

# **The Teaching Career Between Motivation and Performance**

**Diana Anghel-Repede**

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## Abstract

### Keywords:

teachers' motivation and performance; competences; career; public and private schools.

Motivation and performance are key factors in the success and achievement of schools. If changes occur in the external environment, the organization must adopt this change, as it can motivate to gain a competitive and advantageous job. Therefore, the main thing public opinion expects about the profession of teacher is the employment of qualified and competent (Pânișoara & Pânișoara, 2017). The research's main purpose was to evaluate the efficiency of teachers' work performance through motivation from the public and private sectors. Finding the link between motivation and teachers' performance at work in public and private schools was one of the study's goals. The second objective was to identify motivational factors that affect the teacher's performance at work in both sectors. The third objective was to identify whether teacher motivation and workplace performance differ in the public and private sectors. For our study, we conducted quantitative research, and the data is collected and analyzed through SPSS using statistical tools like correlation and regression, the independent sample t test, and the One-Way ANOVA test. The results of this study showed a link between teachers' motivation and job performance. The motivation and performance of students at public and private schools varied significantly as well. Compared to public schools, private school teachers are more motivated. Additionally, it was discovered that public and private schools' motivation and performance varied significantly. Compared to public school teachers, private school teachers are more motivated. The potential number of teachers felt that educated and experienced teachers have more capabilities and confidence than others, and they also put the best effort into their work in terms of performance.

## Zusammenfassung

### Schlüsselworte:

Motivation und Leistung von Lehrkräften; Kompetenzen; Beruf; öffentliche und private Schulen.

Motivation und Leistung sind Schlüsselfaktoren für den Erfolg und die Leistung von Schulen. Die Schule muss sich an Veränderungen im äußeren Umfeld anpassen, wenn sie auftreten, da sie die Mitarbeiter dazu inspirieren können, profitable und wettbewerbsfähige Jobs zu suchen. Daher ist das Hauptinteresse der Öffentlichkeit am Lehrerberuf die Möglichkeit, geeignete und kompetente Kandidaten zu rekrutieren. (Panisoara und Panisoara 2017). Ziel der Analyse war es, anhand von Motivationen aus dem öffentlichen und privaten Sektor zu bewerten, wie gut die Lehrkräfte ihre Arbeit ausführen. Eines der Ziele der Studie war es, den Zusammenhang zwischen Motivation und Lehrerleistung bei der Arbeit an öffentlichen und privaten Schulen zu finden. Das zweite Ziel bestand darin, Motivationsfaktoren zu identifizieren, die die Leistung der Lehrkräfte bei der Arbeit in beiden Sektoren beeinflussen. Das dritte Ziel war die Feststellung, ob es Unterschiede zwischen dem öffentlichen und dem privaten Sektor in Bezug auf die Motivation und Leistung der Lehrkräfte bei der Arbeit gibt. Wir haben SPSS verwendet, um Daten für die quantitative Forschung unserer Studie zu analysieren und zu interpretieren, wobei wir Techniken wie Korrelation und Regression, unabhängigen Stichproben-t-Test und Einweg-ANOVA-Assay verwendeten. Nach den Ergebnissen einer anderen Studie hängen die Motivation der Lehrkräfte und die Leistung am Arbeitsplatz zusammen. Die Motivation und Leistung der Schülerinnen und Schüler an öffentlichen und privaten Schulen war sehr unterschiedlich. Im Vergleich zu öffentlichen Schulen sind Lehrer an Privatschulen motivierter. Darüber hinaus wurde festgestellt, dass die Motivation und Leistung von öffentlichen und privaten Schulen signifikant variierte. Im Vergleich zu Lehrern an öffentlichen Schulen sind Privatschullehrer motivierter. Eine beträchtliche Anzahl von Lehrern war der Meinung, dass geschulte und informierte Lehrer über bessere Fähigkeiten und ein besseres Selbstvertrauen verfügten als andere und dass sie sich auch am meisten um die Leistung bemühten.

## 1. Introduction

Another neglected aspect of teachers' careers that may affect their motivation and interest is their recruitment and selection. Too often, teachers enter the classroom unprepared or with inadequate educational and psychological knowledge. It is crucially important to update teachers' professional development through ongoing training in the current teaching approaches in

order to ensure high-quality instruction as well as to boost teacher motivation.

Researchers said motivation is important for an organization because it improves worker productivity and makes it possible to achieve goals successfully. Any organization can use motivation to alter employee behavior. From one situation to another, the level of motivation varies in one person (Lemeni & Miclea,



2010). For teachers, motivation is essential because it makes it easier to achieve the goal. The teacher's motivation is essential for developing the teacher's knowledge and abilities because it immediately impacts the students' results. (Frumos & Labar, 2021). If educators are not motivated in the classroom, pupils and the educational system will suffer.

### 1.1. The concept of a career

A career can be generally conceptualized as a person's specific path through his cultural background and work. Earlier, it was common for someone to select a single vocation and work in it for the rest of his life, such as a teacher, driver, developer, and so on. Due to rapid changes in the labor market, this is no longer possible. People had to change their jobs and professions more often. Because of this, the term "profession" which was once used to describe a person's path while learning and working, has become relatively stagnant and has been supplanted by the term "career".

The concept of "career" has been recognized by Arthur et al. (1989, as cited in Arnold, 2022) as a series of work experiences of a person that have unfolded over time. Research shares the belief that one's career is more time-bound than a vision of working arrangements. This would see career success as based on the upward mobility of a single organization, rather than on the possibilities of mobility between organizations, industries, or national contexts (Pânișoară & Pânișoară, 2010). Therefore, this is in line with traditional career concepts. Atak et al. (2016 as cited in Baruch, 2004), defined career as "a process of employee development on a path of experience and jobs in one or more organizations", which identified a new vision of career dynamics. Ju et al. (2015 as cited in Baruch, 2006) stated that traditional careers have been practiced in the past due to the availability of highly organized and rigid hierarchical organizational structures.

Employees were required to follow the organizational hierarchy in order to advance one's career paths, which were granted based on linear directions (Ju et al. 2015). However, as per Sullivan (1989), the removal of managerial layers caused these hierarchical career paths to become muddled, which prompted people to look for alternative career paths in order to succeed in their professional lives. Different innovations in career systems that would adapt to environmental factors were correspondingly requested. The stages for career development throughout life are fixed by the coaching process,

which is related to both positive social adjustment and well-being (Pânișoară & Pânișoară, 2010).

There have been many changes made to how picking a career is perceived. The purpose of orientation towards a career, according to Liu et al. (2016), should be to prepare the student for independence and flexibility in five domains of intellectual ability, including knowledge about one's own, occupational information, decision-making, management, and problem solving. The primary issue facing council members in recent years has been learning how to take into account reality when making career decisions in order to maximize new opportunities and minimize disastrous outcomes.

The Theory of Career Chaos (THC) (Van Maele & Van Houtte, 2012) emphasizes the importance of complexity, change, and interconversion in career development. It highlights the challenges of making momentary decisions without knowing the cause and suggests that understanding these concepts can help individuals adapt their decision-making strategies and expectations, ultimately leading to better career outcomes.

### 1.2. Career theories

In The Theory of Developing Occupational Aspirations, Gottfredson (Luke and Redekop, 2014) referred to the concept of self as having a number of elements, such as personal abilities, gender and values, interests, values, abilities and competences that are the object of cognition of the type "me" (the self as an object), but at the same time reflects the person as "actor" (the self as an agent), analogously, as the Cartesian dualism of the connection between mind and body.

Skills knowledge, preferences for activities, engagement styles, and work surroundings all contribute to one's vocational identity based on motivational systems, fostering human competence through person-context interaction (Chiș, 2005).

In other words, the outcome of the interaction is based on two factors: a) achievement, as a personal and social objective; b) competence, as a relevant objective in specific environments. In the authors' opinion, motivation is influenced by beliefs such as: "I am able to..." and beliefs according to a particular context, that is, "contextual beliefs". According to cognitive theory (Lent et al., 1999, 2001), you can be successful at the level of achievement but not at the level of competence; that is, the history of your

achievements is not as successful as your achievement now.

This hypothesis contends that interests and career preferences are directly predicted by proximal characteristics, such as race, gender, disability/health status, and ethnicity. In contrast, distal factors (e.g., environmental support provided by parents, teachers, school counseling) exert a moderator effect in acquiring new experiences according to the expectations and effectiveness perceived by the individual with the role of mediation and the formation of career-related interests. The inability of many young people to make decisions is associated with maladaptive beliefs. For example, Krumholtz (1979, as cited in Luke and Redekop, 2014), identifies two belief systems in elections: one based on self-observation, worldview, decision-making methods, and career satisfaction conditions. The second category includes seven myths that hinder decision-making, such as the need for certainty, career development being more than a decision, fear of failure, happiness based on success, work meeting needs, striving harder, and defining one's value according to their chosen profession. These myths are: a) "I must be very sure before I act"; b) "Career development involves more than a decision"; c) "If I change my career, I will fail"; d) "Only if I can do this, will I be happy"; e) "My work should meet all my needs"; f) "I can't do anything as long as I aim to work harder" and g) "My value as a person is defined according to the chosen profession".

Self-knowledge is an essential element for career choices. Interests are the person's inclinations for fields of study or activities that have become concrete. On the one hand, past elections can be examined to determine the causes, and on the other, interest inventories can be utilized as a method of identifying interests.

The concept of vocational and professional identity involves the integration of the following categories of information about oneself: personality characteristics, values, abilities, types of interest and existing educational and occupational options (Lemeni and Miclea, 2008). To crystallize his vocational identity, the teacher needs to integrate all the information and make decisions in accordance with this information.

### *1.3. Competence in the teaching career*

Competence is something one individual possesses. Performance at work is benefited by effort. Up until the 1970s, the notion that motivated workers

are more productive was upheld. However, it proved challenging to provide evidence in favor of the claim that motivation significantly affects work performance. In choosing the desired professional field, both the person's pattern of interests and the characteristics of the working environment are important (Băban, 2009). The person decides about the school or profession he wants to follow so that there is as much overlap as possible between his preferences and the activities specific to the chosen environment (Lemeni & Miclea, 2008).

Theoretical models proposed for exploring acquisition purposes have been revised over time to increase the accuracy of data obtained in empirical studies. Model 2X2 (Elliot, 2005; Elliot & Thrash, 2001) is the right theoretical foundation to capture the complexity of the process of formulating goals in the teaching career. According to this model, the goals related to learning are organized according to two dimensions: competence orientation (competence development goals versus competence demonstration goals) and the valence of the goal (the desire for success versus the desire to avoid failure). Thus, four types of acquisition purposes can be identified: (1) the goals of developing competence through closeness to success; (2) the goals of competence development by avoiding failure; (3) the goals of demonstrating competence by approaching success and (4) the goals of demonstrating competence by avoiding failure (Elliot & McGregor, 2001).

The goals of competence development are focused on the task, on understanding and learning how it can be approached and completed. The goals of demonstrating competence are centered on oneself and on evaluating how the task is carried out, with evaluation being the most common result of reporting school results. (Midgley et al., 2001). Both development and demonstration of teaching competence in schools are positive predictors for school outcomes when these types of goals have a valence to avoid failure. Establishing the criteria for organizing and orienting the school learning activities around the possibility of failure can have negative effects on teaching performance, especially in the long term.

Further studies, such as those by Atak et al. (2016), emphasized the importance of instructors in providing primary school students with high-quality instruction and advised initiatives to increase motivation. According to Nadeem et al. (2011), teachers' performance is impacted by social and economic

factors, including low pay and poor facilities. Mustafa and Othman (2010) discovered a connection between high school teachers' motivation and productivity, highlighting the advantages of motivation, such as efficient resource use and enhanced employee independence.

#### 1.4. Motivation

Motivation, a prime motivator, drives individuals to act towards specific goals, despite their better judgment. It's a psychological process that organizes behavior, boosted by rewards. Bastian (2016) defines motivation as a socially acquired behavior model, encompassing workplace elements for employee growth.

Motivation is the act of persuading someone to perform in a way that will enable them to achieve their desired outcomes. Motivational levels vary from person to person and can be driven by various factors such as money, workplace satisfaction, or personal needs. Teachers' motivation is influenced by both internal and external factors, with internal motivation shaping their thinking and behavior. Extrinsic motivation, which comes from external rewards, is a result of external rewards, while intrinsic motivation arises from personal reasons (Peretomode, 2001).

## 2. Research methodology

### 2.1. Research Question

The quantitative study aimed to answer three questions:

- (i) What connection is there between a teacher's motivation and how well they perform at work?
- (ii) Does each teacher's efficacy vary greatly across public and private schools?
- (iii) Does teachers' motivation vary significantly between public and private schools?
- (iiii) What are the differences in motivation and performance based on individual demographics?

### 2.2. Purpose of the Study

The aim of the research was to identify motivational factors regarding the profession of teacher.

*Objective 1:* Examine the connection between the motivation of instructors and their output at work in both public and private secondary schools.

*Objective 2:* To analyze and research the factors that affect teachers' motivation in the secondary public and private schools of the city.

*Objective 3:* Determine the variations in motivation between public and private secondary schools.

### 2.3. Participants

A sample of ten schools was chosen for the research, which included five private schools in Romania and five state schools in Cluj-Napoca, and 60 teachers from the public and private sectors were picked at random to make up the sample size of 120 teachers.

### 2.4. Instruments

The questionnaire for teachers had 20 items and was designed to test two factors, namely teacher motivation and performance at work. It contains 10 question items, and the 5-point Likert scale (1-total disagreement up to 5-agree total) was used to record the answers, i.e., 1. Totally disagree, 2. Disagreement, 3. Neutral, 4. Agreed, 5. Totally agree. High scores indicated teachers' high level of motivation for work. Teacher performance in the workplace is measured by using a self-developed questionnaire containing 8 question items developed to assess respondents' performance at work. A 5-point Likert scale was used to record responses. (1-Super disagreement to 5 Super agree). High scores are a significant indicator of a teacher's performance level.

### 2.5. Procedure

The first step was to select quantitative methods to start the study, then the research tool. The non-experimental design was utilized, which means that "the researcher can only describe the variables and correlations between the variables; the research variables cannot be changed or controlled by the researcher." (Bocoş, 2007, p. 20) (Examples of nonexperimental designs: descriptive, comparative, correlational, causal-comparative). Nonexperimental design is often referred to as quasi-experimental. Even in this design the researcher does not control the variables, so the study does not allow to explain the causal mechanism between the variables, but only to establish the existence or non-existence of a correlation between them. For example, we suspect a relationship between gross domestic product and energy consumption (both per capita) within the European Union states, so, to verify our hypothesis, we will adopt a correlational research design. The limit of this design, however, will prevent us from determining what causal relationship exists between the two variables. All we can prove, within this design, is the existence respectively the non-existence of such a correlation.

### 3. Results

The demographic variables used in this study consisted of individual characteristics such as age, level of qualification, teaching experience, and school provenience (public or private sector).

Demographic results were shown in table 1. 80% of teachers were from private schools. Gender results

show that 80% of the teachers in the sample are female. Out of a total of 80% of teachers between the ages of 30 and 31 years, 40% were between the ages of 35 and 40 years. Teachers in both public and private schools are on average ( $M = 1.44$ ), with a standard deviation of ( $SD = .657$ ).

Table 1. Demographic results

		Type of school	Frequency	Mean	Std. Deviation	Minimum	Maximum	Mean ± Std.
Academic degree	Female	Private	80	3.04	1.44	1	5	0
		Public	40	2.93	1.4	1	5	0
Career motivation	Female	Private	80	17.6	9.8	2	32	0
		Public	40	16.4	9.89	2	32	0
Salary	Female	Private	80	3096.61	657.42	2550	4300	0
		Public	40	3156.28	699.63	2550	4300	0
Age	Female	Private	80	30.05	7.63	21	47	0
		Public	40	30.78	8.17	21	47	0

*Hypotheses 1. There is a correlation between Salary and Career motivation.* A Pearson correlation was performed to determine if there is a correlation between variables Salary and Motivation for career. There is a low, positive correlation between variables Salary and Motivation for career with  $r = 0.13$ . Thus, there is a low, positive association between Salary and Motivation for career in this sample. The result of the Pearson correlation showed that there was no significant correlation between Salary and Motivation for career,  $r(118) = 0.13, p = .152$ .

Table 2. Strength of correlation between salary and motivation for career

Amount of r	Strength of the correlation
0,0 < 0,1	no correlation
0,1 < 0,3	low correlation
0,3 < 0,5	medium correlation
0,5 < 0,7	high correlation
0,7 < 1	very high correlation

Table 3. Correlation between Salary and Career motivation

	r	p
Salary and Career motivation	0.13	.152

*Hypotheses 2. There is a difference between the Private schools and public school's groups with respect to the dependent variable Academic degree.* The qualification was divided into three categories: postgraduate studies, bachelor's degree holders, and secondary education. The results of the descriptive statistics show that the Private school group had equally high values for the dependent variable Academic degree ( $Mdn = 1$ ) than the public-school group ( $Mdn = 1$ ).

Table 4. Mann-Whitney U-Test

	U	z	asymptotic p	exact p
Academic degree	1595	-0.04	.97	.98

For the given data a Mann-Whitney U-Test showed that the difference between Private schools and public schools with respect to the dependent variable Academic degree was not statistically significant,  $U=1595, p=.98, r= 0$ . Thus, the null hypothesis is not rejected.

*Hypotheses 3. There is a positive correlation between variables Academic degree and Career motivation.* A Pearson correlation was performed to determine if there is a correlation between variables

Academic degree and Career motivation. There is no significant, negative correlation between variables Academic degree and Career motivation with  $r = -0.04$ . Thus, there is no significant, negative association between Academic degree and Career motivation in this sample.

The result of the Pearson correlation showed that there was no significant correlation between Academic degree and Career motivation,  $r(118) = -0.04, p = .695$ .

Table 5. Strength of correlation

Amount of r	Strength of the correlation
0,0 < 0,1	no correlation
0,1 < 0,3	low correlation
0,3 < 0,5	medium correlation
0,5 < 0,7	high correlation
0,7 < 1	very high correlation

*Hypotheses 4. There is a difference between the 3 categories of the independent variable Work experience with respect to the dependent variable Motivation for career.*

Table 6. Hypothesis tests

	n	Mean	Std. Deviation
1-5 years	72	17.03	9.8
5-10 years	24	16.92	9.81
10-15 years	24	18	10.21
Total	120	17.2	9.81

Table 9. Results of ANOVA test

	Sum of squares	df	Mean Squares	F	p
Academic degree, Career motivation	12098.4	1	12098.4	240.28	<.001
Work experience	12.38	2	6.19	0.13	.882
A x B	10.6	2	5.3	0.11	.9
Between	5781.6	119	48.58		
Within the sample	5769.22	117	49.31		
Residuum	5891	117	50.35		
Within	18000	120	150		
Total	23781.6	239	99.5		

Table 7. Results for Levene's Test

Test	F	df1	df2	p
Levene's Test (Mean)	0.06	2	117	.944
Brown-Forsythe-Test (Median)	0.06	2	117	.945

*Analysis of variance.* A one-factor analysis of variance has shown that there is no significant difference between the categorical variable Work experience and the variable Career motivation  $F = 0.1, p = .905$ . Thus, with the available data, the null hypothesis is not rejected.

Table 8. Effect size

$\eta^2$	$\eta_p^2$	Cohen's $f^2$
0	0	0

f Classification according to Cohen (1988)

0.2	weak effect
0.15	moderate effect
0.35	strong effect

Post hoc Test

*Hypotheses 5. There is a significant difference between the groups of the second factor Type of school in relation to the dependent variable.* The ANOVA showed that there was no significant difference, so it is not reasonably possible to compute a post hoc test. There is an interaction effect between the factor Academic degree and Motivation for career and Type of school.

A two-factor analysis of variance with measurement repetition was performed to test whether there was:

- a significant difference between the groups of the first factor "Academic degree and Career motivation" (repeated measures) with respect to the dependent variable.
- a significant difference between the groups of the second factor Work experience in relation to the dependent variable.
- there is an interaction between the two factors "Academic degree and Career motivation" and Work experience in relation to the dependent variable.

The two-factor analysis of variance with repeated measures showed that there is:

- no significant difference between the groups of the first factor "Academic degree and Career motivation" in relation to the dependent variable,  $p=.882$ ,
- no significant difference between the groups of the first factor Type of school in relation to the dependent variable,  $p=.882$ ,
- no interaction between the two variables Type of school and "Academic degree and Career motivation" in relation to the dependent variable,  $p=.9$ .

#### 4. Discussions and conclusions

This study emphasizes how crucial it is to inspire teachers in order to raise student achievement in schools and institutions. It can assist principals in identifying the elements that inspire instructors, which will ultimately result in better educational systems.

According to the study, there are big variations between public schools and private schools in terms of teacher qualifications and motivation. Public schools have lower motivation levels, while private schools have higher motivation levels and better performance. While credentials and teaching experience are unaffected by gender, wealth and motivation are. The survey concluded that most teachers were not happy with their pay and that teachers' poor pay affected their performance.

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