

OCCUPATIONAL MOTIVATION OF MUSIC TEACHERS AS SIGNIFICANT FACTOR OF SOCIAL WELLBEING

*Giedrė Gabnytė,
Lithuanian Academy of Music and Theater
Diana Strakšienė
Šiauliai University*

Abstract

The article deals with the peculiarities of manifestations of music school teachers' occupational motivation as a significant factor of social wellbeing. It presents the results of questionnaire survey of teachers: professional satisfaction estimates are given, peculiarities of collaboration of participants in the process of education are revealed, and evaluations of health, work conditions, and material interest of teachers are provided.

***Keywords:** social wellbeing, music teachers, occupational motivation.*

Introduction

Way back in the Plato state and Aristotle day's writers, philosophers and public figures were concerned with an important issue: where does the essence of completeness of human life lie? This question is still analysed today, in the times of rapid economic, social, and political globalisation and of change of the cultural environment. Content of recent discussions at the public, social, and academic arenas (both on micro and macro levels) reflects a rather modern approach to completeness of life. This means that not only attention is paid to the preconditions for improvement of minimal, basic conditions for wellbeing, but also the importance of higher, more sublime needs of an individual as emphasized. Scholarly literature rather often uses the concept of *quality of life* that is partly related to the concept of *completeness of life* (Camfield, 2005; Royo & Velazco, 2006; etc.) and there is a substantial body of research related to quality of life (Meacher, 2001; McGregor, 2006; etc.). According to Janušauskaitė (2008), the dimensions of quality of life have long been associated solely with economic, material wellbeing and income, but nowadays quality of life is regarded as a much more complex construct: quality of life is identified with social wellbeing of an individual, which embraces the sense of happiness, opportunity for self-realization, feelings, health etc. One of the factors of social wellbeing is occupational motivation. The analysis of occupational motivation in the context of musical education (specifically, of occupational activities of teachers at music schools) enables the assessment of the importance of occupational activities for the sense of completeness of life and wellbeing of a teacher.

Research subject - music school teachers' occupational motivation.

Research aim is to reveal manifestation of music school teachers' occupational motivation as a factor of social wellbeing

Research objectives are:

1. To define the concept of occupational motivation as a multiple construct;
2. To validate the instrument for research into occupational motivation of teachers;
3. To generalise the peculiarities of the manifestation of occupational motivation of teachers.

Methodology and results of research into occupational motivation of music teachers.

Literature defines occupational motivation as a driving force inspiring maturity of a personality and professional growth, which is determined by microenvironment, social, psychological, and ethnical factors (Митюкова, 2006). Gage & Berliner (1994) claim that motivation is like a driver, the energy capable of directing pedagogical behaviour. A similar description of motivation is provided by Myers (1996) who compares it to a powerful force having various effects on the process of educational activity. According to Шевко (2011), occupational motivation can be regarded as a multi-factor construct. A teacher's thoughts, actions, and behaviour are determined by a series of motivational factors (material rewards, work conditions, social contacts, relationships, recognition, authority etc.), which makes it possible to regard and interpret motivation as a complex structure (Шевко, 2011).

A research into music school teachers' occupational motivation was carried out in Lithuania during February-April of 2013. The research participants were 367 teachers of instrument disciplines (grand piano, stringed, folk, wind, and percussion instruments, accordion, guitar) who were given anonymous questionnaires.

To analyse and generalise the results of the said research the numerical measures of descriptive statistics have been used, namely frequency analysis. To systemise and generalise the research data and increase their reliability a scale method has been used. Interval scales were developed and Likert scale building methodology was used. A principal component analysis method was applied in the research. The obtained results of the empirical research were processed with the SPSS (Statistical Package for Social Sciences) software. The factor analysis of obtained results of the survey made it possible to arrange the questionnaire statements into 8 diagnostic scales. The diagnostic music teachers' occupational motivation model is given in Figure 1.

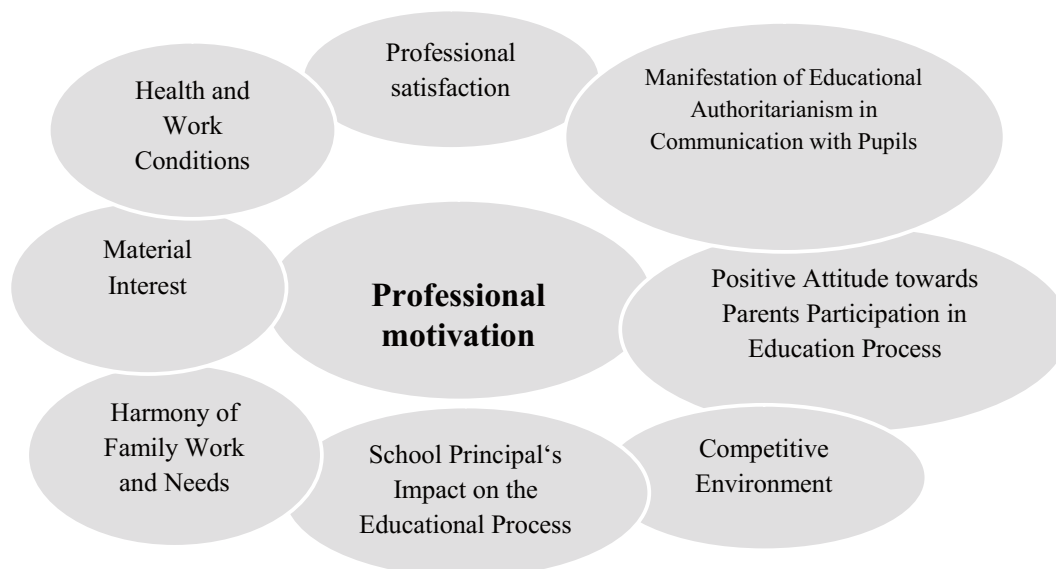


Figure 1. Diagnostic music teachers' occupational motivation model.

Scout, Coxt, & Dinham (1999) analyse the relationship between pedagogical motivation and professional satisfaction. They propose that the satisfaction with profession is usually determined by a number of factors and circumstances, such as love for children, need for professional growth, ability to be happy with the results achieved and so on. According to the

results of research on the occupational motivation of teachers most of the teachers currently working at music schools are happy with the educational activity they do. It turned out that more than 80% of teachers are happy with educational activity. The results of the research demonstrate a statistically significant (significance level $p \leq 0.05$) impact of competitive environment ($\chi^2=29.182$; $df=4$; $p=0.000$) and material interest ($\chi^2=65.183$; $df=4$; $p=0.000$) on satisfaction of teachers. The estimates that reflect the relationship between the competitive environment and satisfaction of teachers with educational activity show that the competition between teachers at a contemporary music school possibly affects how a teacher feels and may have effects on the process of education at school as well. The influence of the said factors on teachers' satisfaction with their profession is reflected by the results of regressive analysis, which are provided in Table 1.

Table 1. Influence of factors on teachers' satisfaction with their profession. Results of regressive analysis (N=367)

Factors affecting teachers' satisfaction	Standardized coefficient beta	t	Sig (p)
Competitive environment	-0.180	-3.582	0.000
Material interest	-0.372	-7.434	0.000

$R^2=0.229$

Manifestation of a teacher's occupational motivation in education allows discussing the communication and cooperation of participants in the process of education as factors that can lead to multifaceted occupational motivation. Anzenbacher (1992) proposes that the process of and need for collaboration/communication can be attributed to the entirety of essential factors and motives of satisfaction of human needs, motivation driving general practical human activity. The factor of manifestations of educational authoritarianism in communicating with students was analysed as possibly affecting occupational motivation, hypothetically thinking that features of educational authoritarianism may manifest in the educator-educatee interaction. It was found that in the area of contemporary music teaching this factor is expressed rather evidently: educational authoritarianism while interacting with student's manifests in professional practice of 74.4% of teachers.

There is yet another aspect of communication and collaboration among the participants in the process of education: manifestation of the relations between a teacher and a student's parents. Stoll & Fink (1998) contemplate that success in teacher-parent collaboration is determined by many factors including the creation of a student-friendly environment ensuring student's safety, possibilities to express his/her opinion, and participate in various activities. The teacher-parent relationship aspect of quality of collaboration among the participants in the process of education was analysed, specifically the aim was to determine the dominant attitude of teachers to the involvement of parents in the process of education. The results obtained are optimistic and confirm the prerequisites for such collaboration: parent-teacher collaboration is important for teachers (partly positive attitude to the involvement of parents in the process of education is characteristic to 34.1 % of the respondents and positive attitude is shared by 52.1 %).

A somewhat less often analysed in the literature on education but nonetheless equally important to both the process of education and the occupational motivation of teachers is the communication and collaboration among the educators or teacher-student relationship. Hargreaves (1999), Bužinskas (2001) emphasize that collaboration among the educators affects the results of overall activity of educatees, their behaviour and learning to communicate. Collegial interaction is also important for support to the balance of mind of a teacher. A

community of teachers with goodwill about each other creates a sense of security, boosts job motivation, and provides a sense of self-confidence. The aspect of competitiveness in the relationships between a teacher and colleagues was analysed in the research. Application of chi-square test revealed statistically significant relationships between the influence of competitive environment and school principal on the process of education. The analysis of the results obtained suggests that the stronger expression of negative influence of principal at the educational space, the greater competitiveness. The results of the regression analysis (see Table 2) demonstrate that material interest of teachers also influences the development of competitive environment at school.

Table 2. Influence of factors on development of competitive environment at school. Results of regression analysis (N=367)

Factors influencing competitive environment	Standardized coefficient beta	t	Sig (p)
Influence of school principal on the process of education	0.154	3.118	0.002
Material interest	0.338	7.059	0.000

The author of the article proposed a hypothesis that in a contemporary educational environment it is obviously impossible to avoid negative encounters between teachers and principals, and therefore negative influence of principals on school and the overall process of education as well. However, the research results reveal a rather surprising fact: 56.1% of the respondents view the influence made by school principal as positive and 34.1% say it is neutral. It is interesting that the development of this attitude is influenced by the place of residence: influence of principals of music schools in smaller towns is viewed as making a rather positive influence on the process of education, while the largest part of teachers viewing influence of a principal as negative is in Klaipėda City. This finding not only vividly illustrates the contrasting attitudes of teachers in different demographical contexts, but also reveals the differences between communities at city and town schools: relationship between principal and teachers in small communities is likely expressed more positively and is more based on collegiate spirit and mutual collaboration.

The occupational motivation block is supplemented with some more scales: *reconciliation of family needs and work, health and work conditions, material interest*. The choice of the scale of *reconciliation of family needs and work* as a component of the *Occupational motivation* block has been made on the basis of observations by a number of scientists about the importance of reconciliation of work and family leading to more favourable climate at work, satisfaction of family needs, and better results of professional activities (Reingardienė, 2006; Davidavičius, 2001-2005 project). In the research this scale substantiates the family influence as a reflection of manifestation of a person's intrinsic motivational factor as well as one of the important factors of social wellbeing. It has been found that work and family is successfully reconciled by 55.6% of all surveyed teachers, and 36.8% are partially successful at that.

The *material interest* scale was chosen to assess the importance of material rewards for music teachers and how they affect occupational motivation. Analysis of manifestations of material interest in doing teaching job reveals that 56.7% of the respondents do not have material interest in their work. However, the previously analysed statistical relationships between satisfaction with pedagogical activities, competitive environment, and material interest suggest that although material interest is not dominant, it is rather important for teachers.

To substantiate the influence of environment and conditions on motivation of teachers, the insights by Furnham, Forde, & Ferrari (1999) and other researchers, which prove significance of health and work conditions to daily work of a teacher, were referred to. According to scientists, teaching job is characterised by increased risk conditions and circumstances rather often threatening health. In their professional activity teachers face responsibility, abundance of roles of teacher, and high professional demands. The research has revealed that presently work conditions are viewed as perfect by 21.5%, very good by 19.9%, and good by 34.1% of the respondents. 76.9% of the teachers say their health is great or rather good.

Conclusions:

1. The results of the analysis of the factor of occupational motivation having been analysed we can conclude that most of the teachers working at contemporary music schools are happy with the teaching activity they do, which likely helps them to feel completeness of life. Satisfaction is caused by such factors as manifestation of work-friendly and competition-free environment and adequate financial reward. These results suggest that in the aspect of satisfaction with professional activity the teachers are professionally motivated.
2. Analysing the attitudes of teachers to educational authoritarianism it has been found that this phenomenon is characteristic to the work of most teachers. Nowadays manifestations of educational authoritarianism in interaction with students are mainly affected by these factors: competitive environment and negative influence of principal on the process of education. Teacher-student relationship based on educational authoritarianism likely affects occupational motivation of a teacher as well.
3. Attitude of teachers towards parent-teacher collaboration can be regarded as positive (likely making positive influence on occupational motivation of a teacher as well) bearing in mind the approval by most respondents of parent involvement in the process of education.
4. Manifestation of competitive environment as a possible source of negative influence on occupational motivation in educational practice has been determined: manifestations of such environment can still be found at a contemporary music school, but, according to the respondents, it is not characteristic to some schools. The research results obtained indicate that the development of competitive environment is mainly influenced by negative impact of principal on the process of education and material interest of teachers when working at school.
5. Analysing the features of influence of principals on the process of education it has been found that slightly more than a half of teachers regard the influence of principals as positive. It is possible that positive relations with a principal is also an important factor for making a teacher feel good and have a sense of completeness of life.
6. Ability of teachers to reconcile family matters and career, rather good physical health, and work conditions satisfying for teachers can be regarded as positive preconditions for occupational motivation, which proves the possibility to treat these factors as making positive influence on social wellbeing of teachers.

References:

1. Anzenbacher, A. (1992). *Filosofijos įvadas*. Vilnius: Katalikų pasaulis.
2. Bužinskas, G. (2001). *Bendradarbiavimas mokyklos bendruomenės pilietiškumo kontekste. Sociologija: praeitis, dabartis ir perspektyvos*. Kaunas.

3. Camfield, L. (2005). Researching Quality of Life in Developing Countries. In *Newsletter of the ESRC Research Group on Wellbeing in Developing Countries*. Retrieved from: <http://www.welldev.org.uk/news/newsletter-april-05.htm>
4. Davidavičius, A. (2001–2005). *2001-2005 metų projekto „Modernūs vyrai išsiplėtusioje Europoje II: šeimai palanki darbo aplinka“ programa*. Lygių galimybių plėtros centras.
5. Furnham, A., Forde, L., & Ferrari, K. (1999). Personality and Work Motivation. *Personality and Individual Differences*, 26, 1035–1040.
6. Gage, N. L., & Berliner, D. C. (1994). *Pedagoginė psichologija*. Vilnius: Alma litera.
7. Hargreaves, A. (1999). *Keičiasi mokytojai, keičiasi laikai: mokytojų darbas ir kultūra postmoderniame amžiuje*. Vilnius: Tyto alba.
8. Janušauskaitė, G. (2008). Gyvenimo kokybės tyrimai: problemos ir galimybės. *Filosofija. sociologija*. 19, 4, 34-44.
9. McGregor, A. J. (2006). Researching Wellbeing: from Concepts to Methodology. *WeD Working Paper 20. ESRC Research Group on Wellbeing in Developing Countries*. Retrieved from: <http://www.welldev.org.uk/research/workingpaperpdf/wed20.pdf>
10. Meacher, M. (2001). *Local Quality of Life Counts – in a Nutshell a Summary of a Menu of Local Indicators*. Retrieved from: <http://www.environment.detr.gov.uk/sustainable/index.htm>
11. Myers, D. G. (1996). *Social Psychology*. New York: McGraw-Hill.
12. Reingardienė, J. (2006). *Tyrimas „Iššūkiai šeimos ir profesinės veiklos suderinamumui Lietuvoje“*. VDU Socialinių tyrimų centras.
13. Royo, M. G., & Velazco, J. (2006). Exploring the Relationship between Happiness, Objective and Subjective Well-being: Evidence from Rural Thailand. *WeD Working Paper 16. ESRC Research Group on Wellbeing in Developing Countries*. Retrieved from: <http://www.welldev.org.uk/research/workingpaperpdf/wed16.pdf>
14. Scoot, C., Coxt, S., & Dinham, S. (1999). The Occupational Motivation, Satisfaction and Health of English School Teachers. *Educational Psychology. Dorchester-on-Thames*, 19, 3.
15. Stoll, L., & Fink, D. (1998). *Keičiame mokyklą*. Vilnius: Margi raštai.
16. Митюкова, И. В. (2006). *Студент – субъект профессионального самоопределения*. Retrieved from: http://www.nntu.sci-nnov.ru/RUS/NEWS/probl_nayk/cek3_18.rtf
17. Шевко, О. Н. (2011). Новые подходы к исследованию профессиональной мотивации педагогов. *Ярославский педагогический вестник*, 2, (II), 241 – 246.

OCCUPATIONAL MOTIVATION OF MUSIC TEACHERS AS SIGNIFICANT FACTOR OF SOCIAL WELLBEING

Summary

*Giedrė Gabnytė, Lithuanian Academy of Music and Theater;
Diana Strakšienė, Šiauliai University*

Dimensions of quality of life have long been associated solely with economic, material wellbeing and income, but nowadays quality of life is regarded as a much more complex construct: quality of life is identified with social wellbeing of an individual, which embraces the sense of happiness, opportunity for self-realization, feelings, health etc. One of the factors of social wellbeing is occupational motivation. Analysis of occupational motivation in the context of musical education (specifically, of occupational activities of teachers at music schools) enables the assessment of importance of occupational activities for the sense of completeness of life and wellbeing of a teacher. **Research subject** – music school teachers' occupational motivation. **Research aim** is to reveal the manifestation of music school teachers' occupational motivation as a factor of social wellbeing. **Methodology and results of research into occupational motivation of music teachers.**

Literature defines occupational motivation as a driving force inspiring maturity of a personality and professional growth, which is determined by microenvironment, social, psychological, and ethnical factors (Митюкова, 2006). Gage, Berliner (1994) claimed that motivation is like a driver, energy capable of directing pedagogical behaviour. A research into music school teachers' occupational motivation was carried out in Lithuania during February-April of 2013. The research participants were 367 teachers of instrument disciplines (grand piano, stringed, folk, wind, and percussion instruments, accordion, guitar) who were given anonymous questionnaires. The research reveals that family influence as a reflection of manifestation of a person's intrinsic motivational factor is one of the important factors of social wellbeing as well. It has been found that work and family is successfully reconciled by 55.6% of all surveyed teachers, and 36.8% are partially successful at that.

The *material interest* scale was chosen to assess the importance of material rewards for music teachers and how they affect occupational motivation. The analysis of the manifestations of material interest in doing teaching job reveals that 56.7% of the respondents do not have material interest in their work. However, the previously analysed statistical relationships between satisfaction with pedagogical activities, competitive environment, and material interest suggest that although material interest is not dominant, it is rather important for teachers.

The research has revealed that presently work conditions are viewed as perfect by 21.5%, very good by 19.9%, and good by 34.1% of the respondents. 76.9% of the teachers say their health is great or rather good.

The results of the analysis of the factor of occupational motivation having been analysed we can conclude that most of the teachers working at contemporary music schools are happy with the teaching activity they do, which likely helps them to feel completeness of life. Satisfaction is caused by such factors as manifestation of work-friendly and competition-free environment and adequate financial reward. These results suggest that in the aspect of satisfaction with professional activity the teachers are professionally motivated. According to the analysis results the **conclusions** could be drawn:

Analysing the attitudes of teachers to educational authoritarianism it has been found that this phenomenon is characteristic to the work of most teachers. Nowadays manifestations of educational authoritarianism in interaction with students are mainly affected by these factors: competitive environment and negative influence of principal on the process of education. Teacher-student relationship based on educational authoritarianism likely affects occupational motivation of a teacher as well.

Attitude of teachers towards parent-teacher collaboration can be regarded as positive (likely making positive influence on occupational motivation of a teacher as well) bearing in mind the approval by most respondents of parent involvement in the process of education.

Manifestation of competitive environment as a possible source of negative influence on occupational motivation in educational practice has been determined: manifestations of such environment can still be found at a contemporary music school, but, according to the respondents, it is not characteristic to some schools. The research results obtained indicate that the development of competitive environment is mainly influenced by negative influence of principal on the process of education and material interest of teachers when working at school.

Analysing the features of influence of principals on the process of education it has been found that slightly more than a half of teachers regard the influence of principals as positive. It is possible that positive relations with principal is also an important factor for making a teacher feel good and have a sense of completeness of life.

Ability of teachers to reconcile family matters and career, rather good physical health, and work conditions satisfying for teachers can be regarded as positive preconditions for occupational motivation, which proves the possibility to treat these factors as making positive influence on social wellbeing of teachers.