empowering strategies by implementing the training program.

**The description of the situation in the research domain and the identification of the research problems** An examination of teachers' burnout

phenomenon in the research literature with its factors and way of prevention, can shed light on the issue of motivation for their professional development since many of the factors that might lead to burnout of teachers constitute, in fact, motivational factors for the professional development of no small number of teachers.

Most recent research points out that teachers' motivation level is an unstable element which tends to decrease over years and is hardly impacted by burnout [29, 30]. The permanent contact with the harsh reality of over-crowded classes, endless discipline problems and lack of mental and financial compensations including the fact of low status and salary, let alone the over burden of additional tasks due to the frequent "reforms" that are enforced every now and then by each new education minister may also contribute a great deal to this unwelcome phenomenon. The burnout phenomenon which begins at the very moment any young idealistic teacher enters the educational system territory, increases drastically over years so that many of the older teachers feel unchallenged when having to confront once and again the same dull monotonous hours. Consequently, teachers start doubting whether their initial professional choice is still right for them while their pedagogical performance becomes less and less effective and the option of leaving the educational profession does not seem unreasonable any more [29]. Nevertheless, the critical implication of the teachers' burnout as it has been proved by this study, is not only the hurtful decision to leave teaching which had been until recently a pride source, but the even worse "choice" of those teachers who decided to keep staying within the educational system, causing damage to the quality of the educational services that are in their charge, including frequent unmotivated non-attendance, limited significant contact with pupils or even hostile patterns. When burnout prevails, teachers avoid praising competent or striving pupils let alone those ones who are more challenging, being less sensitive to their emotional and physical needs, tending to adopt a total critical strict approach. As a result, pupils self-image as competent learners, their trust in their teachers and the whole educational system under grows a devastating decrease. Eventually, the decrease in intrinsic motivation does not stop here but may impact their future academic process including initiative and creativity avenues.

Self-development which is concretized by self-realization can turn teaching into a more significant satisfying role which in turn can return the lost motivation into the educational system. Although the stressing of teachers' risk of burnout and the implication of enhancing their motivation for professional development is recognized and discussed by several authors no significant research in this direction had been yet elaborated. Hence, since we can claim that empowering teachers to opt for self-development has become an indispensable must which cannot be ignored any more, we consider that offering a practical program for connecting teachers to their motivation to professional development can be a benefic outcome of the current research.

– The complex problem of dealing effectively with burn-out had been addressed

by several leading authors at its different aspects: Dedrick, C.V.L. & Raschke, D. B. [18]; Eilon, E. & Lahad [20]; Friedman I. A. [29]; Şova T. [53]; Borozan M. [8].

- *The issue of motivation* has been researched by: Carlson [10], Bar Haim, Vardi & Hofstater, [5], Ryan & Deci [46], Ministry of Education [41], Budden, [9], Ofoegbu [43], Wagner & Manor [56], Malach-Pines [38], Tzabar Ben Yehoshua [55], Friedman & Gavish [29], Maslow [39], McClelland [40], Alderfer [1], Locke [37]), Adams [1], Bandura [4], Ryan & Neta [47], Katz [35], Eilon & Lahad [20], and Harpaz [33]; Guţu Vl. [32]; Poştan L. [44] .
- *The issue of career* was studied by Bar Haim, Vardi, & Hofstater [5], White [58], Aviram [3], Lavi [36], Nahman [42], Fuller [30], Super [54], Driver [19] and Schein [48]; Dandara O. [ 14, 16].
- *Personal development* was researched by Maslow [39], Rogers [45], Frenkl [27], Glazer [31], Seligman [49], Ben Shachar [6]; Kaplan [34]; Dandara O. [15]; Cojocaru V. [11-13].
- These three concepts entail differentiation in conceptualization as regards their historical and epistemological development.

*Motivation for professional development* -has been studied by researchers who connected motivation for personal development and burnout, noting a connection between the lack of opportunity for professional advance amongst teachers and burnout, and the existence of a connection between professional advancement and teachers' motivation due to the fact that professional advancement is perceived as one of the significant factors that offer teachers a sense of self-realization.

The premises and contradictions mentioned above led us to the formulation of the **research problem**: *the need for determining the epistemological aspects of lack of development motivation within teachers and projecting an applicative model of coping with the issue of advancing in the pedagogical career.*

**The research goal**: consists in providing the theoretical and methodological foundation of the teachers' motivational model for their career development.

In order to realize this goal, the following **objectives** have been proposed:

1. to elucidate the concepts of the employees motivation in the educational system on their career development,
2. to identify the factors of teachers' lack of motivation to develop within the organizational environment and its outcomes,
3. to reflect teachers' motivational characteristics ,their predisposition to stagnate in their initial status,0
4. to examine the impact of the organizational environment at its various levels-policy makers, supervision, administration on the employees professional development.
5. to find preventive ways of development stagnation and suggest alternative advancing avenues for teachers,
6. to elaborate, experiment and validate the teachers' motivational model for

career development and maintaining high degrees of pedagogical motivation.

### **Methodological aspects of the research**

We have made use of the following methods in the course of our research:

1. Theoretical – scientific literature, analysis of the phenomenon of burnout and of professional advancement, correlations, verifying variables and systemic analysis.
2. The research section entailed questionnaires that included closed and open items and an in-depth questionnaire.
3. The experimental stage entailed paying attention to variables, training, evaluation and assessment, the experiment itself, beginning and concluding evaluation questionnaire (use of the "impressions of a professional career" [106], collecting findings, evaluation and self-assessment of the workshop participants.
4. Interpretation – the scientific methods, quantitative and qualitative analysis, analysis of the data using diagrams

**The research novelty and innovation** lie in conceptualizing the professional burnout phenomenon and its prevention, identifying teachers' characteristics and unmet needs within the existing educational system, establishing the outcomes related to their resulting stagnation in initial unsatisfactory positions, examining ways to equip teachers with motivational tools for career development, suggesting systems and alternative ways for enhancing the motivation to develop.

**The scientific problem solved in the research:** determining the epistemological aspects of lack of development motivation within teachers and projecting an applicative model of coping with the issue of advancing in the pedagogical career.

**The theoretical significance** is marked by the elucidation of scientific arguments concerning the importance of motivating teachers to pursue personal career development, the identification of factors and indicators of pedagogical career development, the generalization of experiences of self-fulfillment through advancing in the pedagogical career. The model elaborated within the current research can be used by the educational system and various teachers' training contexts as a psycho-pedagogic prototype for:

- Developing more empowerment workshops in the spirit of "Roots& Wings"
- Evaluating and improving the impact of the organizational environment on taking strategies for professional development
- Make use of the theoretical principles underlying the workshop "Roots& Wings"
- Identifying suitable training tools and activities to suit the different contexts and personal needs of teachers for implementing empowering strategies

**The practical value of the research** consists in:

- ascertaining the correlation between teachers' motivational factors and the concrete advancement indicators,
- projecting, implementing and validating the teachers' motivational model for career development,

- formulating recommendations for teachers, school managers, Ministry of Education, targeted towards enhancing the pedagogical career nourishing,
- Providing a basis for transition strategies through the empowerment workshop "Roots& Wings"
- Providing a basis for the strategy of training skills
- Providing a system of components that can be used to obtain feedback regarding the impact of the workshop on attitudes to personal development is applied through theoretical and experimental studies, comparative analysis of the experimental values.

#### **Statements offered for defense**

1. There is a positive correlation between the organizational environment and the motivation for personal development.
2. There is an impact of self- ability awareness and motivation for personal development.
3. Teachers that have advanced in their professional career experience a greater self- satisfaction than their colleagues that did not advance.
4. The indicators of the teachers' attitudes about personal development : such as acquired available self-efficacy, intrinsic motivation for personal development and occupational aspirations enable to monitor the empowerment process within the educational environment.
5. Integration of the professional development methodology model of ROOTS& WINGS workshop for preventing burnout, elaborated at theoretical and practical levels, in correlation with burnout factors, principles and forms of education, factors of education and burnout preventive strategies and methods, create the premises for the self-acknowledging of teacher's hidden abilities and transform them into available competence indicators which can be constantly accessed and improved.

**The implementation of the scientific findings** was conducted in a voluntary framework. I addressed teachers I knew who had more than eight years of seniority in the education system and asked for their agreement to participate in the workshops. Thereafter I asked them to direct me to other teachers with at least eight years of seniority as teachers and asked for their agreement [77].

**Publications on the research topic.** There have been published 4 scientific articles in specialty journals, 2 articles as part of the materials for international conferences organized in the Republic of Moldova.

**The volume and structure of the thesis:** Introduction, three chapters, general conclusions, intervention and recommendations. The bibliography includes 143 sources, 24appendices, 13 figures, and 12 tables. The annotation is presented in English, Rumanian, and Russian.

**Key words:** Motivation, career, personal development, internal motivation, external motivation, organic environment, career driven, career opportunity, career guide

## THESIS CONTENTS

**The introduction** to this study presents theoretical benchmarks that afford the relevance and the importance of the subject as regards the goal and consequential research objectives. The degree of research, the contradictions and the research problem are illuminated. Similarly, the theoretical importance of the study is explained, transferring the consequences into practical strategies by implementing the Motivational Model into the ROOTS& WINGS workshop. Eventually the practical value of the experiment was estimated by distributing again the initial questionnaires after which the results were obtained, verified and validated. The scientific novelty, the theoretical and applicative value as well as the main theses for defense were also carefully presented in this context.

**Chapter 1, The epistemological benchmarks of motivation on professional development,** presents the historical and epistemological development of the term *motivation*, depicting its conceptual delimitations in various periods and its changing direction till the post-modern era, discussing the emergent implications in general and eventually the way it may impact teacher's motivation in particular; Studies [21; 24; 26; 31; 32; 33, 35, 44] indicate the positive implications of teachers' motivation on the education system.

Teachers' motivation has been found to affect achievement in school, their desire to participate in the educational process and its promotion, and their behavior [2; 17; 8]. Highly motivated teachers can create a good social, psychological and physical climate in a class and integrate professional knowledge, knowledge of content in the field of knowledge, interpersonal knowledge and intra-personal knowledge [8, 9, 10]. High motivation for teaching leads to high motivation for learning by pupils and vice versa [2; 3; 7]. The research literature [19, 24, 25] presents a scenario according to which the level of teachers' motivation is a changing component throughout their professional careers. In the course of the teaching career there is a decrease in their motivation. This phenomenon arouses an extensive public and professional interest in many different countries and is termed in the research literature as 'burnout'.

On the basis of these considerations, we decided to explore the motivational premises in the teachers' career evolutionary process - focusing on the heart of the term career in the post-modern period, which has obviously been the individual - in our case the teacher, including his experience, needs and occupational aspirations. Presently, the conceptualization of career is done from the standpoint of an individual, his experience, needs and occupational aspirations for development and progressing at work [15]. Career is identified with personal success that is expressed by either progress on the organizational scale of ranks, by advancing and acquiring a reputation in the profession or by self-development through various experiences. From this perception it can be seen that an individual is the driving force of career and he is the one responsible for its maintenance and involvement [14, 24; 25]. He must adjust career to environmental changes and



adopt high adjustment ability and constant improvement of personal skills [13]. Thus, the characteristics of career in the post-modern period are: uniqueness, dynamism and change throughout life. Career is a mechanism whose origin is in choice and autonomy and whose purpose is self-realization and fulfillment.

It can be said that the difference in conceptualization of career, as in the conceptualization of motivation, stems from the fact that in each reality flourishes a different world view, as each reality has its unique characteristics.

Finally the premise of personal development as a key condition of career evolution had been therefore analyzed, ascertaining the enhancing and blocking elements of this phenomena. This reality led us to the necessity of conceptualizing innovative training coping strategies to enable teachers in identifying their unconscious personal difficulties that are connected to lack /unsatisfactory degree of motivation for professional development by accessing their hidden inner resources.

Considering the two key conceptual paradigms of motivation-the traditional stable paradigm and its contemporary dynamic evolution and the fact of the educational system urge to advance step in step with the new challenges, we can infer the premise referring to career development in general and to pedagogical career in particular. In strong concordance with the present dynamic reality ,the employment issue is a matter of choice and interest and not just a matter of obligation and thus it is legitimate and warmly suggested by career counselors to make changes even in the middle of the career .The stable and permanent career format that was characteristic of the traditional paradigm is considered today anachronistic since it is unfit to the challenging pace of changes that continuously impels people to opt for on-life development .

As a result of these considerations we can deduce that teachers' career development is an ultimate must which demands new theoretical and practical solutions. Like any other professional employees , teachers will not see themselves complete their pedagogical career in the identical position in which they started as young unexperienced practitioners but will probably aspire to advance. The motivation for personal development can be explained by the fact that professional advancement is usually followed by a reinforcing sense of self-accomplishment and full potential exploitation. Hence , it can be concluded that the educational system has to focus more than ever on the issue of personal development as a legitimate need so that teachers would be enabled to realize themselves by the means of professional advancement. Starting from the above mentioned considerations, we were faced with the need to examine the role of the pedagogical environment in the process of teachers' professional development and as a result, appeared the need to conceptualize adequate strategies for teachers training in order to enhance their potential and hidden abilities and translate them into concrete steps for professional development.

**Chapter 2, The conceptual context of the teachers' motivation for professional development-** examines the historical and epistemological

development of the concepts *career* and *personal development of teachers*. A review of the issue of motivation for teachers' personal development is presented from the perspective of the two defined eras, namely the modern and the post- modern one, concentrating on the challenges and disparities of the post-modern era; similarly, theoretical and practical benchmarks of researching motivation for professional development are identified and analyzed, trying to elaborate adequate strategies for enhancing coping with the burnout phenomena. We continued by delimitating the correlation between personal conditions of career evolution and the perspective that the wishful process would take place, examining the various approaches of employees motivation and finally concentrating on teachers' motivation for professional development which is the core of the current research. From the analysis of the various motivational theories ,Locke's [37] goal setting theory ,Vroom's expectancy theory [57], Adams'[1] and Malach-Pines [38] fairness theory, we identified the transformational leadership style as the key paradigm behind the training program formulation in order to enable us the adoption of an accurate structuring strategy. Additionally, from the theoretical review we derived the main teachers' motivating factors in their teaching occupation as those interests they seek to realize, such as goals, expectations and striving for fairness in the work environment. We were led by the assumption that teachers who actually opt for professional development would seek a work environment in which they would find a possibility to realize their interests that have been lacking in the previous work environment. In actuality, different teachers would seek different environments as the needs they wish to fulfill are also different. Three psychological conditions have been identified in the on-the-job enhancement theory, that result in high motivation for work, according to Hackman, Oldham, Johnson, and Purdy [33], as well as high performance quality, great satisfaction and low absence amongst teachers; meaning, responsibility and knowledge of outcomes. These psychological conditions are expressed in the teaching occupation as follows:

1. Teachers would have a significant and essential influence over their lives or the work of other people (meaning of mission);
2. Teachers would have substantial freedom, independence and direction in determining the order of their work and in deciding organization and teaching procedures in the class (responsibility-autonomy);
3. Teachers receive direct and clear information on the outcomes of their performance (knowledge of outcomes-feedback);
4. The teaching work includes various activities and requires a wide variety of talents and skills of a teacher (meaning).

From these theories, a *transformational leadership style that adopts a mutual cohesive strategy* had been derived. According to this the school manager and the teachers are supposed to mutually take upon themselves the *commitment* to an array of ideas and values that unite and unify them into a united group that operates as one person. Teachers have the *autonomy* to manage their business by

themselves, teaching is perceived as significant for them as it influences their personal lives and/or the lives of other people.

Thus, it can be assumed that teachers who perceive their teaching work as meaningless would seek alternatives by professional development in their career and search for another occupation that would be meaningful for them.

The external axis of the model in figure 1 represents a connection between motivational theories for professional development and professional pedagogical career. Since motivation is known to be the heart of personal development [46], the current study was preoccupied with identifying the particular type of motivation - external or intrinsic, which is mostly correlated with success in teachers' career development. The intrinsic type of motivation, presumes an inherent developed sense of self-awareness which promotes self- growth without considerate external intervention and therefore it was excluded from the main purpose of this study; consequently, we decided to focus on the external type to which the majority of teachers belong as our findings indicated (80% of the teachers lot), which highly depends on the ability of the environment to supply adequate needed empowerment since we found here a vast platform for intervention and an opportunity to reach concrete conclusions by the stage of the final evaluation of the experiment.

The impact of environmental organization on teaches, is enabled by the application of adequate transitional strategies by means of-individual coaching , elaboration of tailored made empowerment programs to suit teachers emotional and academic needs and paying special attention to the creation of supportive containing empowering environments. These approach is based on the idea of increasing teachers' self-ability awareness that in turn will bring to an increase in motivation for professional development. When teachers demonstrate a high degree of motivation for professional development ,it is the right time to adopt the needed strategies in order to attain the goal of nourishing the professional career .It is obvious that the above discussed model had been used as the practical basis for the' Wings and Roots' program which had been elaborated through the experimental stage of the current study .Since teachers who operate in a challenging educational environment are continuously impelled to cope with unexpectable changes having to access motivational sources within or without them, there appeared the need for identifying the accurate source of motivation and empower those teachers who are externally motivated by helping them to access their self- direction and self –ability sense, so that they will further opt for professional pedagogical development.

Regarding the issue of motivation for teachers' professional development, which constitutes the center of the current study, it can be stated that there is a reciprocal relationship between the three terms of motivation, career and personal development. Teachers with motivation for professional development would manage to motivate their career, and career can drive teachers for professional

development regarding the motivation they possess.

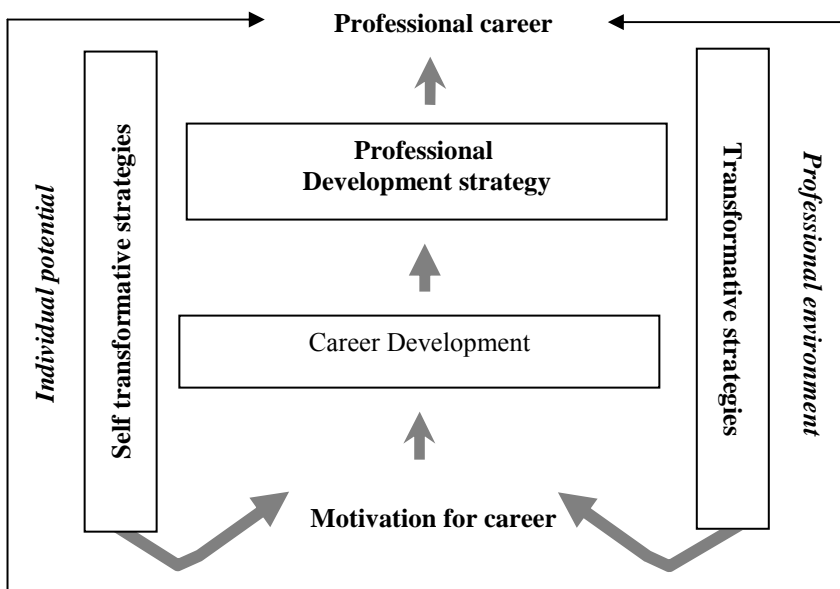
Because teaching contains the specific element of life mission, even more than other occupations, it entails the potential of work as motivation. The assumption underlying the current study is that teachers in a work environment that does not satisfy their needs and/or does not allow for the achievement of their interests, and/or that the teaching occupation lacks the potential for motivation, would develop professionally in favor of a position where they would be allowed to satisfy their needs and/or achieve their interests and/or be in an occupation that has a potential of motivation for them. These principals constitute the core of the experimental phase of the research as it will be proved in the further chapter.

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It is obvious that the above discussed model had been used as the practical basis for the ' Wings and Roots' program which had been further elaborated through the experimental stage of the current study .Since teachers who operate in a challenging educational environment are continuously impelled to cope with un-expectable changes having to access motivational sources within or without them, there appeared the need for identifying the accurate source of motivation and empower those teachers who are externally motivated by helping them to access their self- direction and self –ability sense, so that they will further opt for professional pedagogical development.

As there are reciprocal relationships between an employee and an organization, each of the two is both affecting and being affected: employees' motivation affects the achievement of organizational goals and it is affected by the work environment and vice versa. The derived insight from this relation is that there is a force in the work environment that contributes both to the organization and the employees. This means that a work environment that supplies the factors which motivate its employees brings about a high motivation amongst them – which leads to the achievement of organizational goals.

The understanding that the creation of a warm and supportive work environment in school followed by a sincere sympathetic attitude towards teachers is practically the key to their potential, gradually accessing and enabling the fulfilment of the natural hidden need to reach achievements, assume responsibility, eventually express their newly accessed ability and gain appreciation led us to the elaboration of the pedagogical model and eventually to the Roots &Wings program.



*Figure 1 The model of motivation for professional development*

**Chapter 3, The experimental validation of the pedagogical model of motivation for career advancement amongst teachers.** The practical stage of the experiment was based on the conceptual benchmarks of the strategic training model (fig.1). The target group contained veteran teachers with more than eight years of teaching experience, who presumably possessed a high degree of starting retrospective abilities to enter the training process. In order to enable the identification of motivational factors that impinge teachers to opt for personal development within the pedagogical career, a two part questionnaire had been distributed to two groups of teachers:

1. Teachers who remained in their initial role as teachers in the same classes where they started their career and
2. Teachers who had advanced.

The questionnaire included two definite parts: The first part contained close items which had been further analyzed by quantitative tools had been designed to compare the two groups of teachers in terms of the burnout dimension and the motivation dimension. In order to capture the depth of teachers attitudes which could not be otherwise realized in the quantitative part of the questionnaire, an additional qualitative part had been elaborated and implemented, which contained open items that had been evaluated by means of qualitative tools.

The aim of this part was to evaluate the degree of motivation for professional development and the degree of satisfaction from the present professional status of each of the two groups of teachers.

The contradicting findings of the two parts of the questionnaire led us to the decision to further explore the researched aspects by adding a new tool in the form of in depth interviews- which would provide a wider perspective to the ascertaining stage of the resarche and clear up the above mentioned contradictions.

Through the analysis of the interviews findings among teachers who advanced in their career we found three definite types of motivation for professional development.

It should be mentioned that motivation for professional development had been found in the whole lot of teachers. A surprising finding was the fact that only 20% of the teachers were intrinsincally motivated while the majority of teachers-80% of the whole lot were extrinsincally motivated.

**Table 1.** Initial assessment results

Group statistics					
	Group	N	Mean	Std. Deviation	
1 Exhaustion	Remained	27	2.57	.956	
	Advanced	17	2.56	1.272	
2 Exhaustion	Remained	27	2.67	.994	
	Advanced	18	3.17	1.031	
3 Depersonalization	Remained	27	3.11	.846	2.24**
	Advanced	24	3.63	.557	
4 Non-realization	Remained	27	1.97	1.256	
	Advanced	18	1.84	1.116	
5 Depersonalization	Remained	27	2.97	.938	
	Advanced	19	2.74	1.197	
6 Exhaustion	Remained	27	3.17	1.018	1.60*
	Advanced	19	3.68	1.057	
7 Non-realization	Remained	27	2.40	1.273	
	Advanced	16	2.06	1.174	
8 Exhaustion	Remained	27	2.60	1.022	
	Advanced	18	2.91	1.323	
9 Non-realization	Remained	27	2.83	1.852	
	Advanced	26	2.54	1.746	
10 Non-realization	Remained	27	2.60	1.567	
	Advanced	18	2.61	1.560	
11 Depersonalization	Remained	27	2.97	1.027	1.79*
	Advanced	18	3.50	1.051	
11 Exhaustion	Remained	27	2.57	1.111	
	Advanced	17	3.06	1.256	
11 Depersonalization	Remained	27	2.67	1.503	
	Advanced	18	2.56	1.361	
11 Non-realization	Remained	27	2.87	1.196	
	Advanced	15	2.56	1.256	
a. Sector = independent + religious					

Three patterns have arisen from the study: career motivation, career driven and career opportunities. These three patterns are different from one another in the factors that have driven a teacher to professional advancement throughout the career. Underlying each pattern, there is a motive as a result of which the teacher has advanced in his/her professional career.

1. Career driven – a pattern characterized by career being the central motive. These are position holders whose professional career is driven by them rather than by another external factor. In this pattern, two position holders were found .
2. Career motivated – a pattern characterized by the career being driven by external factors. These are position holders whose career is not driven by them but rather by external factors. In this pattern, three position holders were found .
3. Career opportunities – a pattern characterized by the career being driven by opportunities occasioned on their path. Position holders are those whose career is not driven by them but rather by various opportunities that have motivated them for professional development. In this pattern, two position holders were found

It should be said that despite the fact that there is a distinction between motives of teachers, no differences have been found in the realizations they have reached regarding professional advancement. The teachers from all three patterns have reached the following realizations:

- a. There is a positive correlation between professional development and satisfaction. Teachers who advance in their career are satisfied with their work. The study data reveal that all the teachers express satisfaction with their advancement.
- b. A positive correlation has been found between professional development and motivation. Teachers who advance throughout their career have high motivation for work. It appears from the study that all the teachers report having high motivation for work.
- c. In examining the factors of high motivation, it has been found that there is a correlation between work and motivation. The characteristics of work that encourage motivation are:
  1. Responsibility
  2. Autonomy and leeway
  3. Systematic impact

It appears from the study that the existence of these characteristics in a position raises the level of motivation of teachers to work. It should be mentioned that there is a positive correlation between each of these characteristics and motivation, meaning that the higher the responsibility, autonomy, or systematic impact, the higher is motivation.

- d. A negative correlation has been found between professional advancement in the educational system and motivation for teaching. Teachers who have advanced, have a low motivation for teaching in comparison to the high motivation for work.

- e. Fulfillment with a position has been found to be a significant motive for professional development; a sense of fulfillment with a position has led most teachers to advance in their career.
- f. The issue of professional development has promoting motives and dampening motives. Motives that promote teachers to advance in professional career are:
  1. The need of change and renewal
  2. .The need of personal/professional development.
- g. The motives that dampen advancement of teachers in professional career are:
  1. Fear of changes
  2. .Convenience in remaining in the familiar and known zone.
- h. Consequently, the reality in which teachers do not develop has significant negative implications, which are:
  - Burnout
  - Dropping out of teaching

The issue of motivation and professional development has been examined from two different aspects: one, the level of motivation for professional development and the second, the level of satisfaction with current status. The scene has emerged in light of perceptions of teachers who have remained in their position as teachers and in light of the perception of teachers who have advanced in teaching career to the questionnaire delivered to them.

The data of answers of teachers reveal a scene that describes clear differences between the two groups of teachers both regarding their level of motivation for professional development and regarding their level of satisfaction with their current status.

In the issue of motivation for professional development, low motivation for professional development can be distinguished amongst teachers who have remained in their position as opposed to high motivation for professional development amongst teachers who have advanced in their teaching career. Teachers, who have remained in position, reveal a desire to remain in their position and have no motivation beyond their current status. The motives behind a desire to remain in position are:

1. Sense of satisfaction from teaching work following love for the profession, perception of teaching as a mission and pleasure from the teaching work in general and love of children in particular.
2. Sense of realization and self-fulfillment from the teaching work.
3. Work conditions in teaching are convenient for them and fit them.
4. Finding interest and challenge in teaching work .
5. Sense of significance they feel at work as a result of the impact upon an individual pupil.
6. Sense of motivation for teaching.

In contrast, teachers who have advanced in teaching career, reveal high motivation for professional development. The motives behind an aspiration for



professional development are:

1. Desire for diversification and renewal.
2. Desire to develop professionally and personally.
3. Sense of high self-capability beyond the position of a teacher.
4. Sense of fulfillment of a teacher's position.
5. Desire for leading and managing processes.
6. Finding interest and challenge in [professional advancement.
7. Sense of significance they feel at work following the effect upon school, teachers, etc.
8. Sense of burnout from teaching and the desire to change in order to arouse motivation.
9. Desire to be more satisfied.

In the issue of satisfaction with their current professional status, it can be said that there is a distinction between the levels of satisfaction with current status amongst teachers who have remained in position as opposed to the satisfaction of teachers who have advanced in teaching career. A high satisfaction with current status is expressed in a substantial rate of teachers who have advanced in teaching career as opposed to teachers who have remained in position.

Another point of distinction existing between these two groups of teachers is that in a group of teachers who have remained in position, a low satisfaction is expressed amongst a substantial rate of teachers as compared with teachers who have advanced in position, where no expression of low satisfaction has been present at all. These findings could be made and elaborated only by addressing the two completing parts of the research-the main quantitative data obtained in the analysis of the questionnaires which had been distributed at the beginning and at the end of the formative stage could prove the degree of improvement that took place after the implementation of the empowerment workshop; but to my view it was the uncompromising stubbornness that led me to add the complementary part of the in depth interview which provided the significant platform for choosing the strategic tools of the workshop ,practically that was the processing of the qualitative findings gathered from the in depth interviews which made a difference.

Most of the interviewees who were led by extrinsic type of motivation stated that they did not believe that they had any relevant professional abilities behind those of being a teacher and that the only reason for advancing in their professional status was the encouragement they received from the school manager or their inspector.

Only after this last crucial procedure, two main motivational indicators were depicted and it became clear that they should form the main pillars of the 'Roots & Wings' program. These indicators which have been found as significantly differentiating elements between teachers led by extrinsic motivation and those led by intrinsic type of motivation were: **Self-awareness** and **Self-competence**. In other words it can be stated that those teachers who were led by extrinsic

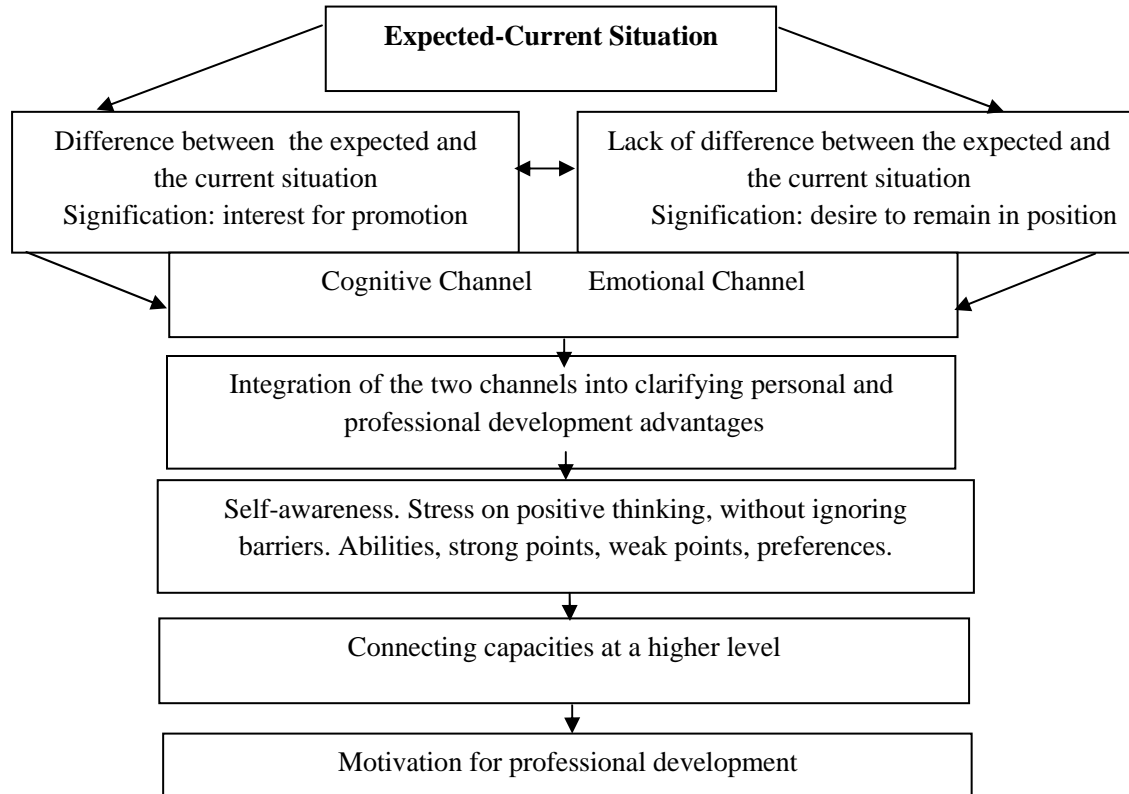
motivation could be characterized as perceiving themselves to have low degrees of self- awareness and self- competence as compared to their colleagues that were clearly characterized by intrinsic type of motivation for professional development and consequently proved to possess high degrees of self-awareness and a high sense of self-competence .The need of accessing the inner resources of teachers characterized by extrinsic type of motivation became clear let alone the fact that they practically constituted the majority of 80% of the whole lot.

Taking into account the above mentioned realities we could presume that the organizational environment proved to constitute the main motive for professional development for most of the teachers who happened to remain in their initial role as class teachers . The key relevance of the organizational surrounding in reference with teachers' motivation for professional development had to be translated into practical steps of empowering active teachers. In order to implement the significance of this findings we decided to translate them into an operative strategic model and validate the strategies through the training program 'Roots& Wings. The strategies of personal training and the creation *of an individualized empowering program* within the context of a sustaining organizational surrounding proved to provide a safe container in which teachers are enabled to connect to their sense of competence and self- awareness to their hidden abilities and professional skills. The premise that led us in the conceptualization of the theoretical model and the creation of the strategic steps of the Roots & Wings program was that a high sense of self-competence and of self-awareness stay at the base of increasing teachers 'motivation for professional development.

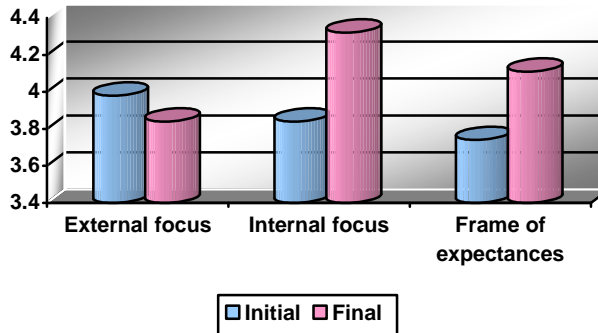
Within the context of the current research, the Roots& Wings program provided the opportunity to build a step to step program of empowering teachers as a means of enhancing their motivation for professional development. In the ascertaining stage of the experiment teachers; attitudes and expectations had been evaluated according to the three following dimensions: 1.the expectancy range2. Internal focus of control 3.external focus of control. The same questionnaires had been distributed twice-before and after the intervention implementation with the purpose to estimate whether any changes have taken place in their attitudes toward professional development. The final findings indicated a significant rate of the influence of taking an active part in the empowering workshop on teachers' attitudes upon the realization of their career.

In two out of three dimensions-a significant difference had been found between teachers attitudes before and after the workshop, and in the third dimension- an inclination toward adopting a more positive position toward professional development had been registered.

Hence, it can be concluded that school managers and inspectors may find an operative tool in the implementation program Roots& Wings for enhancing teachers' attitudes to opt for professional development.



**Fig. 2.** Professional development axis.. Methodology of the experimental stage



**Figure no.3. Foci of impacts on professional development**

**Table 2.** General design of the training stage

General stages	<u>Prior to intervention</u> Gathering data Analysis and comparison of qualitative and quantitative findings Interviews	<u>Intervention stage</u> Ten session empowerment workshop for teachers with at least eight years of seniority	<u>Post-intervention</u> Feedback Data analysis and comparison
Specific stages	Distributing beginning questionnaire including closed and open items to compare two groups of teachers Analysis of the findings indicates a contradiction between the quantitative and the qualitative findings Interviews	<u>The experiment</u> Distributing questionnaires prior to workshop to examine personal attitude regarding career development Empowerment sessions including containment, leadership, and application Distributing questionnaire following the session to compare with findings from questionnaire before workshop	<u>Final assessment</u> Feedback and reflection after the workshop Distributing final questionnaire Data analysis and comparison
Research tools	Personal questionnaire based on variables of burnout and motivation In-depth interviews	<u>Implementation</u> Personal questionnaire based on variables of range and expectations, focusing inner and external control	<u>Final assessment</u> Reflective assessment of the variables pertaining to the process experienced Distributing final

		Empowerment activities including 1. Containment to create trust 2. Leading to new insights and search for new ways of coping 3. Application – use of new insights and their conversion to operative actions in the professional career	questionnaire identical to the starting questionnaire to examine change in attitudes Analysis and comparison between the findings from the questionnaire prior to the workshop and those after the workshop
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Interestingly after the workshop, the range of expectations of teachers was significantly lower than the range of expectations before the workshop (table no.2) becoming more conscious of their own responsibility for their advancement than they were at the beginning . Consequently, after the workshop the gap between the state in which teachers considered themselves currently and the future position declined in terms of promotion and realization of career than that prior to the workshop. It should be said that following the intervention activity, teachers started to realize that the realization of their personal career is a realistic and possible step.

The table finds a significant rise in internal focusing. After the workshop, there was a rise in attributing internal factors that affect the realization of their personal career in comparison to the state prior to the workshop. This means that teachers started to realize that the responsibility for the realization of personal career is in their hands. In order for professional development to occur, activity is required on their part rather than waiting for the thing to be done for them by external factors.

No significant difference was found in external focusing. The workshop did not seem to make a significant difference in attributing external factors that affect the realization of teachers' personal careers. From the results it appears that teachers continue to believe in the effect of external factors upon realizing a career. However, the trend of averages is according to expectations, i.e., external focusing at the end of the workshop is lower than in its beginning. This means that there is a trend towards a decrease in attributing of external factors that affect the realization of a personal career.

In light of the statistical findings, a scene was perceived according to which the empowerment workshop impacted the attitudes that teachers attribute to realization of their professional career. In two out of the three indicators, a significant difference was found between attitudes of teachers before and after the workshop and in the third indicator there was a trend of change although not a significant one.

Thus, it can be said that school managers and inspectors will be able to see in the empowerment workshop “Roots& Wings” an effective tool for impacting the

attitudes of teachers regarding their development in professional career. The opportunity of providing teachers the needed coping strategies to reach educated decisions regarding the choice of a professional developmental direction stemming from self-knowledge can benefit the whole educational system in competing successfully with the goal of aspiring to development.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

Professional development of teachers is well influenced by motivation. A positive motivation on career development has an intrinsic motivation, but this type of motivation supports professional development just for 20% of teachers. The majority of them possess an extrinsic motivation, influenced by the working conditions in the organization. These realities direct us towards the idea that educational institutions and school managers must offer good conditions for the development of the teachers. Professional development diminishes emotional burnout.

The directions of solving the problem of teachers' burnout by opting for professional self-development are as follows:

- Developing awareness to burnout risks and signs that are part of the systemic adequate preventive strategies and practices.
- Offering teachers empowering programs all throughout their career
- Train teachers to use self- feed backing strategies, principles and indicators practiced through the empowering program to monitor one's career.
- Creating systemic partnerships among school managers, supervisors and teachers to enhance on-line self-development and prevent burnout.
- Providing a constant psycho-pedagogical support to teachers at risk of burnout (young and veteran ones).

In conclusion, it may be sustained that the findings of the current study are consistent with the high importance of maintain a safe and nourishing educational environment in reducing teachers' burnout devastating implications, in the benefit of the whole educational system.

### **SPECIFIC RECOMMENDATIONS**

For the Ministry of Education

- The current research proved the need of coping tools in the form of practical programs directed towards preventing teachers' burn-out and enhancing continuous professional development.
- This issue still requires additional attention from the policy makers who should acknowledge and practically *encourage the essentiality of the teachers' well-being* in the service of the systemic functioning.
- In this context the Ministry of Education is required to contribute to the solution of this problem by allocating extra- funds for creating and improving the professional development options for the teachers

- The issues addressed during the intervention can be useful in designing new programs that could approach longstanding problems leading to professional development.

#### **For school managers:**

- The study draws school managers' attention to the necessity of creating a permanent nourishing setting of teachers' support in which teachers can feel confident to develop their potential for their own sake and for the sake of the school and the educational system;
- Teachers should be viewed as partners to designing programs and policy and not only as consumers.
- All teachers should be guided towards professional development, at least within the school.
- The common situation within the educational system, where teachers may feel confident and professional -in their teaching work but no more than "a screw in a machine" in the organizational environment of school-should be acknowledged and adequately addressed by courageously dropping traditional formats of leading by dictatorship and replacing these with new co-operative policies in which teachers' presence and continuing improvement is considered significant and worth-cherishing.
- The Motivational ROOTS& WINGS Model for enhancing teachers' motivation to advance can serve as a guideline for managers in shaping school policy towards on-line teachers.

#### **For the teachers:**

The study can serve as a benchmark in:

- Acquiring increasing awareness of their personal professional skills and abilities by overcoming the natural fear of change and daring to give up the comfort to remain in the known and familiar zone
- Cherishing and embracing life-long continuous learning and constant development

#### **Suggestions for further research:**

- Since the evaluation of the interventional program findings show that teachers' attitudes had been obviously influenced by their participation in the workshop sessions, a longitudinal follow up of the lasting effect of the workshop can be done in order to establish whether-and to what extent the participants have developed intrinsic motivation for self-development and whether they have actually started to act in for the advancing of their career.
- Since the results of the current research ,a clear positive correlation between the work environment and teachers' motivation has been proved, a further research based on the current results could be one that examines the learning environment influence on pupils' learning motivation.

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## ADNOTARE

**Autor:** Cochava Farjun

**Tema:** *Influența motivației angajaților din sistemul de învățământ asupra dezvoltării carierei.* Teză de doctor în științe pedagogice, Chișinău, 2016

**Structura tezei:** Introducere, trei capitole, concluzii generale, sugestii și recomandări. Bibliografia include 143 surse, 125 pagini text de bază, 13 figuri și 12 tabele, adnotare în limbile română, engleză, rusă.

**Publicații:** La tema tezei au fost elaborate și publicate 4 articole în reviste de specialitate; 2 articole în cadrul materialelor conferințelor internaționale, organizate în Republica Moldova.

**Cuvinte cheie:** Motivație, carieră, dezvoltare personală, motivație intrinsecă, motivație extrinsecă, influența motivației, mediu organizatoric, dezvoltare în carieră, oportunități ale carierei, traseu de carieră.

**Domeniul cercetării:** Teoria generală a educației

**Scopul cercetării:** constă în prezentarea fundamentelor teoretice și metodologice a modelului pedagogic de formare a motivației profesorilor pentru dezvoltarea carierei.

**Obiectivele cercetării:**

1. Elucidarea concepțiilor motivației angajaților cu privire la dezvoltarea carierei în sistemul educațional
2. Identificarea factorilor din mediul școlar, ce provoacă lipsa motivației profesorilor
3. Reflectarea caracteristicilor unui comportament motivat al profesorilor, predispoziția acestora de a stagna în statutul profesional inițial
4. Examinarea impactului mediului organizațional și a responsabililor de politici educaționale, precum și a administrației asupra dezvoltării profesionale
5. Elaborarea și validarea experimentală a modelului pedagogic de formare a motivației cadrelor didactice, pentru dezvoltare profesională, precum și menținerea nivelului înalt al motivației pedagogice.

**Noutatea și originalitatea științifică** rezidă în actualizarea fenomenului de epuizare profesională și prevenirea acestuia, identificarea caracteristicilor și nevoilor profesorilor în cadrul sistemului educațional existent, stabilirea cauzelor și factorilor ce țin de stagnarea acestora în poziții nesatisfăcătoare inițiale, analizarea modalităților de înarmare a profesorilor cu instrumente motivaționale pentru dezvoltarea profesională, sugerarea metodelor alternative pentru dezvoltarea motivației.

**Problema științifică soluționată** în cadrul investigației noastre este: determinarea aspectelor epistemologice a lipsei motivației pentru dezvoltarea carierei, care a contribuit la proiectarea unui model pedagogic pentru dezvoltarea motivației de a avansa în cariera pedagogică, în vederea sporirii calității activității profesionale.

**Semnificația teoretică** rezidă în elucidarea argumentelor științifice cu privire la importanța motivării profesorilor pentru dezvoltarea carierei profesionale, identificarea factorilor și indicatorilor dezvoltării carierei pedagogice, generalizarea experiențelor de auto-realizare prin intermediul avansării în cariera didactică. Modelul elaborat în cadrul investigației noastre poate fi utilizat de sistemul educațional și de diverse contexte de formare profesională ca prototip psiho-pedagogic pentru:

- dezvoltarea atelierelor de consolidare în spiritul „Roots and Wings”
- evaluarea și îmbunătățirea impactului mediului organizațional asupra diversificării strategiilor de dezvoltare profesională
- utilizarea principiilor teoretice ce fundamentează atelierul „Roots and Wings”
- identificarea mijloacelor și activităților de formare potrivite pentru diverse contexte și nevoi personale, în scopul implementării strategiilor de consolidare a poziției profesionale.

**Valoarea aplicativă a cercetării** constă în :

- Stabilirea corelației dintre factorii motivaționali ai profesorilor și indicatorii concreți de avansare;
- Proiectarea, implementarea și validarea modelului pedagogic de motivare pentru dezvoltarea carierei didactice;
- Formularea recomandărilor pentru profesori, manageri școlari, Ministerul Educației, direcționate spre consolidarea avansării în carieră;
- Oferirea unui model strategic pentru consolidarea atelierului „Roots and Wings”
- Oferirea unei baze de sarcini operaționale în dependență de necesitățile unice;
- Furnizarea unui sistem de criterii care poate fi utilizat întru obținerea feedbackului cu privire la impactul atelierului asupra atitudinilor față de dezvoltarea personală.

**Aprobarea rezultatelor cercetării științifice** s-a produs în cadrul conferințelor internaționale, simpozioanelor și revistelor din domeniul educației și au fost testate în școlile din Israel în anii 2014 -2015.

## ANNOTATION

**Cochava Farjun**, “The influence of employees' motivation on career development within the educational system”, PhD dissertation in Pedagogical science, Kishinev, 2016.

**Thesis structure:** Introduction, three chapters, general conclusions, intervention and recommendations. The bibliography includes 143 sources of which four are websites, 24 appendices, 125 pages basic text, 13 figures, and 12 tables. The annotation is presented in English, Rumanian, and Russian.

The core text is exposed in 6 scientific works (4 articles in specialized journals and 2 papers at international and national conferences).

**Key words:** Motivation, career, personal development, internal motivation, external motivation, influence motivation, organic environment, career driven, career opportunity, career guide.

**The field of the study:** Theory general of education

**The goal of the study:** The theoretical and methodological foundation of the teachers' motivational model for their career development. **The research objectives:** to elucidate the concepts of the employees motivation in the educational system on their career development, to identify the factors of teachers' lack of motivation to develop within the organizational environment and its outcomes, to reflect teachers' motivational characteristics, their predisposition to stagnate in their initial status, to examine the impact of the organizational environment at its various levels- policy makers, supervision, administration on the employees professional development, to find preventive ways of development stagnation and suggest alternative advancing avenues for teachers, to elaborate, experiment and validate the teachers' motivational model for career development and maintaining high degrees of pedagogical motivation

**The research novelty and innovation:** lie in conceptualizing the professional burnout phenomenon of teachers and its prevention, identifying teachers' characteristics and unmet needs within the existing educational system, establishing the outcomes related to their resulting stagnation in initial unsatisfactory positions, examining ways to equip teachers with motivational tools for career development, suggesting systems and alternative ways for enhancing the motivation to develop. **The scientific problem solved in the research:** determining the epistemological aspects of lack of development motivation and projecting an applicative model of coping with the issue of advancing in the pedagogical career. The theoretical significance is marked by the elucidation of scientific arguments concerning the importance of motivating teachers to pursue personal career development, the identification of factors and indicators of pedagogical career development, the generalization of experiences of self fulfilment through advancing in the pedagogical career. **The practical value of the research** consists in ascertaining the correlation between teachers' motivational factors and the concrete advancement indicators, projecting, implementing and validating the teachers' motivational model for career development, formulating recommendations for teachers, school managers, Ministry of Education, targeted towards enhancing the pedagogical career nourishing. **Implementation of scientific results.** The results of the investigation were approved in the frame of scientific conferences, symposiums and educational journals and were tested in Israeli schools between 2014-2015.

## АННОТАЦИЯ

Диссертации на степень доктора педагогических наук: *„Влияние мотивации работников системы образования на развитие карьеры”*, автор: Фаржун Кокава, Кишинэу, 2016.

**Структура диссертации:** диссертация состоит из введения, трех глав, заключения и рекомендации, библиографии (143 источника), 24 приложения. Диссертация включает в себя 125 страниц основного текста, 13 рисунков, 12 таблиц. Результаты исследования отражены в 6 научных публикациях и участии в национальных и международных научных конференциях.

**Ключевые слова:** мотивация, личностное развитие, внутренняя мотивация, внешняя мотивация, влияние мотивации, профессиональная среда, возможности профессиональной карьеры, развитие карьеры.

**Область исследования:** Теория воспитания.

**Цель исследования** является теоретическое и практическое обоснование педагогической модели формирования мотивации развития карьеры.

**Задачи исследования:** теоретический и концептуальный анализ мотивации развития карьеры работников образовательной системы, идентификация демотивирующих факторов школьной среды; анализ поведения мотивированного преподавателя, предположность остаться в инициальной профессиональной позиции, анализ влияния школьной среды и школьной администрации на профессиональном развитии преподавателя, мотивации преподавателей, для профессионального развития, а также поддержание высокой мотивации к преподавательской деятельности.

**Научная новизна и оригинальность исследования** состоит в разработке и экспериментальном обосновании педагогической модели формирования мотивации преподавателей к развитию карьеры, концептуализация феномена профессионального истощения преподавателей и профилактика, выявление поведенческих характеристик и потребностей преподавателей, выявление причин стагнации в изначальных профессиональных позиций, предложение альтернативных методов для развития мотивации.

**Теоретическая значимость исследования:** психопедагогическое обоснование значения мотивации для профессионального развития преподавателей, идентификация факторов и индикаторов профессионального развития, научное обобщение результатов эксперимента в виде автореализации средством педагогической карьеры. Выработанная педагогическая модель, может быть использована в различных контекстах профессионального развития, при помощи:

- развития и консолидации семинаров/лаборатории в духе „Roots and Wings”;
- оценивание улучшение влияния школьной среды на профессиональном развитии;
- использование теоретических принципов и практических методологий ателье „Roots and Wings”;
- идентификация научных средств и действий для различных контекстов и личных потребностей, с целью использования стратегии консолидации профессиональной позиции.

**Практическая значимость исследования заключается в:**

- установлении взаимного влияния между факторов мотивации и конкретные индикаторы продвижения в карьере;
- проектирование, внедрение в практику и проверка достоверности педагогической модели мотивации преподавателей к педагогической карьере;
- формулировка рекомендаций для Министерства Образования, школьных менеджеров, преподавателей, ориентированных на мотивацию работников системы образования;
- предложение стратегической модели для развития ателье „Roots and Wings”;
- предложение конкретных задач профессионального развития, в зависимости от личных нужд;
- формулировка и предложение системы индикаторов для оценивания влияния ателье на отношения преподавателей к профессиональному развитию.

**Внедрение результатов.** Результаты исследования были апробированы на научных конференциях, симпозиумах и в журналах об образовании, а также были тестированы в школах Израйля в периоде 2014-2015 годах.

**Cochava Farjun**

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