

# METHODS OF MOTIVATION IN EDUCATIONAL INSTITUTIONS

DRAGIĆ MILAN<sup>1</sup>, KASTRATOVIĆ EDITA<sup>1</sup>, MILETIĆ LIDIJA<sup>2</sup>

<sup>1</sup>Business Economics and Entrepreneurship College, Belgrade, Serbia

<sup>2</sup>Higher education institution for applied studies for entrepreneurialship, Belgrade, Serbia

***Abstract:** This paper explains the motivation as one of the most important factors in the advancement and education of the individual. The methods of motivation in educational institutions in terms of different approaches to the problems of each individual teacher were shown. Educational institutions must take responsibility in terms of adequate representation of all the motivational resources, clear instructions on situational applications thereof. The results of research are aimed to provide feedback to teachers about the opinions that exist in education and to encourage them to perform self-analysis regarding the application of appropriate motivation methods.*

***Keywords:** motivation, educational institutions, motivation methods*

## 1. INTRODUCTION

Educational institutions are the basis of every society, because their work influence on the generation that will form the basis of functioning and development of the society. Formation depends on many circumstances, one of which is available and qualified personnel in the form of teachers according to their knowledge, skills and available working conditions contribute to the quality of future staff. Contemporary understanding of good governance emphasizes concern for human potential, because the human potential is specifically what contributes to quality of performance in all areas of the human race [1]. Educational institutions within its strategies and plans strive to improve the methods using new of motivational methods. From year to year, the educational program changes and becomes more complex and demanding. Students are faced with changes of plans and programs so the motivational techniques must be adapted to programs and students.

This research includes methods of motivation in educational institutions in terms of different approaches to this issue of every single teacher. Teachers are individuals who have their own attitudes and beliefs and, accordingly, apply appropriate methods to motivate students. In addition, there are individual and group norms, i.e. motivations and methods specific for each organization. Since the norms of the group are common, and based on them is not possible to observe differentiations, so the research is based solely on individual methods i.e. applying a known motivation methods.

## 2. THEORETICAL CONSIDERATIONS

Motivation is the psychological characteristics of human that determines the extent to which a human is committed to an activity. Motivation is one of the most important factors in the advancement and education of the individual. Development of general and specific skills and knowledge of the individual in the learning process depends on the motivation. In order for a person to be motivated, influence on that person must rely on information related to it, which causes a particular behavior of the person. Motivation can be defined as a result of the interaction between people and situation. Motivation as a factor of influence on individual's behavior is correlated with other factors of influence (skills, tools and working conditions). The motivation may have influence on the behavior of individuals or groups only if consistent with the other factors of influence. It is believed that motivation is of changing nature so it is necessary to make constant motivation renewal and its maintenance at a certain level. Each system where participate the human being has to be followed by incentives means what is the motivation for some committing or omissions [9]. Motivational factors of individuals can also be changed in a situation where they are located, previous experience, age group and other. The same person can be motivated differently in different situations. If in accordance with the requirements of the situation appropriate methods of motivation are applied, it is possible to expect a good result. Motivation depends on individual needs. Necessity is the internal state that makes certain outcomes appears attractive. The feeling of dissatisfaction creates a tension with the individual that it reduces investing personal effort [6].

Motivation is, according to opinion of managers and researchers tend to change and decline, and it is necessary to impact on its maintenance and renewal. Stoner compares motivation with the heat in the house, which is necessary to maintain in the cold winter days. He said it is necessary to burn wood in order to maintain heat [7]. Teachers must also often influence students in order to maintain their motivation at high level so those with equal enthusiasm would fulfill their professional obligations.

Although has a very important role in achieving success, motivation cannot be viewed as a function that independently affect success, but it must be seen as just one of many features that contribute to achieving significant results. Although many students have the desire and motivation to achieve significant results in the school, only students who have the skills, knowledge and the necessary conditions, will achieve great results. It is importante to have in mind significance of the technologization in the education. Main challenges of modern times are globalization and technologization of the world [8].

The motive is the reason for certain behavior, expression and application of knowledge and skills in an activity. Motive is defined as an inner psychological and emotional boost for a particular activity, in which the stimulus can refer to material or psychological achievement. The incentives determine the way of human behavior [3]. The motive is the driving force of every individual and group. The factors that motivate individuals could be different. In the case of group, motivation that drives the whole group must be unique and common to all individuals who form a group [4]. Teachers to stimulate and reward can use factors that affect the motivation of individuals. The nature of motivators can be different and they can occur in the material and immaterial form. A combination of the two forms can occur, for example in the form of certificates that can have a visual (material) but also psychological value.

In the educational system, the grade as the main parameter of performance evaluation is used for motivating students [2]. Teachers emphasize the importance of good grades in terms of the current valuation of each individual and their comparison with others. They also emphasize the importance of assessment in respect of construction of further education or

employment. Ratings have a motivational effect because it is in human nature to compare with others and thus defines its position in the group. Opinions of teachers differ regarding the way the grades should be used for motivation. On one side are the teachers arguing that high-grade students are much more motivated and that high grade is having a positive effect on future work and dedication of students. On the other hand, there are teachers who, as a major motivational tool see the punishment in the form of low grades. They believe that punishment affects students in a way that reminds them provoke a sense of uneasiness that ultimately motivate students toward higher quality work and dedication. Each of these positions can have a positive effect if applied properly and if the students are motivated in a way that resistance doesn't appear. Some students motivate high grades while other students lower; it all depends on the nature of each individual. Quality teachers are recognized for having motivated students according to their individual needs and motivational factors that affect them most.

Professors and teachers represent a bridge between students and teaching material that needs to be learned. For practical reasons, the paper uses the term teacher as a synonym for people who transfer their knowledge to individuals and groups regardless of their profession and institution where they work. A good teacher is someone who knows how to motivate students, and transfer knowledge and not a person who has the most knowledge. It is essential that teachers are acquainted with students and adapt their method of work to them so these effects would be maximal. Students are faced with large and demanding material, and the role of teacher is in customization of curriculum and bringing curriculum closer to students' age levels, which is considered crucial for achieving good results.

There are many theories of motivation drawn from the study and definition of human nature, desires, needs and capabilities of individuals and their motivation. Theories are defined based on research conducted among employees in factories, but they can be partially applied in practice of educational institutions.

Douglas McGregor showed two different sets of assumptions about employees. The traditional theory, which he called Theory X, refers to the notion that people are lazy by nature and have an innate aversion to work. People are not inclined to accept responsibility and if they are in a position to avoid the work, they will be happy to do that. That is why managers must use different forms of coercion of employees to work. Contrary to this theory is a theory Y, which refers to beliefs about people as persons who like to work and who enjoy working. Workers experience work as a necessity and as a game so they it is not necessary too motivated to work. They have self-motivation and are eager to take the initiative and accept responsibility. It can be assumed that such beliefs about human nature exist for teachers in educational institutions. They observe students through features of the theory X and theory Y, and accordingly to that apply a way of motivating. Teachers who support the X theory see students as lazy with the hostility directed towards learning. They find that only coercion can motivate students to learn and to take any kind of responsibility. On the other hand, teachers who support the Y theory see students as worthy people by nature who love to learn and work and who seen satisfaction in it. These students are seen as responsible persons who willfully take responsibility and see learning as playing, not as a burden. Such students, in their opinion do not need any motivation to learn due to the highly developed self-motivation. Teachers have the task to provide them with adequate working conditions and thus maximize their creativity and innovation.

Motivating students can be viewed from the perspective of satisfying the personal needs of students, according to the principles of the theory of needs by Abraham Maslow. He defined the theory of needs through a hierarchy of needs made up of five elements: *physiological needs, safety needs, social needs, the need for respect and the need for self-actualization*. These 5 needs Maslow has divided into two groups: the lower order needs (physiological

and safety needs) and a group of higher-order needs (social need, the need for respect and the need for self-actualization). In his opinion, human first seeks to satisfy needs that are at the bottom of the hierarchy, and than those at a higher level. According to Maslow, individuals trying to meet a need that is most pronounced at the given time [5]. Problem of poor performance in school quality teachers consider in the context of the impact of the external factors (family, society, environment, etc.). According to this theory, one can assume that only students who meet the needs of lower order (physiological, safety, respect and social) can move on to meet the needs of self-actualization (learning and development). McClelland has formulated a theory of the three needs within there are three acquired characteristics that motivate individuals to work: *the need for achievement, need for power and need for companionship* [6].

*The theory of goal setting* relate to the objectives as factors that have a key role in initiating the process of human activity. This theory relies on the view that targets are strong motivational factors that influence people's behavior. In this sense, some teachers believe good grades sufficiently strong motivational factors for students. They start from the premise that students' aim is to achieve good academic achievement in terms of good grades, and that goal is sufficient motivation and it is unnecessary to specifically to motivate them to work (learning).

It should be noted that the motivation of students of a certain age (puberty and adolescence) is under the influence of specific features related to given age. This significantly affects the course of the educational process and motivational methods within. The problems that arise in the development of students of that age affects the interests and preferences, and thus hinder the learning process.

### **Rewards and punishments**

Rewards and punishments have a significant impact on student motivation. Most research confirms that there are fundamental differences between reward and punishment as incentives in terms of positive effects they have. In this respect awards, commendations, bonuses and other public recognition have a far more effective motivational effect of the penalty, and is often mentioned as a desirable motivational factors than punishments.

The school grades are given with the intent to score a good result in a very good again and to facilitate the achievement of good success necessary to continue their education. In educational institutions praises are used to show that the students are doing something good and worthy of praise. Most of the children liked it and they want it to happen again. Students try to replicate the good results and thus enable the re-experiencing of compliments as a nice feeling.

### **3. SCOPE, AIMS AND OBJECTIVES OF RESEARCH**

The case studies are a means of motivation (reward and punishment) used in educational institutions. The survey was conducted in the Zrenjanin municipality and it includes more teachers in educational institutions (kindergartens, primary schools and secondary schools). Based on previously conducted research in the field of psychology and management in various organizations, many theories were formed. Methods of motivation can be generalized to motivation by rewarding and motivation by punishing. Depending on the attitudes, beliefs and personal experience, teachers apply different methods of motivation.

The aim of this study was to analyze the attitudes of teachers in terms of two methods of motivation opposite in nature (reward/punishment). The study was focused to examine to what extent teachers have a positive and a negative attitude toward that reward and punishment, and whether they apply only one of the methods or a combination thereof.

The tasks of research were:

- to make a questionnaire of motivation,
- to conduct a survey in educational institutions,
- to statistically process the data obtained by questionnaire,
- to analyze received statistical information,
- to make conclusion reports

#### **4. HYPOTHESIS OF RESEARCH**

H1 - Due to the development of society and social-psychological evolutionary shifts in the XXI century, teachers increasingly apply reward and less punishment in the motivational process.

H2 - There is no significant difference between teachers (educators, teachers and professors) of different gender in terms of rewarding and punishment as a means of motivation. The development of modern society, particularly with regard to gender equality, has contributed to reducing the difference in terms of applicability of rewards and punishments as motivational resources.

H3 - There is a statistically significant difference between teachers of different age in terms of attitude on punishment and reward as a means of motivation. Younger teachers, whose educational process is intertwined with the democratic principles, apply penalty in the process of motivation in a significantly lesser extent, and significantly use the award in the process of motivating.

H4 - There is a statistically significant difference between teachers of different experience in terms of position on reward and punishment as a means of motivation. Educators with a greater length of service have significantly more experience behind them. They have accepted and adopted certain methods of motivating students and practiced them for many years. It is assumed that teachers with greater length of service are bearers of values, norms and behaviors that differ significantly with respect to systems of values and norms that are valid today. It is assumed that teachers with longer years of work experience have a much more positive attitude about the penalties in respect of educators with less experience. It is also assumed that teachers with less experience increasingly apply and have a much more positive attitude about the award as a motivational tool. Working analyzing is the process of obligations, skills and knowledge determination which is necessary for work committing in the organization (Brankica & Miladinović, 2011).

#### **5. APPLIED METHODOLOGIES**

In terms of methodology, this research can be characterized as empirical research of transversal character. Data relevant to the study were collected using interviewing technique and motivational questionnaire. The survey was conducted in the city of Zrenjanin and included 259 respondents (educators, teachers, professors and professors). The study was

conducted in period 15.09.2009 - 10.05.2010, and it includes teaching pedagogical workers in 5 pre-schools (kindergartens, kindergartens), 4 primary schools and 5 high schools. Before completing the questionnaire, respondents were thoroughly acquainted with the nature of research and all the details necessary for the proper completion of questionnaires. In the study were no irregularities that could affect the validity of the data and research quality. This largely contributed to the simplifying of the procedure in all the opening remarks and instructions. Data obtained were subjected to research procedures of statistical analysis (descriptive and comparative), in order to reach appropriate conclusions under assumptions expressed in the form of hypotheses. For data processing AMD, processor with Windows XP operating system was used. Survey data were processed by SPSS0.8, the statistical program for data processing.

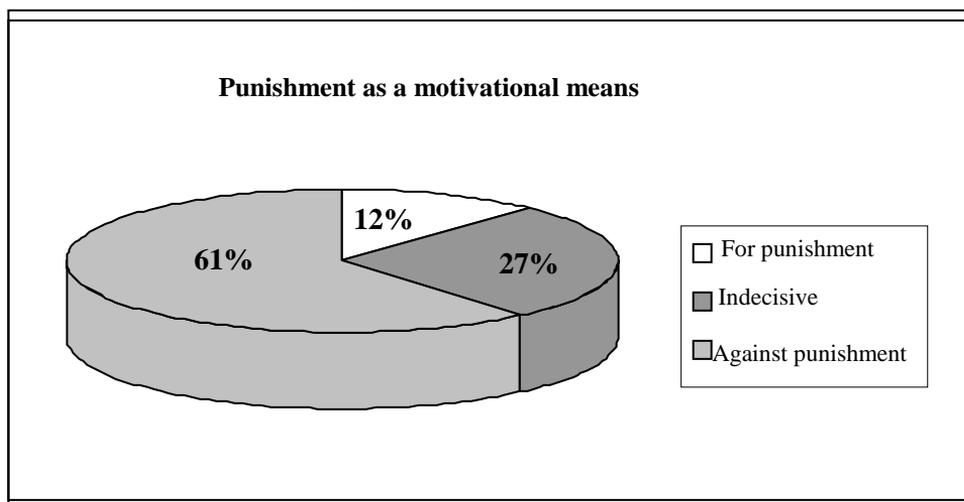
On data collected in the survey method, the following statistical procedures were used:

- Descriptive analysis, to determine the distribution of observed phenomena in the sample;
- t - test, to determine the significance of differences between means between variables of two categories;
- Analysis of variance between groups (ANOVA) to determine the existence of a statistically significant difference between the mean values of categories of multi-category variables,

## 6. INTERPRETATION AND DISCUSSION ON RESEARCH RESULTS

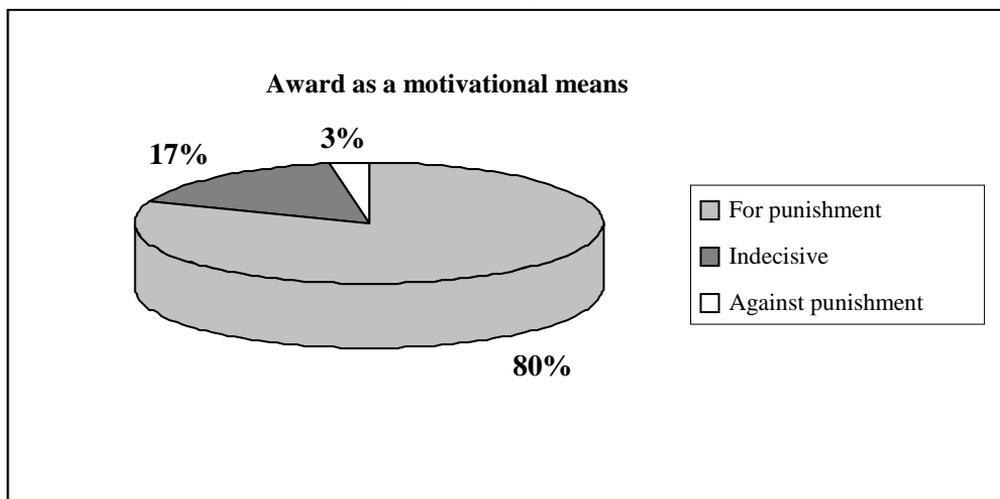
Research results and their explanation and discussion are presented in the order corresponding to the sequence of independent variables from the questionnaires. First, the results of descriptive statistics was shown, and then the results of comparative statistics. Descriptive indicators are shown graphically in order of visibility and a clearer insight into the investigated phenomena.

Chart no.1: Choosing subjects for punishment as a motivational tool



Received data show that the largest percentage of respondents (61%) not considered penalty as good motivational tool in education. Significantly fewer respondents (27%) considers penalty equally good and bad motivational tool. The smallest number of respondents considers it a good motivational tool in educational institutions (12%).

Chart No.2.: The choice of respondents regarding award as a motivational tool



Based on the obtained data, it is evident that most respondents (80%) consider reward as a good motivational tool in the educational process. Significantly lower percentage of respondents (17%) considered a reward in equal measure good and bad motivational tool, while only (3%) considered an award as bad motivational tool.

### Comparative statistics

Using comparative statistics the difference between subgroups of respondents in terms of motivational resources (rewards and punishments) has been tested. For gender and two-category variable, T-test was used to determine significance of differences between respondents of both genders in terms of attitudes toward punishment and reward as a motivational means (table no. 3 and 4).

Table 1: T-test - Gender (punishment as a motivation tool)

Managers/Gender	N	M	Sd	t-test	p
Male	47	2.51	0.59	0.22	0.83
Female	212	2.49	0.73		

Table no.2: T-test – Gender (award as a motivational tool)

Managers/Gender	N	M	Sd	t-test	p
Male	47	1.17	0.38	0.8	0.43
Female	212	1.23	0.5		

Using comparative statistics based on the T-test, the obtained results indicate a lack of statistically significant differences between gender in terms of penalties and rewards as motivational means.

For the age and years of experience, which fall into the category of multi-category variables, ANOVA analysis of variance were used to determine significance of differences between subgroups of respondents in terms of attitudes toward punishment and reward as a motivational means (tables no. 5 and 6).

Table no.3: ANOVA – Age (punishment/award)

	Age	Sum of Square	df	Mean Square	F	p
Punishment	Between Groups	2.14	4	0.54	1.1	0.36
	Within Groups	124.6	254	0.5		
	Total	126.7	258			
Award	Between Groups	1.45	4	0.36	1.6	0.17
	Within Groups	57.0	254	0.22		
	Total	58.5	258			

Using analysis of variance (ANOVA) yielded results that confirmed there was no statistically significant difference between respondents of different age in terms of views on punishment and rewards as a motivational means (Table 3).

	Years of experience	Sum of Square	df	Mean Square	F	p
Punishment	Between Groups	3.34	4	0.84	1.72	0.15
	Within Groups	123.4	254	0.49		
	Total	126.7	258			
Award	Between Groups	1.14	4	0.29	1.26	0.29
	Within Groups	57.32	254	0.23		
	Total	58.5	258			

Using analysis of variance (ANOVA) yielded results that confirm there was no statistically significant difference between respondents of different seniority in terms of views on punishment and reward as a motivational means (Table 4).

## 7. RESUME

Motivation is a complex phenomenon whose explanation requires a comprehensive approach in all aspects as its component factors. Various factors influence the application of specific motivational resources in order to meet the specific needs of public welfare. This study was based on reward and punishment as a means used in the process of motivating. The motivational tools are considered through the views of teachers expressed in answers to questions in the survey.

The data obtained from the questionnaires were analyzed using descriptive and comparative statistics. According to them, the appropriate conclusions were passed, and information about confirmation or non-confirmation of previously stated hypothesis.

Results of descriptive statistics in the penalty area, showed that the highest percentage of respondents have a negative view on punishment as a means of motivation (61%). The lowest percentage of respondents expressed a positive attitude toward punishment as a

means of motivation (12%). In terms of rewards as motivational tools, it is obvious that the largest percentage of respondents have a positive attitude toward the reward (80%), while the lowest percentage of respondents have a negative view of punishment as a means of motivation (3%). These results imply that the sentence is significantly unaccepted motivational tool in educational institutions, as opposed to awards under which the respondents were very positive attitude. Based on the obtained results it can be concluded that the hypothesis H1 is confirmed i.e. *teachers increasingly apply reward and less punishment in the motivational process.*

Using comparative statistics, the analyze of significance of difference between the different subgroups of respondents in each of the independent variables in terms of attitudes to punishment and reward as a means of motivation was performed.

Using T-test, the obtained results indicated that teachers of different gender do not differ in terms of attitude toward the tested motivational means. These findings support the hypothesis H2 that *there is no statistically significant difference between teachers (educators, teachers and professors) of different gender in attitudes toward reward and punishment as a means of motivation.* Contemporary social changes and gender equality can be characterized as the main reasons of the obtained results.

Using ANOVA, analysis of variance, the obtained results indicate a similar attitude of the respondents of different age on the motivational tools and their importance in the educational process. Age is not a significant factor in terms of the formation of attitudes and motivation of students, so we can be conclude that hypothesis H3 is not confirmed, i.e. *there is no statistically significant difference between teachers of different age in terms of attitude on punishment and reward as a means of motivation.* It can be assumed that the laws were changed in the field of education, laws on child rights and striving towards full liberalization of the pedagogical and educational process, the main reasons for the results reported in these positions. Punitive measures regarding the application of some of the motivational agents used in the past resulted in a distancing from older teachers for many years adopted and used methods.

Results of ANOVA comparative statistical procedure indicate a similar view of subjects of different work experience in terms of motivational resources. Although they differ in terms of length of service, respondents' answers to the questionnaire showed that the questions do not differ in terms of application of rewards and punishments in education. Based on the obtained results it can be concluded that hypothesis H4 was not confirmed, i.e. *there is no statistically significant difference between teachers of different experience in terms of position on reward and punishment as a means of motivation.* Educators historically have had more formal authority (granted by the society, institutions and parents) so the methods of motivation largely involved a penalty as a means of motivating students. The development of the society brought changes in terms of children's rights, which automatically reflected on the educational system in terms of motivational structure and limits. Organizations for the protection of children and laws made in this direction resulted in a change of motivational methods and other characteristic details of the educational process.

Both, the punishment and reward are legitimate means of motivation among students in the educational process. Educators must apply both motivational tools if they want to raise their work to a higher level. The maximum effect can be achieved only by using both motivational tools, but in appropriate circumstances to impose one or the other method. Higher education institutions carrying out training and education of students, future teachers (educators, teachers, professors) must take responsibility in terms of adequate representation of all the motivational tools and clear instruction on situational applications thereof. These institutions must express initiative in terms of making proposals, concrete solutions,

suggestions and other legitimate elements in order to influence the formation of better legislation in the field of education.

One of the objectives of this research is to adapt data obtained and the conclusions in order to take advantage of information about teacher's attitudes prevailing in education and to encourage them to self-analysis in terms of justification of favoring and neglecting certain motivational resources.

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