

## MOTIVATIONAL ASPECTS IN CHOOSING THE PROFESSION OF UNIVERSITY TEACHER

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**Abstract:** Education in Romania, in the context of adaptation to the European integration requirements and the reaction that has to provide facing the new challenges of the knowledge society, its looking for more resources to become efficient, modern and performant. This paper draws the attention over the relevant issues concerning the motivation for choosing the profession of university teacher starting from the question: what mechanisms, what springs are those which are able to direct the academic human resources toward a persistent effort in relation to its purpose: efficient educational process, trained and motivated college.

**Key words:** academic human resource, education, motivation, motivational factors

### Introduction

The contemporary age requirements lies the need for education among the main factors that can contribute to solving the major problems that the society is facing today, but also to ensure the development and progress in the future.

Aware of the role of central shaft that education plays in the new society, the Romanian school assumes the training mission through education of the mental infrastructure of the Romanian society, in line with the new requirements derived from Romania's status of European Union's member and also from the operationally in the globalization context and of sustainable generation of a highly competitive national human resources, able to work effectively in today's and future society [1].

Within this general framework of education a very important role has the higher education the only one being able to form highly professional specialists able to integrate the requirements of the labor market and life in general.

To create a powerful learning environment, a very special role has the academic human resources. The extent to which they engage in the educational process has multiple elements of determination; *motivation* represents the mobilizing resource in solving the mission assumed as a university teacher.

### Motivation - importance and necessity

Productivity and individual performance, organizational, community and social have direct implications over the competitiveness of national institutions and organizations [2]. The organization, including the educational one, can face the

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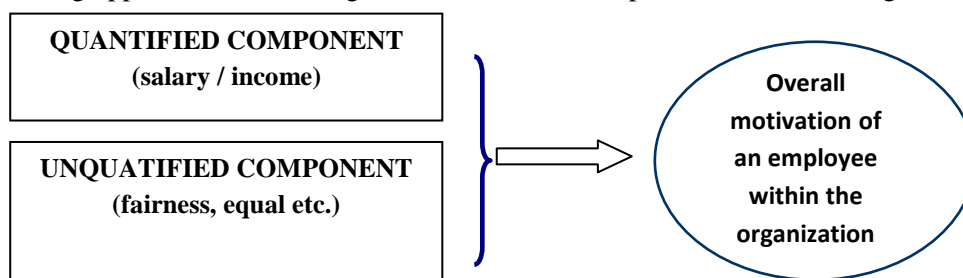
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changes required by the competitiveness / progress only through targeting efforts of managers / employees toward what the student wants and/or the labor market. To be successful in daily activity with subordinates, managers / decision makers need to know, to understand as fully as possible the *process of motivation* inside the organization where it operates [3].

The relationship between motivation theory and management practice it is vital for the success of management, the business' success, the team leading of management team and directing the team towards a common goal [4].

Thus it is important and necessary that an educational organization to motivate academic human resources through *measurable component* (insured salary, bonuses, etc.), but also aspects regarding an *unmeasurable component* (general context), including equity treatment to other employees, a person's growing opportunities, working conditions, relationships with bosses etc. (fig. 1)



**Figure 1. General equation of motivation [5]**

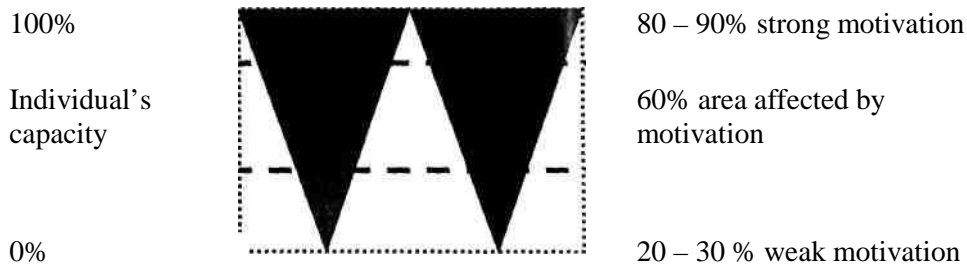
*Sources: Author's elaboration based on Paloş Ramona, Sava Simona, Ungureanu Dorel, „Educația adulților”, Editura Polirom, Iași, 2007*

An appropriate motivation, pecuniary or not pecuniary, the organization's human resources, together with a well thought marketing policy together with the organization's top management in perspective can ensure the success of the action. In educational management, the real meaning of a teacher's or employee's action or behavior, the attitude adopted in a given context can not be perceived without understanding why they were generated [6]. In other words, behind an individual's actions are some reasons; knowing the reasons helps the prediction of human behavior, the attempt to unify the "team's" efforts that aims to meet some clearly defined objectives.

### **Motivation particularities of academic human resource**

If the motivation is presented as a functional structure [7] which provides the correlation of the reason in the social context, psychological mechanism that transforms the generated pressure by specific reasons and concrete behaviors focused on the goal, **motivation** of academic human resources [8] designates the action strategy in order to determine to act in a certain way, namely to conduct performant education.

Investigations conducted as experiments have proved beyond doubt that in the field of education poor motivation of academic human resource leads to the use of 20-30% of their capacity, while a strong motivation provides the fulfilment of the human availability of approximately 80-90%. [9] (Fig. 2)



**Figure 2. Use of human resources capacity by motivation**

Sources: Author's elaboration based on Spong M. W., *Education, instruction and motivation, Control System Magazine, IEEE, vol. 25, pp. 10-24, 2005*

In terms of activity's efficiency, the problem of teachers' motivation to adapt to specific activities involving educational environment with the assumption of well-defined goals and objectives that reflect the required performance enforced by the characteristics required by a modern education.

Analyzing the specific literature [10] the following reasons are reasonable for academic human resources, balancing the elements and supporting career development: (1) dedication to the profession and to the activities with the students; (2) success in the classroom, the rewards that academic human resource professionally receives by the observation of the students' achievements; (3) obtained status in the community, by the fact that it practices a respected profession; (4) training fulfilled through initial and continuous training in the field; (5) favorable working conditions to exercise the profession in good condition (which enters both the availability of necessary teaching materials and the support provided by the school management, parent involvement, etc.) and (6) the possibility of promotion and career development.

### Research design

The study's purpose is: *Determining the reasons that led to the choice of university teaching profession for people investigated.*

*Objectives:*

- Identification of motivational factors in choosing the university teaching profession;
- Learning about the teacher's level of satisfaction toward the educational activity and other extracurricular activities;

- Arguing the importance of the educational process for the academic human resources;
- Analyzing the correlation between motivation and performance in the process of university education;

*Assumptions:*

- As higher the motivation level is the higher the performance level of the academic human resources is;
- If the satisfaction level for different activities is high are developed cooperative relations with the colleagues;
- If the choice of profession was determined by intrinsic reasons the desire for performance is higher.

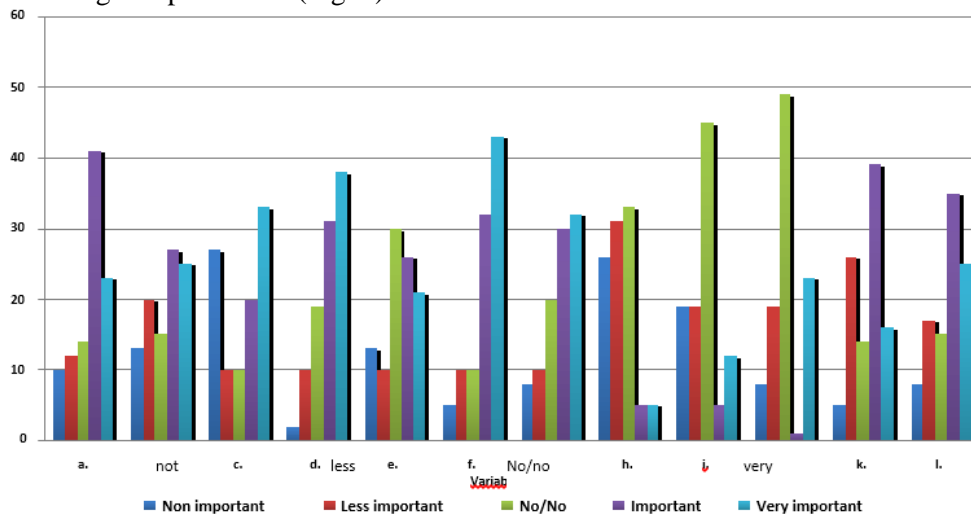
*Research population and sampling*

Population in the research is represented by teachers from "Lucian Blaga" University of Sibiu. The sample was mostly accounted for 35% of the academic staff of the faculty of the university structure.

The chosen *method* is the survey and the tool built is the questionnaire.

**The data analyzes and interpretation**

Applying the questionnaire and the data analysis, a very large share in choosing the university teaching profession has: the respondents' ability for this area, received salary, the feeling of being useful to a larger community/society in general, and the sense of professional achievement are other important reasons for choosing this profession (Fig. 3).



**Figure No.3-Motivational factors influence the choice of university teaching profession**

The variable	
<b>a</b>	Skills in this area
<b>b</b>	The conditions under which education operates
<b>c</b>	Vacation duration
<b>d</b>	The fact that are useful for a larger community/ society in general
<b>e</b>	The need to have a job
<b>f</b>	The profession's nobility

The variable	
<b>g</b>	University prestige among other institutions within the society
<b>h</b>	Teaching schedule
<b>i</b>	The relative stability of service
<b>j</b>	The respect that the teaching profession enjoys in the society
<b>k</b>	Wages received
<b>l</b>	The feeling of professional accomplishment

From the detailed interpretation of the responses can be seen that for younger people (between 20-30 years) the vacation duration and conditions of the educational activity development are important elements in choosing this profession, while for those with more professional experience the nobles and respect this profession enjoys are the most important motivational factors.

Another analyzed element is the level of satisfaction experienced by human resource academic in comparison with certain activities. Thus, most subjects consider that the teaching activity and the research activity are very important and feel a high degree of satisfaction when these actions take place (Fig.no. 4). By developing the two core activities of an university professor, ensure continuous improvement and continuous development of the personality. Over 90 % of respondents have a very high level of satisfaction and greater when their students succeed in life, which shows the love and interest in them even after graduation. The awards that students receive and later meetings with them are a reason for joy and satisfaction for a considerable percentage of teachers surveyed.

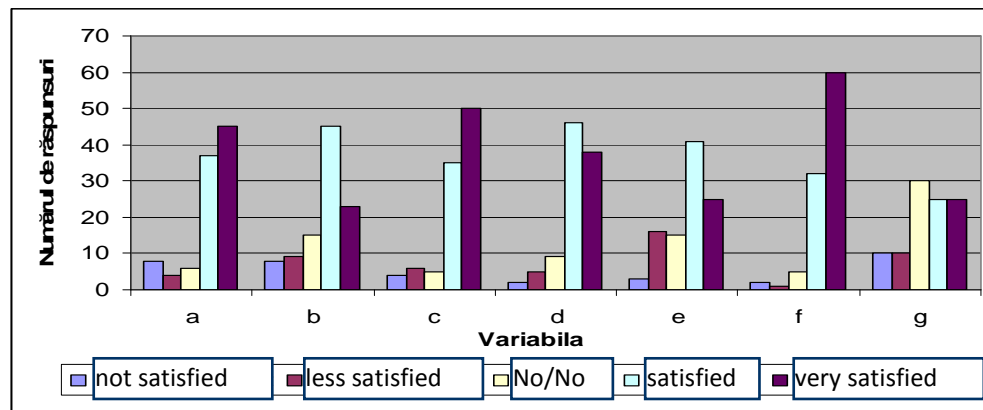


Figure no 4. Level of satisfaction experienced as a result of activities

The variable	
a	Teaching activity
b	Extracurricular activity
c	Scientific research
d	Later meetings with graduates

The variable	
e	Awards received by students
f	Students' success in life
g	Letters of thanks from institutions

From the indicators analysis "factors in choosing the university teaching profession" results show that the parents have significantly contributed in directing their children's choice of profession, but an equally important role was played by teachers and that they were prepared and they have instilled the love for this profession (fig.no.5). Lowest influence in choosing this profession had the mass - media.

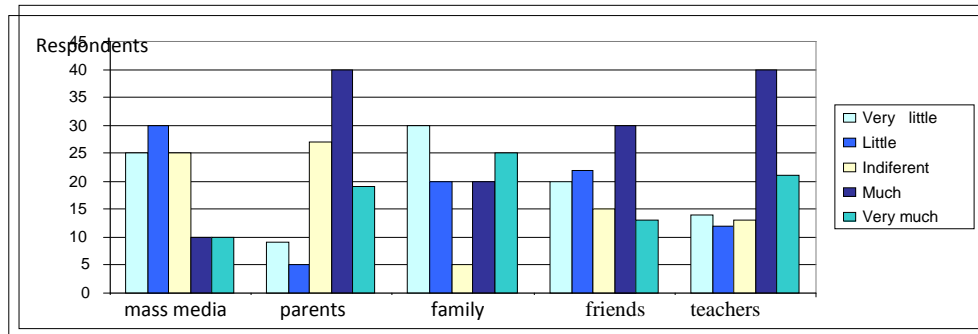


Figure 5. The influence of some factors in choosing the profession of university teacher

The variable
a) Autonomy
b) Desire to be appreciated by the colleagues
c) Love for students
d) Obtaining some material rewards
e) Thrilled to carry out teaching

The variable
f) Professional promotion
g) Management Recognition
h) Sense of purpose
i) Job security
j) Sense of responsibility

To increase the work performance of the educational activity, academic human resource took into account a number of reasons and factors presented in Figure no. 6. The most important role in increasing the performance in the educational activity is played by the love for students.

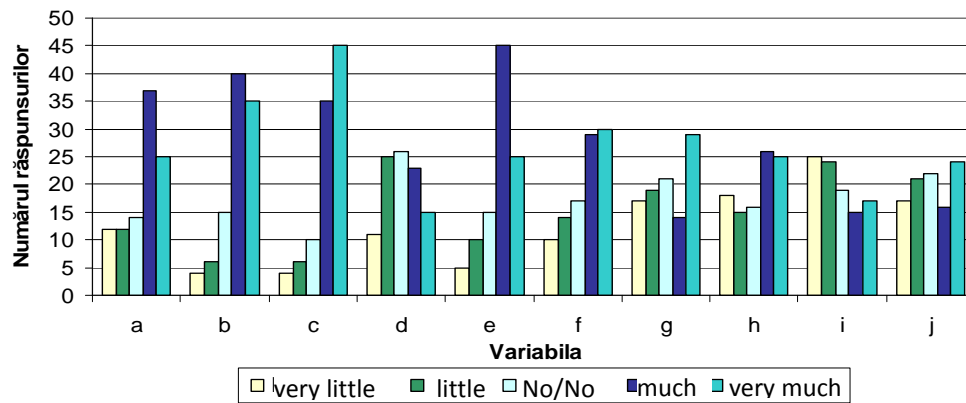


Figure no. 6. The influence of factors in the growth of performance in teaching activity

Also important factors are the desire to be appreciated by colleagues, the pleasure to carry out teaching and autonomy. A less important role has obtaining the material rewards and job security.

### Summary

The motivation problems complexity retains more and more the attention, proving that it is very important to know the motivational factors that provide job satisfaction. Choice of university teaching profession is based on a series of motivational factors specific to each category of age or experience.

Thus, persons belonging to age groups 20-30 years and 31-40 years, the vacation and the conditions in which the educational activity take place, are important elements in choosing this profession, because they take into consideration the possibility to carry other activities in parallel (other jobs) in order to increase revenue. People with more experience considered that noblesse of the profession and respect of this job are important motivators.

From the questionnaire it appears that for this profession, as university teacher to be more attractive for young graduates should adopt certain changes in the higher education system, starting with the legislation till the professional quality and pedagogical of the teachers; increasing financial motivation, larger facilities for students etc. The reality demonstrates that the legislative instability leads to job insecurity and professional development opportunities.

After processing the data obtained it was observed that a key role in motivating young graduates choosing academic teaching profession have the parents and the relatives, and teachers who are regarded as a role model for many of the respondents. Also, it can be seen that higher education in Romania can progress through educational activities, especially by the research that most of the respondents are willing to develop, but the heavy system often can block them. What seems to be the basic motivating factor of all surveyed teachers and the

desire to keep this job *is love for students and satisfaction they feel when students are successful in life*. This intrinsic motivation shows commitment and dedication of the teacher to the teaching activity.

Until now it has not been found yet and probably will not find a pattern of reasoning that can be applied to all people, all situations, all cultures, the risk of failure is inevitable if you try to apply one of the existing models without taking into account the concrete reality only because it was applied success sometime and somewhere. Each teacher is different, has different experience, different aspirations and of course different motivations.

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## ASPEKTY MOTYWACYJNE W WYBORZE ZAWODU NAUCZYCIELA AKADEMICKIEGO

**Streszczenie:** Edukacja w Rumunii, w kontekście dostosowania do wymogów integracji europejskiej i reakcji, jaką ma zapewnić w obliczu nowych wyzwań społeczeństwa opartego na wiedzy, poszukuje więcej zasobów, aby stać się skuteczną, nowoczesną i wydajną. Dokument ten zwraca uwagę na istotne kwestie dotyczące motywacji do wyboru zawodu nauczyciela akademickiego, począwszy od pytania: jakie mechanizmy są w stanie



kierować akademickie zasoby ludzkie w kierunku trwałego wysiłku w odniesieniu do jego celów: skutecznego procesu edukacyjnego, wyszkolonego i zmotywowanego kolegium.

**Słowa kluczowe:** akademickie zasoby ludzkie, edukacja, motywacja, czynniki motywacyjne

#### 在选择大学教师职业的动机方面

摘要：在罗马尼亚，在适应的欧洲一体化的要求和反应，要提供所面临的新挑战的知识社会，其寻找更多的资源，以成为高效、现代和性能方面的教育。本文件提请注意对有关问题的选择专业的大学老师从问题开始的动机：什么样的机制，什么因素是那些能够直接往坚持不懈的努力，就其目的而言学术人力资源：有效的教育过程，训练和动机学院。

**关键词：**学术人力资源、教育、激励、激励因素。