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Motivation and Development of the University Teachers' Motivational Competence

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Abstract

Human potential represents a competitive advantage not only of the companies but also the Universities. Universities form the intellectual level and motivation of all individuals and groups in the country. From this point of view, the paper pays attention to the motivation of University teachers, points to connections between the motivation of teachers and motivation of students, and suggests the ways for developing motivational competence of the teachers. Methodological part presents results of our questionnaire survey realized at the Universities in two countries: Slovak Republic and Poland. This one searched the strength of motivation of the University teachers and managers (e.g. motivation to new ideas, creative suggestions and complex improvement), frequency and efficiency of applied motivators, existence of the motivational programs, etc. Negative knowledge flows from this survey the motivation of teachers is disturbed and does not reach its maximum. Therefore the application part of the paper deals just with the motivational competence of teachers that we consider as the most important competence. Motivational competence is viewed as the synthetic competence and consists of the competence of motivating oneself, competence of motivating students, and competence of motivating colleagues. On the basis of theoretical issue, survey results and own empirical experience, paper suggests several individual and group methods and techniques intended for developing motivational competence of the teachers (e.g. creative discussions with colleagues, keeping and activating the motivational journal/diary, accepting and using motivational impact of the managers, colleagues and students, etc.).

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1. Introduction

The future lies in innovation and business activity, and this requires improving the dialogue in the education sector and the labour market in the years to come. Only extensive reforms in education (including vocational training) and in the labour market can provide (young) people with better prospects (Kozubikova, 2014, p. 188). We can say the Universities form the intellectual level and motivation of all individuals and groups in the country. It means the role of Universities increases and consists in a few different presumptions and requirements than before. Similar opinions and questions, related to the quality of University function, can be found in publications of many authors, for example Miller (2012), Slavik et al. (2012), Clark & Andrews (2010), Pearce (2010), Lueddeke (2008), Vasutova (2005), Juwah (2003), Homolova (2003), Boud, Cohen & Sampson (1999), Boyer (1990), Lindquist (1990), etc.

An idea is important that the most valuable asset of any organisations is employees having necessary knowledge. The main competitive advantages include innovations, learning and ability of making change anytime. Just this competitive advantage is based on the *human potential of the University* too. „Human potential is the strongest potential of an effective and competitive function of any organisation. Inside it, the know-how of the organisation futurity is hidden,” (Teplicka, 2012, s. 440). Human potential is a system of human’s dispositions to activities. Is a prerequisite for life actions of people that as individuals and social groups are applied by in society while changing society and oneself (Krnac, 2012, p. 216). This means the human potential (as opposed to intellectual or human capital) is widely, comprehensively understood variable that considers the individuals and groups of individuals as thinking, organized and motivated beings, seeking to fulfill their roles, benefits, and resolutions... From this viewpoint, high professionalism of University’s teachers and senior employees (managers), responsibility, credibility, and team approach represent the most important attributes. On the other hand, *unused potential of the teachers* is the worst wasting conduct.

For the purpose of rising teachers’ potential and motivation, the University would to create the environment supporting creativity and developing knowledge, which means that it enables them the approach to education, supports their initiative to increase qualification and develop the abilities. The reason for this intensive effort is fact the human potential results from people’s life activities and can be continuously developed.

Intellectual properties and motivation development (qualification, knowledge, skills, competences, will, courage, enthusiasm, etc.) of teachers and senior employees contributes to building skilful and high performance human potential of the University. This purposeful development continuously increases the value of the University: funds invested in education, development and motivation must be perceived as *investments in future*.

The aim of this article is to pay attention to the developing motivational competence of University teachers as one of the fundamental pillars of the University quality. The starting point is the premise the motivation of University teachers has substantial influence on the quality of University. In the theoretical part of the article, through analysis, comparison and synthesis of opinions of several authors, we focus on personal development and motivation identification of University teachers and their connections. Subsequently based on partial evaluation of the performed questionnaire survey in the methodological part of the article we will present the most important findings related to motivation of pedagogues at the Universities in Poland and Slovak Republic, with pointing out the determination of basic recommendations (using induction, deduction and own empiricism) on how to improve the teachers’ motivational competence.

2. Development and motivation of University teachers

Boyer (1990) observed that the work of the professoriate involves four different functions: *discovery* (advancement of the frontier of knowledge in a discipline), *integration* (putting research discoveries in broader contexts, making connections across disciplines), *application* (applying the outcomes of discovery and integration to socially consequential problems), and *teaching* (helping students to acquire specified knowledge and develop specified skills and attitudes). Flowing from mentioned functions, we can derive and simultaneously complete that the University teacher’s profession is very heterogeneous and diverse, varied and abundant in its essence. Teacher has to learn for all life, cultivate own personality and develop own potential. And, what is crucial, *development of own capability is always connected with the motivation* and trust in progress.

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