



Motivators in the Greek public education system: A comparative analysis of teachers' perceptions in the secondary general and the secondary special education sector.

Chatzivasileiou Vasiliki

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Abstract

This study investigates how the various motivational factors affect teachers of secondary general and special education public schools in the Greek system taking into consideration the impact of the harsh economic situation. In addition, it seeks to recognize what non-financial incentives do these teachers propose (find important), since system has difficulty in providing them with financial ones. To these ends, not only motivation theories are broadly analyzed so as to identify motivation's relationship to job efficiency, but also teachers' motivators are determined. Moreover, various non-financial incentives are reported. With regard to the research itself, qualitative method has been used and more specifically, an interview guide has been designed based on semi-structured style. Furthermore, 8 teachers with various backgrounds have been interviewed (4 secondary teachers from general education and 4 from the special one). Results showed no important differences as far as the extent to which the motivational factors affect employees of both sectors, but revealed important disparities to the way they are affected by them. In addition, both teachers' categories expressed the strong influence of economic crisis on their motivation level. Moreover, different non-financial incentives have been proposed by the teachers from the two education sectors. This study aims to contribute to the recognition of similarities and differences as far as the motivation level of secondary education teachers for general and special education sectors in the Greek public school so as to develop relevant techniques for the improvement of these teachers' efficiency. Recommendations as well as limitations and future research are also discussed.

Keywords: Motivation, Teachers' motivation, Intrinsic and extrinsic Motivation, Teachers' income reductions, Non-financial incentives.

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1. Introduction

1.1 General Description of the Research problem

The majority of labor sectors in Greece appear to have been affected by the harsh economic reality. Among these sectors is the education one which suffers from gradual weakening, something that can influence teachers' level of motivation. To illustrate, according to a research conducted by the European Trade Union Committee for Education (ETUCE) "on the impact of the economic crisis on the education sector", Greece is included in regions where drastic reductions on education sector have occurred (ETUCE, 2010). More particularly, instructors' councils are funded with 60% less money than those before crisis, something with a direct effect on instructors, students and their families. In addition, more than 1.000 schooling institutions ceased to function, instructive backing organizations have been minimized and schools suffer from shortages. Moreover, changes in educational management, worsening of job settings, reduction in the instructors' income and changes in retirement plans constitute a troublesome overview of the education sector (Kotsifakis, 2012).

This dissertation addresses the problem of the extent to which teachers of secondary general education and teachers of secondary special one in the Greek education sector are affected by the various motivational factors. Most importantly, it addresses the effects of the tough economic reality on teachers' motivators while it proposes from the teachers' perspective some non-financial incentives. Educators' sum of incentives is of vital importance since they are related to how motivated the pupils are (Neves de Jesus & Lens, 2005). To be more specific, there is no clear distinction among motivators' effects for secondary teachers working in general education and for those working in the special one. Insufficient state resources and lack of knowledge on teachers' motivation appear to be the main causes for this problem. As a result, a better understanding of the influence forced by the motivators could enable HR managers in the education system to ameliorate their techniques seeking to ensure the effective work performance of secondary teachers. At this point it would be also significant to mention that this dissertation fills the research gap regarding the comparison among the impact of motivators in general and special education as far as teachers in the Greek education system. Furthermore, it fills

the research gap of examining how the current Greek financial reality influences secondary teachers' motivation in both education sectors and what do teachers of both sectors propose (find important) as non-financial incentives.

1.2 Purpose, Objectives and Research Questions

The purpose of this dissertation is to make a comparative analysis of teachers' motivational factors employed in the general and in the special Greek education sector (public one). The first objective of this dissertation is to investigate the motivational factors of teachers of general and special education for the Greek secondary public education sector. The second objective of the research is to examine the extent to which the reduction of income has affected both general and special educators in the Greek public sector. Lastly, it seeks to explore the important non-financial incentives for secondary teachers' (of both sectors), since Greek state has difficulty in providing them with financial ones due to the harsh crisis.

Therefore, the research questions of the dissertation are the following:

- To what extent do the various motivational factors (intrinsic and extrinsic ones) affect secondary teachers in the Greek public education sector both for the **general** and the **special** education schools and why?
- How the recent wage reductions have influenced secondary teachers' motivation both for the **general** and the **special** education in the Greek public education sector?
- Which non-financial motivators do employees in the **general** and in the **special** education sector propose (find important)?

1.3 Thesis Contribution

The topic of the dissertation fits in the domain of human resources management. The expected outcomes of this project are to identify the similarities and differences in motivational factors between general and special education and to investigate how the continuously wage reductions due to the financial decline have affected people working in those two education sectors. In addition, assumed that the harsh economic crisis does not allow financial motivators at the time, this dissertation seeks to identify non-financial incentives that could be provided to employees in the general and special education sectors. The research

that has been planned would be very important, considering the fact that education in Greece needs a more flexible and upgraded human resources system, since the present one is characterized by obsolete and unproductive managerial practices. Besides, even though the teaching profession in the public sector is declining, many young people are professionally interested in general and special education. People of the wide education area (like teachers, education managers, government education representatives and education researchers) could be interested in this study in order to explore and evaluate educators' motivational factors and therefore, to contribute to the design of a complete HR system in the education sector.

The topic of this dissertation is significant in that it lies upon an area which is useful to investigate. In particular, education sector is pivotal to society in that teachers convey all the basics for the schooling experience of students. As a result, motivation level of teachers is crucial for their sufficient performance. Furthermore, Greek education sector seems to have been strongly affected by the successive income reductions and by the weakening of motivation factors as far as the teachers. This research could be applied in human resources management of education aiming to examine thoroughly possible ways for the improvement of teachers' performance, which is interrelated to the positive performance of students who represent the future society.

At this point it would be important to mention why this dissertation focuses on the secondary education and not on another education level. First of all, it is significant to mention that each one education level is equally important to the others, since students' needs differ according their age. As a result, teachers' role is of paramount importance to all levels of education. To be specific about dissertation's special attention on the secondary education, it is the education level in which students' childhood gradually gives its place to adolescence, the most crucial age before the adult life. It is actually the age during which students create the foundations for their future. Students' age maturity is accompanied with the critical thought development, something that merely takes place during the secondary education years. Students' perception upon ideas and meanings proceeds and it would be important to examine the motivation factors of teachers while teaching the former. Moreover, it is the secondary education in which

students grow and establish their skills and abilities both for the general and the special education sectors. Deshler et al. (1996, as cited in Conderman & Pedersen, 2005) have stated that puberty is difficult in greater degree when it comes to pupils having special needs because they have to endeavor to be independent and recognize themselves in contact with others of same age. As a result, it would be interesting enough to analyze teachers' motivators in secondary education. Last but not least is the fact that just a few researchers have dealt with a comparative analysis regarding motivators of secondary teachers for public general and special education in the Greek system.

1.4 Structure of the Thesis

The thesis, following the introduction part, is organized in four parts which are outlined below:

- In the first part of the dissertation, the literature review is presented. More particularly, in its first section (*The concept of motivation*) statements about motivation framework are made. In the second section (*Motivation Theories*) the theoretical background of motivation is presented through different motivation approaches. In the third section (*Motivation in the Education System*) motivational factors affecting education employees are determined. In the last section (*Non-financial motivation plans*) non-monetary incentives for employees in the education sector are reported.
- In the second part of the dissertation, methodology of the research is analyzed. To be specific, in the first section (*The approach of the empirical work*) reasons for selecting project's approach are stated. In the second section (*Description of the sample*) characteristics of the research participants are reported. In the third section (*The interview process*) details about the interview procedure are given. In the next section (*The research style*) basic techniques of the research are discussed and justified in comparison with other ones. In the last section (*The research tool*) characteristics of the research tool like its structure and content are discussed.
- In the third part of the dissertation, data of the research are analyzed. More specifically, findings for general education are discussed in the first section (*Data analysis for general education*). In addition, finding for

special education are discussed in the next section (*Data analysis for special education*).

- In the last part of the dissertation, discussion, conclusions, recommendations and limitations of the research are reported. More particularly, in the first section (*Comparative discussion of results for general and special education*), findings for the two education sectors are discussed in comparison to each other. To move on, in the next section (*Conclusions of the results*) research results are concluded as a whole for the two education sectors. Relevant recommendations to findings' conclusions are reported in the next section (*Recommendations*). Finally, limitations of the research as well as future research proposals are mentioned in the last section (*Limitations and future research*).

2. Literature Review

2.1 The concept of motivation

Motivation is a complex and of paramount importance concept of human resources management. Many researchers have written about motivation concept and they agree that motivation is related not only to personal goals and needs, but to organizational targets as well. Motivation has mostly to do with the extent to which the working people try to fulfill their needs and their wishes and as a result, this concept has to do with how someone is behaved in order to attain a specific target (Beardwell & Claydon, 2007). Motivation is a drive which induces someone to a particular attitude and not to other ones (Stewart & Brown, 2009). As Ud Din et al. (2012, p.444) have stated: "Motivation is the process of arousing, directing and maintaining behavior towards a goal". Motivation is not only about employees' behavior to succeed in their goals, but it is also about how they are urged by firms to align their actions and skills with business' targets as well (Armstrong, 2006). As Rasheed et al. (2010, p.4) have reported: "Employee's motivation can only be attained by realizing him/her that his individual needs or goals are aligned with organizational goals or achievement". Motivation is the determination for targets' success instructed from skills and attempts to meet personal demands (Ud Din et al., 2012). It would be significant to mention at this point that organizations should focus more on motivation,

since it is a pivotal characteristic of sufficient performance. Motivation is many times underestimated by organizations' leadership (Ud Din et al., 2011). Still, it is an essential component in the harsh competition of business (Rasheed et al., 2010).

2.2 Motivation Theories

Motivation theories underline the basic characteristics of motivation concept. They vary regarding the emphasis they put on motivation's features, but the most important is the fact that no one motivation theory is more appropriate than another in that each one of them derives from a specific sector and contributes to the motivational factors' definition. Incentives' theories mainly use psychology to interpret which are the motivating factors for employees in any kind of official business. Therefore, incentives and recognition are linked due to the fact that employees are rewarded when they have motives for commitment so as to have positive output in the working environment (McKenna & Beech, 2002). Useful enough is to examine motivation holistically through the combination of different motivation theories. To be specific, the two leading motivation theories are the need theories and the process ones.

Need or content theories view needs as the most crucial characteristic of motivation. Needs are not fulfilled because of stress and as a result, people seek to recognize a target to fulfill their needs and they behave in a specific way to please their objectives. As a consequence, the way somebody behaves, according this theory, is incited by unfulfilled personal demands. Another important point is that personal demands and targets are linked in a complicated way because not only some demands are more significant than others, but also as a personal demand becomes more powerful, potential targets are being increased (Armstrong, 2006). Content theories view sum of incentives as the result of intrinsic forces while somebody is performing to meet personal demands. The most common need incentives approaches according to Beardwell & Claydon (2007, p.492) "are Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory, and McClelland's learned needs or three-needs theory".

To be specific as far as the above approaches, with respect to “Maslow’s hierarchy of needs”, which is a famous enough approach of content motivation theory, only when someone satisfies a primary demand then he/she aims to satisfy a more elevated one (Beardwell & Claydon, 2007). Moreover, the personal necessities of employees are ranked in five different categories: organic necessities, necessity to feel safe and stable, fellowship and collaboration necessities, appreciation necessities and self-realization necessities (Beardwell & Claydon, 2007). “Alderfer’s ERG theory” as Beardwell and Claydon (2007, p.494) have stated, suggests the categorization of personal demands in “Existence, Relatedness, and Growth” ones. The first category of demands is related to basic and security demands, the second category is related to social connections’ demands and the third one is related to self-realization ones (Beardwell & Claydon, 2007). As far as “Herzberg’s motivator-hygiene theory”, there are some main elements while comprehending incentives which are reported by Beardwell & Claydon (2007, p.494) as “Motivators” and “Hygiene factors”. More particularly, “Motivators” refer to the feeling of accomplishment, to the chances for individual’s development, to the feeling when a task has been successfully completed, to the possession of autonomy and to the reward coming from somebody’s job (Beardwell & Claydon, 2007). “Hygiene factors” refer to monetary compensation, job settings, firms’ strategies and safety, firms’ oversight character and social affairs in the working environment (Beardwell & Claydon, 2007). Finally, “McClelland’s learned needs or three-needs theory” proposes the demands’ categorization in the demand that seeks to attain associations, the demand that seeks to gain force in the settings and in that seeking to attain autonomy, to define demanding targets and to gain response for task completed (Beardwell & Claydon, 2007).

Process theories emphasize upon the self-aware autonomy of people which is viewed as a procedure assisting in incentives’ interpretation. According to them incentives’ basis lies upon primary empirical approaches which suggest that the way somebody behaves comes from aware determination procedures (Beardwell & Claydon, 2007). Process theory deals with how humans perceive the settings they work in and the concepts around it (Armstrong, 2006). The most important process approaches of incentives according to Beardwell & Claydon (2007,

p.495) are the “expectancy theory, equity theory, goal-setting theory and reinforcement theory”.

To be particular, “expectancy theory” proposes that it is the combination of three important elements that affect level of incentives for working people (Beardwell & Claydon, 2007). The first of the above elements refers to how challenging or not the predicted job’s result is, the second refers to how much an efficiency standard can affect the job’s target and the recognition as well, and the third one refers to how much the working person views attempt as the driving factor to the anticipated standard of a duty’s fulfillment. As far as the “equity theory”, it suggests that working people are compared to their co-workers in order to evaluate legitimacy (Beardwell & Claydon, 2007). As a result, working people’s incentives’ are affected by the extent to which praises are fairly given. To move on, “goal setting theory” suggests an analogy among target accuracy, difficulties in doing a job and fulfillment of a duty (Beardwell & Claydon, 2007). In particular, the clearer the targets of a working person are, the better his/her performance is and, moreover the proper critical response to somebody’s job may motivate the person who works (Beardwell & Claydon, 2007). Finally, as far as the “reinforcement theory”, induced conduct is the outcome of factors that enrich somebody’s job and more particularly, an appropriate conduct is maintained whereas an inappropriate one is penalized and therefore, restrained (Beardwell & Claydon, 2007). In the table below (Table 1: “Content & Process theories”), the two main types of motivation theories with their respective theories are summarized:

Table 1: “Content & Process theories”

Motivation Theories	
“Content (or need) theories”	<ul style="list-style-type: none"> • “Maslow’s hierarchy of needs” • “Alderfer’s ERG theory” • “Herzberg’s motivator-hygiene theory” • “McClelland’s learned needs or three-needs theory”
“Process (or cognitive) theories”	<ul style="list-style-type: none"> • “expectancy theory” • “equity theory” • “goal-setting theory” • “reinforcement theory”

Adapted from: Beardwell, J. & Claydon, T. (2007) *Human Resource Management – A Contemporary Approach*. 5th ed., England: Pearson Education Limited.

We could add here that apart from the content and the process theories, there is the instrumentality theory as well that views recognition or penalties as the vehicle to secure employees behavior towards wishful modes (Armstrong, 2006).

2.3 Motivation in the Education System

Many researchers agree that in order to analyze teachers’ motivation we need to focus on the distinction between intrinsic and extrinsic motivators. Intrinsic motivation refers to teachers’ sense of achievement when fulfilling a job and his/her sense of self-efficacy, whereas extrinsic motivation basically is related to any recognition came as praise for his/her work (Ud Din et al., 2012). Teachers are intrinsically motivated mainly because of their contribution to students’ understanding and they are extrinsically motivated due to factors like job settings, job image, how safe they feel with their work, how well they are paid and how independent they are (Kyriacou & Coulthard, 2000; Obin, 2002, as cited in Müller et al., 2009). Motivational level of teachers is considered to indicate according to Canrinus et al. (2011, p.117) their “professional identity”. The above is related by Kelchtermans (2009, as cited in Canrinus et al., 2011) to the

way instructors are identified depending on the interplay among them and the current circumstances.

Factors affecting teachers' motivation have to do with a complex framework. To be particular, among these factors are the attraction of the teaching job, the chance for instructors to express ambitions, the sense of fulfillment and the satisfactory job settings (Ud Din et al., 2011). Other factors are pupils' success, instructor's self-confidence, chances for professional promotion and a corporate sense among educators, pupils and other school members (Kocabaş). Situation during the lesson, apart from the above, is another important factor in educators' incentives (Ud Din et al., 2012). When teachers' motives are related to their personal need to offer in a classroom and when those motives contribute to pupils' successful outcomes, then those teachers are exquisite (Gordon, 2003). Effective cooperation with co-workers is another significant incentives' factor in that education instructors can communicate professionally and personally to each other (Thoonen et al., 2011). At this point, it would be essential to mention that researchers agree that an appropriate management is important in teachers' motivation. Collaboration between administration and educational staff can improve pupils' success. To illustrate, according to a survey for leadership, teachers are interested mostly in their involvement in decision-making for the design of better teaching plans (Nolan & Palazzolo, 2011). Moreover, people administering educators have to recognize what motivates them and not only to assure the adequacy of facilities, but also to promote collaboration among colleagues as well as colleagues' active involvement in institutions' matters (Kocabaş). As Müller et al. (2009, p.593) have stated: "Research on educational leadership shows that effective education leadership has a positive impact on teaching and learning". Secondary teachers have the tendency to be creative and innovative when they are given appropriate incentives by other people of their working environment. Relevant research came up with the conclusion that the beneficial feedback received by colleagues and overseers, is a predictor of sensed impulse for imaginative creation for the secondary teachers (Lapėnienė & Bruneckienė, 2010).

Furthermore, according to Thoonen et al. (2011) the more efficient an instructor is in his-her job, the higher is his/her dedication as well as his/her incentive to

explore innovative techniques and acquire further knowledge. In addition, according to a research, when teachers take initiatives in their job they might be motivated (Shah et al., 2012). A common belief is also that reward (Rasheed et al., 2010) is one of the strongest motivational factors in that teachers feel they are recognized for their job. Moreover, according to Rasheed et al. (2010, p.16) “training and workshops” is a factor providing incentives in that teachers have the opportunity to broaden their knowledge for new teaching methods or even for their professional advancement (Rasheed et al., 2010). In addition, office job has been estimated to raise anxiety among teachers. A decrease in such job and therefore in teachers’ pressure could ameliorate working settings, thus the above is an important motivational factor (Williams & Gersch, 2004).

In the next table (Table 2: “Intrinsic motivators’ list”) teachers’ intrinsic motivators are listed and next to each of them, the respective author(s) is cited:

Table 2: “Intrinsic motivators’ list”

Intrinsic Motivators	Author(s)
attraction of the teaching job	Ud Din et al., 2011
sense of fulfillment	Ud Din et al., 2011
instructor’s self-confidence	Kocabaş
sense of achievement	Ud Din et al., 2012
sense of self-efficacy	Ud Din et al., 2012
how committed they feel	Thoonen et al., 2011
contribution to students’ understanding	Kyriacou & Coulthard, 2000; Obin, 2002, as cited in Müller et al., 2009

In the next table (Table 3: “Extrinsic motivators’ list”), teachers’ extrinsic motivators are listed and next to each of them, the respective author(s) is cited:

Table 3: “Extrinsic motivators’ list”

Extrinsic Motivators	Author(s)
job image	Kyriacou & Coulthard, 2000; Obin, 2002, as cited in Müller et al., 2009
how safe they feel	Kyriacou & Coulthard, 2000; Obin, 2002, as cited in Müller et al., 2009
reward	Rasheed et al., 2010
taking initiatives	Shah et al., 2012
pupils’ success	Kocabaş
situation during the lesson	Ud Din et al., 2012
effective co-operation with co-workers	Thoonen et al., 2011
involvement in decision-making	Nolan & Palazzolo, 2011
adequacy in facilities	Kocabaş
beneficial feedback by colleagues and overseers	Lapėnienė & Bruneckienė, 2010
“training and workshops”	Rasheed et al. (2010, p.16)
satisfactory job settings	Ud Din et al., 2011
administration	Müller et al., 2009
chances for professional promotion	Kocabaş

2.4 Non-financial motivation plans

Financial situation in Greece does not provide space for alternative monetary motivation plans. Despite that, we have to admit that there is a number of pay structures which could be proved beneficial to the education system. To be more specific, pay structures lying upon what teachers know and which are their abilities are under investigation (Odden, 2000). What matters is that techniques like the above cannot be experimented in the Greek education system that time. It is important to report that contrary to the difficult situation of our days, teachers seek more than ever to increase pupils’ productivity. Therefore, changes in

educators' pay plans could possibly have positive outcomes. Since Greek system does not allow them to activate, non-financial motivation plans could be proposed (Odden, 2004).

Secondary teachers are interested in further career advancement and innovative classroom techniques, two important aspects of their motivation. In order to do so, there are such programs which are reported by Pop et al. (2010, p.128) as "Research Experiences for Teachers (RET) programs" and are viewed by the most teachers as a chance to expand their expertise and adopt radical instructing in the class (Pop et al., 2010).

Creating collaborative investigation programs among educators could be a proposal of non-monetary motivation plans so as teachers to interpret classroom material and career advancement techniques in order to confirm that the above are the appropriate ones for students' various demands (Thornley et al., 2004).

Workshops could be organized to raise Greeks' secondary teachers' effectiveness and make them more competitive to teachers of other countries, whose education system promotes more innovation and flexibility. Research about instructors' features proved that novelties are not easily adopted by the Greek teachers, mainly because of the rigid educational material and governmental regulations, even though teachers are in favor of them (Koutrouba, 2012).

Learning plans for educators could be the solution for secondary teachers dealing with students with special needs in order to familiarize themselves with supportive facilities and therefore, to improve their career advancement (Messinger-Willman & Marino, 2010).

In addition, a research regarding supervisors' understanding about primal and up-to-date subjects about formal learning for children with problems, revealed the lack of a relevant formal attestation and the limited participation in special needs' practical courses for a large percentage of them (Wakeman et al., 2006). Since supervision is a factor related to working environment, we could conclude that teachers' chances to improve their performance are affected.

Management and supportive supervision of those administering special education schools are more than necessary for instructors because of the various and

complicated demands of the sector (Conderman & Pedersen, 2005). Moreover, training of teachers for secondary education is limited and as a consequence, teachers have faint chances for their own development and the development of the special class as well. According to Conderman & Pedersen (2005), being the educator for disable children is a challenging task. A thoroughly organized directing regarding assistance, collaboration, understanding and scheduling is essential.

Education sector in Greece

Educational sector in Greece is broadly divided in three levels: the primary level, the secondary level and the level of tertiary education. Since the project examines secondary teachers' motivational factors, it would be important to state that secondary education consists of middle school and high school. Middle school is compulsory whereas high school is optional. Middle school consists of general schools and of special ones for students with special needs. High school is divided in general high schools, in athletic high schools, in church high schools, in music high schools, in technical ones and in special high schools for students with special needs. According to "Statistics for Education" middle and high schools' population as far as children is estimated in approximately 750.000 people, whereas the respective instructors' population is estimated in approximately 90.000 people for the year 2009-2010 (Hellenic Statistical Authority, 2011).

3. Methodology

3.1 The approach of the empirical work

There are two main research models: the quantitative and the qualitative one. Each one of them has its special characteristics like advantages and disadvantages. Both quantitative and qualitative research models are equally important and can significantly contribute to any kind of research.

The quantitative research model is widely used in cases where numerical accuracy of data is required since with the use of that model, numbers and percentages can be exactly estimated. In addition, quantitative research model is very useful when further clarification is needed for matters already well

analyzed. This model is often more beneficial in marketing research and generally in science.

The qualitative research model is more appropriate in situations where understanding human beings is of vital importance. Furthermore, this model is used with the aim to comprehend the broad settings around each individual and his/her reasons for acting in a specific way. Moreover, it is used in cases where communicating with the sample is required in order to thoroughly investigate a matter (Myers, 2009).

In the case of this project, the empirical work has been approached with the qualitative method. The latter has been chosen because motivational factors of teachers of secondary education sector in Greece both for the general and the special education have not been fully investigated. Moreover, the topic of the dissertation is related to the current grim reality and actual contact with the teachers was of paramount importance so as to draw extensive conclusions about their motivational factors. Explanation and clarification of the particular motivational factors for secondary teachers were demanded. As a consequence, the estimation of numbers and percentages would not be appropriate for the investigated matter.

3.2 Description of the sample

Our sample consisted of eight secondary teachers of public education. Four teachers came from general education and four ones came from special education.

We surveyed three females and one male from public general education schools. Specifically, their profile is mentioned below:

Female 1: She is 50 years old and she has 22 years of experience in secondary education. She works as a teacher of social and political education. Her income is estimated in €1367.

Female 2: She is 45 years old and she has 20 years of experience in secondary education. She works as a teacher of Greek language. Her income is estimated in €1345.

Female 3: She is 51 years old and she has 20 years of experience in secondary education. She works as teacher of theology. Her income is estimated in €1364.

Male: He is 58 years old and he has 25 years of experience in secondary education. He works as a teacher of physics. His income is estimated in €1452.

In addition, we surveyed two females and two males from public special education schools. The reason why previous experience in general education is mentioned is because many teachers from general education moved to the special one after further learning and training. Particularly, their profile is mentioned below:

Female 1: She is 35 years old and she has 6 years of experience in special education. Her previous experience in general education is 5 years. She works as a teacher of Greek language. Her income is estimated in €940.

Female 2: She is 51 years old and she has 8 years of experience in special education. Her previous experience in general education is 10 years. She works as a teacher of social and political education. Her income is estimated in €1490.

Male 1: He is 50 years old and he works 6 years in special education. His previous experience in general education is 20 years. He works as a teacher of gymnastics and his income is estimated in €1150.

Male 2: He is 59 years old and he works 3 years in special education. His previous experience in general education is 30 years. He works as a teacher of organization and business administration, and his income is estimated in €1506.

3.3 The interview process

The researcher contacted 20 people. Half of them came from the secondary public general education and the other half came from the secondary public special education. Finally, 8 of them positively responded and the sample formed with 4 teachers from the general education and 4 ones from the special one.

The researcher scheduled an appointment with each of them individually in the schools where they work and she visited them in their office so as to make the interview. The duration of each interview was approximately 20 minutes. Each interview was recorded with the use of a recording device. The conversation

progressed according to an interview guide, which is analyzed further down in “The Research Tool” section.

It would be crucial here to mention that some moral issues have been taken under consideration while planning the process of interviewing. Before the interview started, interviewees became aware of the fact that the details of the interview were exclusively obtainable at the investigator of the issue and were about to be used only for the goals of the inquiry. In addition, those who participated in the survey became assured that any of their personal information would not be disclosed and they would not be named in the process of analyzing the findings (King & Horrocks, 2010). Moreover, it became known to teachers that information of schools where they work was about to be kept secret (Bloomberg & Volpe, 2008).

The content of the survey was made known to the participants and it was affirmed that they comprehend the demands of it in order to facilitate the survey and contribute to it in a meaningful way. Furthermore, participants were encouraged to express their queries about the research. In addition, they became aware of the reasons for the interviewing process to be taped and of the way that the results would be worked. Additionally, they became aware of the fact that the researcher’s personal information would be accessible to them for any further communication (Gillham, 2005).

3.4 The research style

For the grouping of information, interview has been used. Interview is very helpful for the project’s purpose in that it provides the chance to emphasize upon the topic and to promote an in-depth inquiry of it since researchers can communicate directly with the participants (Myers, 2009).

The interview type that has been chosen is the semi-structured one. The formation of this type of interview proposes that each participant has to answer in the interview’s topics which have been thoroughly designed. Moreover, participants of the research were given cues in case they did not react promptly to the questions. As far as the duration of the interviewing process, it was about the same for all the participants. In addition, as Gillham (2005, p.70) states, questions were “open” and “probes” were used in order to encourage

interviewees to reveal more relevant to the topic information (Gillham, 2005). One of the advantages of this type of interview is the stability among form and directness (Gillham, 2005). Moreover, another advantage is what Gillham (2005, p.76) reports as “prompts” which facilitate the interviewing process through additional questions (Gillham, 2005). Convenience in analyzing due to the form of this interview type is a strong point of this type as well. Regarding the disadvantages of this type, it requires long duration to be transcribed, to be analyzed and to be written out in full (Gillham, 2005). The particular type of interview has been chosen because dissertation’s aim was to investigate the motivational factors of teachers in-depth and to follow a form as well. Since motivational factors have been categorized, the matters to be asked have become more or less particular. At the same time, a form in the questioning process was maintained in order to direct participants towards matters under consideration and therefore, to make easier the analysis for the researcher. At this point it would be important to refer to the advantages and disadvantages of the two other interview types, the structured and the unstructured interviews, since as Myers (2009, p.124) states, “Semi-structured interviews sit somewhere in between structured and unstructured interviews”.

To be specific unstructured interviews do not use specific content that has been formed in advance (Myers, 2009). On the contrary, people who are being interviewed are given the freedom to express their opinions or/and feelings. Another characteristic is that the duration of the interview here is not specific. Moreover, when the participant pauses, researcher has to come up with new ideas and matters to be asked (Myers, 2009). The main characteristic of this type, which is simultaneously its strong and weak point, is the fact that participants are given the freedom to express themselves upon the investigated matter (Myers, 2009). The particular type of interview was not the appropriate one for project’s research since a form in questions was necessary to make a comparison among teachers’ motivational factors for general and special education. In addition, a relative control of the interviewing process from the researcher’s point was important in order to make relevant and particular conclusions. A totally free interviewing process could end up with many not relevant elements or even with

a huge amount of elements that could not be classified and evaluated (Myers, 2009).

To move on, in structured interviews researcher does not have to come up with new ideas while interviewing (Myers, 2009). In fact, what has to be questioned in this type has been formed in advance and moreover, is presented to the participant with a particular succession (Myers, 2009). In addition, interviewing process has a particular duration that researchers have to align with. All those elements help uniformity among interviewing processes to be maintained (Myers, 2009). The major advantage of this particular type is the immediate analysis whereas the main disadvantage is the superficiality of conclusions (Gillham, 2005). The reason why the project has not adopted that interview type is that a detailed analysis of the findings was needed. Moreover, aim of the project was to allow a level of freedom in participants so as to express their opinions without strict limitations. Besides, objective of the project was not only to investigate the influence that motivational factors force upon teachers, but also why they are influenced by those factors. Moreover, project's aim was teachers to report what they would propose (find important) for the provision of non-monetary compensation.

3.5 The research tool

The interview's questions have been organized in a research tool which is an interview guide (available in *Appendix 1*, "Questions", pp.46-47). Here the fundamental issues of the research are roughly mentioned so as to allow the possibility of changing the succession of what has to be asked and as a consequence, to provide the interviewee with the freedom to direct the conversation (King & Horrocks, 2010). In addition, previous theories and facts about motivational factors have been the main basis for the construction of the chosen tool. People who participated in the interview have been mainly asked questions like those that Patton (1990, as cited in King & Horrocks, 2010, p.37) defines as "Background/demographic questions", "Opinion/values questions" and "Feeling questions". Moreover, project's research tool has been organized as King & Horrocks (2010, p.38) report in "full questions" in order to facilitate interviewees to answer clearly (King & Horrocks, 2010). It should be significant to add at this point that while interviewing, those who participated were being

given consequent questions which are being reported by King & Horrocks (2010, p.40) as “probes” in order to attain detailed answers. In addition, they were given additional data to make clear what the project aims to concentrate on which are being reported by King & Horrocks (2010, p.40) as “prompts”.

The interview consisted of 10 questions about motivational factors with 2 sub-chapters: the intrinsic and the extrinsic motivational factors. Broadly, there were 4 questions about the intrinsic motivational factors and 6 about the extrinsic motivational ones.

Particularly, intrinsic motivation questions included questions about motivation’s connection to the challenges of the job and the interest in it (Armstrong, 2006). Moreover, they include questions about motivation with regard to the importance of the job and the pleasure in doing it (Mondy, 2010). In addition, participants were asked about the feeling that offers to them a satisfactory outcome in their job (Beardwell & Claydon, 2007). Finally, they were asked about the effect of the fact that their profession is influential and about their professional chances regarding their motivation (Armstrong, 2006).

As far as the extrinsic motivation questions, interviewees were asked about the present monetary rewards and the privileges offered (Mondy, 2010). Moreover, they were asked about the influence of the further income cuts on their motivation level. In addition, they were asked whether they could “afford” further payments’ reductions and if so, how their motivation would be affected. Furthermore, they were asked about the motivation came from the chance to practice upon their aptitudes and capabilities (Armstrong, 2006). More than that, they were asked about their motivation regarding their independence and the possibility to be responsible for something (Beardwell & Claydon, 2007). In addition, they were asked about others’ response to what they do (Armstrong, 2006). Moreover, participants were asked about their motivation with regard to a factor stated by Beardwell & Claydon (2007, p.494) as “working conditions”. In addition, they were asked about their motivation as far as their social interaction with their colleagues (Beardwell & Claydon, 2007). Furthermore, they were asked about their motivation as far as the equipment and facilities and, management and supervision (Kocabaş). Finally they were asked to report which

non-financial incentives they do propose (find important) considering the harsh economic situation which does not provide space for monetary ones.

4. Data analysis

4.1 Data analysis for general education

Intrinsic Motivation

Regarding the essence of their job, secondary general education teachers appear to be motivated to a very large extent by the **challenges** of the teaching job because they feel that their adaptation to students' needs and their contribution to students' understanding are very challenging tasks. In addition, another challenge for them is their contribution to the development of students' character and finally to their socialization. As far as the **interest** they have in this job, teachers feel that it is a factor of very high motivation because they have to familiarize themselves with the classroom's special characteristics. **Importance** of the job is viewed by teachers as a very significant motivational factor because it is a job related to knowledge and ideas' transmission. Regarding the **pleasure** that the teaching job offers, teachers agree that it is one of the most important motives in that interaction with children makes them happy.

To move on, the feeling that offers a **satisfactory outcome** while doing the job is a very important motivating factor for the 3 out of the 4 teachers because it gives them the intensive to continue and moreover, the consolidation of teaching stuff from students is one of the biggest recognition. Remarkable enough is the fact that according to one of the participants, this is not an important motive because in case the outcome is not successful, she has to motivate herself to try alternative methods to motivate students' learning.

The fact that teachers' profession is an **influential profession** on students and society is viewed by these teachers as a very important motivating factor. To be more specific, a common belief among teachers is that even though they try to help students to develop ideas and values, they have to be cautious. As one

participant reported, “I try not to influence students but to help them to recognize what they represent themselves”.

The **chances for professional development** as a teacher are not an important motivating factor in that teachers are pleased to work in the classroom and do not appear to be interested in their promotion. Still, they are interested in the development of their teaching profession. In addition, participants agree that system does not provide teachers with such chances. Important is the statement of an interviewee who added that, “Even if I would be interested in such chances, the monetary motive is totally insignificant”.

Extrinsic Motivation

The present **reward compensation system and the privileges’ package** are not at all a motive for secondary general education teachers. To be particular, income and benefits are being considered by teachers as poor ones even if teachers try not to lower their performance because they think that their job has a special meaning. Interesting enough is that teachers emphasize on state’s tendency to pause the already reduced benefits. In addition, teachers focus on the insecurity they feel as far as the pension schemes which are blurry.

To move on, general education teachers feel that their motivation has been severely influenced by the income cuts in that they think that their profession suffers from income degradation. As one of the participants has stated, “Our income is in a marginal degree as far as its depreciation”.

Regarding the income reductions, it is important to mention that all participants expressed the opinion that their income has been drastically reduced and additional reductions would radically lead to poverty. Teachers admit that in case it happens, their motivation level will be harmed, even if they would try to offer the same. As one participant stated, “Students are not responsible for my income’s reduction”.

As far as the factors related to the job design, **chance to practice upon various aptitudes and capabilities** are to a very large extent a motivating factor for teachers of general education because they are given the chance to develop themselves and become better teachers. Despite this, 3 out of 4 teachers believe

that they are not given such chances mainly due to the rigid school program, the material that has to be taught and, the different students' backgrounds and learning levels. **Independence to do something** and **being responsible for something** are extremely motivating factors for these teachers because they are given the chance to take initiatives and become creative. Still most of the teachers added that limits have to exist in order teachers not to make disuse of autonomy and in order to be aligned with the school's program. As far as **other's response to their job**, teachers feel that it is a very motivating factor especially when it comes to students. As one participant stated, "I mostly care about students' positive response. I do not care so much about parents' opinion but I am very interested in management's team response. I need its corrective action".

Regarding the job settings, teachers of general education think that **working conditions** are of paramount importance and they state that they mostly care about a proper building and a suitable hygiene and temperature. To move on, **social interaction with colleagues** are to a very important extent a motivating factor for general education teachers in that they believe that warm relationships with colleagues motivate them to go to their job in a good mood. To illustrate, one participant stated that, "I feel that bad relationships with my colleagues will have an impact on the classroom". To move on, **adequate equipment and facilities** do not constitute a very important motivating factor for general education teachers since they do not think they need enough tools apart from computers in order to teach. Finally, the **supportive management and the effective supervision** are important enough to teachers as far as motivation, but they are not determining. To be specific, teachers need a kind of direction but to a limited extent. Remarkable enough is the fact that one of the participants underlined the significance of objective criteria when it comes to supervision in order teachers not to face unequal treatment (see *Appendix 2*, Figure 1: "List of motivators for general education teachers according to the level of importance", pp.48-49).

Regarding the alternative ways that general education teachers would propose for non-financial incentives, further learning through workshops and training are foremost proposed. Teachers of general education wish to become more creative and to be given the chances to be improved as teachers through learning inside

school and through cooperation to various bodies. To elaborate on the above, participants proposed students' and teachers' participation in environmental and humanistic activities. To depict, a participant stated that, "Such events would contribute to students' manifold socialization and would improve our interaction with them". Regarding the learning inside school, participants propose that teachers with less teaching hours (e.g. foreign language teachers and IT teachers) could organize short classes for their colleagues so as to help them in acquiring other skills as well. At this point, the disagreement of a participant to non-financial incentives should be mentioned, since he stated that, "My reduced income does not motivate me to come up with potential non-financial incentives now" (see *Appendix 2*, Figure 3: "Non-financial incentives' plans for secondary general education", p.51).

4.2 Data analysis for special education

Intrinsic Motivation

Regarding the essence of their job, secondary special education teachers appear to be significantly influenced by it. More particularly, they are motivated by the **challenges** of their job to a very large extent in that they have mostly to do with helping the children in acquiring basic skills (e.g. simple money exchanges and letter composition). Interesting enough is the fact that teachers agree in that one of the most challenging task is to individualize each kid and help him/her to satisfy his/her own needs. As far as the **interest** teachers have in the teaching job, it is a motivating factor to a very important extent since they feel that helping students with special needs is extremely interesting. To illustrate, 3 out of the 4 asked teachers mention that they could not even think of going back to a general education school. In addition, **importance** of the job is viewed as a very motivating factor because teachers feel that they help those children to develop their abilities in order to survive in their future. Interesting enough is the common belief for those participants that the main importance comes from the fact that they work mostly with children's emotional level and not with their cognitive one. Moreover, **pleasure** in doing the job is a very important motivating factor for those teachers since they feel happy when their goals are attained and therefore, their self-respect is increased. To illustrate, one participant mentioned that "It is the pleasure that keeps me in this job".

The feeling that offers a **satisfactory outcome** while doing the job is a factor of high motivation for special education teachers because it encourages them to go on. Moreover, in case something has not a successful outcome, they get upset and disappointed.

The sense of doing an **influential profession** on students and society in general is a motivating factor of paramount importance for 3 out of the 4 participants. Common belief for them is the fact that they feel like contributing in children's future. To elaborate, they feel motivating by the fact that they help those children with their socialization and therefore, they prepare them for their future inclusion in society.

As far as the **chances for professional development**, 3 out of 4 teachers mentioned that it is not an important motivational factor for their job in that they care more about the present accomplishment of goals related to students' success. In addition, all the participants do agree that system does not provide them with such chances. Indeed, they feel stable as far as their professional advancement. As one participant stated, "System is in a rut of depreciation regarding educators' professional development".

Extrinsic Motivation

The present **reward compensation system and the privileges' package** are not at all an important motivational factor according special education teachers. To be more specific, although they believe that they are one of the most distressed groups of employees from the present poor compensation system and the scant benefits, they feel that the vocational character of this job cannot allow them to feel de-motivated from the above. To depict, as one of the participants reported, "It is not money or benefits that motivate you. No matter how poor they are, you have to make your best". Another participant reported that, "I feel bad I have no money anymore to support financially those children since we, as special education teachers, were used to contribute financially a lot to those children when state did not help their families".

With respect to the further income cuts, 3 out of 4 teachers agree that they feel that their motivation has been severely affected in that they cannot satisfy some

of their substantive needs. Despite it, they try to find recourse in their job and in their actual contact with students. Interesting is the statement of a participant who tries not to feel de-motivated by the income cuts and reported, “I try not to feel such influenced. When you deal with children, you cannot think money”.

Moreover, questioned whether they could “afford” additional pay reductions, interviewees answered that they could not even think about it since every month their income is being reduced and they feel they cannot cope with their obligations. To illustrate about income reduction, one of the participant whose wife is a teacher as well, stated, that “This year my wife and me will be paid with the money I was individually being paid only from the special education benefits 4 years ago”. Interviewees admit that further income reductions would be gradually harmful to their motivation no matter how hard they try for the opposite one. Indeed, they state that they would attempt to do their best with the students.

Moving to the factors affecting motivation while planning their teaching job, teachers of special education, view the **chance to practice upon their various aptitudes and capabilities** as a very important motivating factor because they feel not only to proceed as teachers, but also they do not lose their interest. What is of vital importance is the fact that they feel they have to cultivate their skills and abilities so as to meet the needs of the special education students. In addition, **independence to do something** and **being responsible for something** are viewed as factors of extremely high motivation for teachers of special education because they think that a level of autonomy and the right to take initiatives can be very creative in that job. Interesting is the statement of a participant who added, “No matter how much I like to be autonomous, I need to be directed and regularly to be controlled”. Furthermore, those teachers view **others’ response to their job** as an extremely motivating factor. According to them, the most important response comes from students and leadership. “Reward” and “recognition” from the above two are the main concern of teachers as far as the reaction to their job.

Concerning the job settings, teachers think that the basic **working conditions** like hygiene and temperature are determining factors for their motivation in that

if they are not fulfilled, teachers and students cannot respond to the classroom's needs. As far as **social interaction with colleagues**, 3 out of 4 participants answered that although having social relationships with colleagues can motivate them to go more heartily to their job, they cannot affect a lot the level of their motivation. As a result it is a motivating factor but not in a large extent. To depict, according to them, the primary job has to do with children even if teachers seek to be in good terms with their co-workers. The **adequate equipment and facilities** are to a very big extent a motivational factor for these teachers, since unfortunately, in the Greek schools, they do not always exist. At this point, interviewees emphasized that the significance of existing tools and facilities is great when it comes to a special school, where children have individualized physical needs that have to be met within the school settings. **Supportive management and effective supervision** constitute a determining motivational factor for these teachers. To be specific, interesting is the fact that this factor is viewed as more important than that of **social interaction with colleagues** because leadership in special education is something that can improve teachers' job. Special education teachers appear to desire corrective intervention of leadership and relevant reward. As one participant stated, "An inefficient leadership in special education can destroy the teaching staff" (see *Appendix 2*, Figure 2: "List of motivators for special education according to the level of importance", p.48 & p.50).

Moving to the alternative ways that teachers of special education would propose as non-financial incentives, further education in the means of training and workshops within regular periods of time is a common statement. Moreover, teachers would propose students' exchange in other schools so as to gain more experiences. Remarkable enough is the fact that teachers propose mostly education about the emotional state of children with special needs and not about cognitive stuff. First aid workshops and information on the behavioral knowledge of children with special needs are some examples. Important is that one participant mentioned that the frequent self-evaluation could be a good motive. At this point, project could not avoid reporting the opinion of one interviewee who is opposed to the non-financial incentives and therefore, stated that, "At this point of time, non-financial motives are meaningless to me. I

cannot think of them in case the state does not face us fairly regarding our income” (see *Appendix 2*, Figure 4: “Non-financial incentives’ plans for secondary special education”, p.51).

5. Discussion, Conclusions, Recommendations, Limitations & future research

5.1 Comparative discussion of results for general and special education

Intrinsic Motivation

Comparing the results for secondary general and special education teachers, it is evident that both teachers’ categories are very motivating by the essence of the job and more particularly by the **challenges**, the **interest** in it, its **importance** and the **pleasure** it offers to them. As far as **challenges**, hypothesis about teachers’ contribution to students’ understanding as a motivating factor (Kyriacou & Coulthard, 2000; Obin, 2002, as cited in Müller et al., 2009) is broadly aligned to participants’ answers. What is important apart from the above factor, is that general education teachers add factors like socialization as a challenge, whereas special education ones add this one of helping children in acquiring basic skills. This difference lies on the fact that special education does not deal to a large extent with the cognitive level of children. As far as the **interest** they have in the job, both teachers’ categories agree in that familiarization to classroom’s characteristics and needs makes the job interesting. The result is in accordance with the hypothesis that teachers are motivated by their need to offer in the classroom (Gordon, 2003) and by the attraction of the teaching job (Ud Din et al., 2011). As far as job’s **importance**, general education teachers put more emphasis on teaching knowledge material while special education teachers put more emphasis on the development of students’ abilities. This difference could be attributed to the focus of special education on physical and emotional development and the focus of general education to the cognitive one. Regarding the **pleasure** while doing the job, general education teachers are happy to interact with children while special ones are happy to attain goals and as a result, their self-respect is increased. This difference could be contributed to the

fact that special education teachers are primarily interested in helping students to acquire basic skills and not so much to interact with them. Nevertheless, hypotheses about self-fulfillment (Ud Din et al., 2011) and self-confidence (Kocabaş) as motivating factors are proved.

As far as the feeling that offers a **satisfactory outcome** in their job, both teachers' categories appear to be significantly influenced by it in that they feel recognized by students and they are encouraged to continue, something aligned to the hypothesis that predicts that when teachers' motives contribute to pupils' successful outcomes, then those teachers are exquisite (Gordon, 2003).

To move on, sense of doing an **influential profession** is a motivating factor of great importance for both teachers' categories. More specifically, general education teachers focus more on the development of ideas and values and special ones on the successful inclusion of children to future society.

Moreover, almost all participants from both teachers' categories agree on the fact that **chances for their professional development** are not an important motivating factor and in that they are mainly interested in their interaction with students and therefore, in children's success. In addition, teachers agree in that system does not provide such chances and they emphasize on the fact that in a way they are de-motivated about their professional advancement because provided chances are extremely poor. Hypothesis that defines chances for professional promotion as a motivational factor (Kocabaş) is not proved in that case mainly due to state's depreciation about teachers' professional development. As a result, teachers are discouraged to elaborate on such chances.

Extrinsic Motivation

Both teachers' categories agree in that the present **reward compensation system and the privileges' package** are not an important motivating factor since they believe that interacting with children has a significant meaning which is more important than monetary motivation. Still, teachers of both categories referred to the unfair monetary compensation system and the slight benefits. The hypotheses about teachers' reward (Rasheed et al., 2010), teachers' recognition as praise for

the work (Ud Din et al., 2012) and, how well they are paid (Kyriacou & Coulthard, 2000; Obin, 2002, as cited in Müller et al., 2009) as important motivating factors are not proved, since secondary teachers of Greek education system feel to be treated unfairly and therefore, they do not view the above as significant motivating factors.

Questioned about whether the further income cuts have influenced their motivation, both teachers' categories stated that their motivation has been severely affected by them. Moreover, they feel that gradually their income is depreciated and they have difficulty in satisfying some of their basic needs.

Furthermore, both general and special education teachers admit that they could not "afford" additional pay reductions and they elaborate on it stating that situation would be so difficult that they could not respond to their obligations and their families would face the danger of poverty. Additionally, both teachers' categories think that even though they would try for the opposite, their motivation level would be harmed in case of additional reductions.

To move on, both teachers' categories appear to view factors while planning their job as very motivating ones. More particularly, teachers are to a very large extent motivated by the **chance to practice upon their various aptitudes and capabilities** because they become better teachers. General education teachers mention that apart from the above, they develop themselves when they are given such chances and special education teachers mention that such chances help them not to lose their interest and to meet students' needs as well. Moreover, general education teachers added that they are not given often such chances. In addition, teachers of both categories think that **independence to do something** and being **responsible for something** are factors of high motivation because creativity can occur when they are given a level of autonomy and therefore, the chance to take initiatives. It is important to add that teachers of both categories underlined the significance of direction and control. All the above factors (**chance to practice upon aptitudes and capabilities, independence to do something** and **being responsible for something**) are aligned with what other authors have mentioned regarding the actual advantages gained when teachers have a level of freedom (Kyriacou & Coulthard, 2000; Obin, 2002, as cited in Müller et al., 2009) when

they are involved in school's affairs (Kocabaş) and when they take initiatives (Shah et al., 2012) .As far as **others' response to their job**, both teachers' categories underlined that students' response is a motivating factor of high importance for them. This statement is consistent with the view of other authors who emphasized on the importance of the situation during the lesson (Ud Din et al., 2012) and of the contribution to students' understanding (Kyriacou & Coulthard, 2000; Obin, 2002, as cited in Müller et al., 2009) as important motivating factors. Moreover, special education teachers added that leadership's response is a very important motivating factor as well, something aligned with the belief that meaningful management can positively affect teachers (Müller et al., 2009).

To move on to the extent secondary education teachers are affected by the job settings, it is important to mention that **working conditions** are of vital importance for both teachers' categories. Both teachers' categories emphasized the importance of basic factors like hygiene and temperature in order to be able to respond to classroom's needs. This is in accordance with the hypothesis that a satisfactory job setting (Ud Din et al., 2011) is a teachers' motivating factor. In addition, both teachers' categories agree in that **social interaction with colleagues** is an important motivating factor confirming other authors who emphasized the corporate sense among educators (Kocabaş). It should be mentioned here that general education teachers appear to be more interested than the special ones in this factor, something which is attributed to the fact that students' factor is even more emphasized in a special school. **Adequate equipment and facilities** appear to be to a very big extent a motivating factor for special education teachers, something which agrees to the belief that adequacy of facilities is a motivating factor (Kocabaş). General education teachers do not appear to embrace this belief due to the fact that facilities and equipment do not have to be sophisticated in general education schools. To move on, both teachers' categories believe that **supportive management and effective supervision** are important motivating factors, something which is in accordance with the belief that appropriate management positively affects teachers (Müller et al., 2009). It should be beneficial to add that special education teachers focused more than the

general ones on this factor in that the specific nature of this education sector seeks for a more determinant management's intervention.

As far as the non-financial motivation plans, both teachers' categories appear to broadly agree with non-motivational plans proposed by other authors like collaborative investigation programs among educators (Pop et al., 2010) and learning plans (Messinger-Willman & Marino, 2010), thus they propose workshops and multilateral training. Important enough is the fact that on the one hand, general education teachers proposed further learning based on cognitive and socialization experiences (e.g. teachers' learning inside schools with the aid of colleagues and participation of students and teachers in activities through the cooperation to various bodies). On the other hand, special education teachers proposed non-motivational incentives based on the development of behavioral and emotional knowledge for students with special needs (e.g. first-aid workshops and defense ones). Moreover, they proposed students' exchange programs and regular teachers' self-evaluation. Finally, disagreement to the proposal of non-financial incentives due to unfair monetary treatment of secondary teachers was expressed by one general education teacher and one special education teacher.

5.2 Conclusions of the results

INTRINSIC MOTIVATION

- ✓ Teachers are very motivated by the job's essence and more particularly, by the **challenges**, the **interest** in it, the **importance** and the **pleasure** while doing it. It is confirmed from relevant references that teachers feel the self-efficacy while helping students to understand. In any case, factors affecting essence of the job are differentiated because of the disparities among the two education sectors.
- ✓ The feeling that offers a **satisfactory outcome** is a significant motivating factor mainly because they get recognition and the prompting to continue.
- ✓ The sense of doing an **influential profession** on students and therefore, on society is a great motivating factor on teachers with the difference to be focused on ideas and values' transmission for general education

teachers and on the efforts for the smooth children's inclusion in society for the special education teachers.

- ✓ **Chances for professional development** are not an important factor for teachers because they are content with their engagement with children. Teachers do also state that system does not provide them with such chances, something that discourages them to think about them overturning in a way the references' conclusion that professional development chances and motivation are related.

EXTRINSIC MOTIVATION

- ✓ The present **reward compensation system and the privileges' package** do not motivate education employees in the Greek education system, something which is not in accordance with the hypothesis supporting any kind of monetary recognition as a motivating factor. This is principally attributed to Greek system's inadequacy to provide decent income and benefits to secondary teachers.
- ✓ Teachers state that further income cuts have influenced their motivation in a great extent.
- ✓ Further income reductions would be not "affordable" by secondary teachers, since this would make it difficult to satisfy their obligations. At any case, they feel that their motivation would be injured from such reductions.
- ✓ Secondary education teachers view factors while planning their job – **chance to practice upon their various and capabilities, being responsible for something, having independence to something and others' response to their job** - as very important motivating factors asserting the relevant references. In case of independence and responsibility, teachers added the need for direction and control and in case of others' response to their job, special education teachers added the demand for leadership's response apart from the students' one.
- ✓ Among the factors affecting job settings, **working conditions** constitute a motivating factor of vital importance for secondary teachers confirming the relevant references. **Social interaction with colleagues** is a motivating factor for them as well, something which is in accordance

with the references, but general education teachers appear to put more emphasis on that than special education ones do. **Adequate equipment and facilities** are a motivating factor for teachers, even if for special ones is a factor of paramount importance instead of the general ones who report that they need only basic stuff to do their job. **Supportive management and effective supervision** are important motivating factors for teachers, but special education teachers underline the severe necessity of it for their sector because of job's special nature. Here the accordance of references to the fact that facilities and management are motivating factors has to be reported.

- ✓ Teachers' proposals regarding non-financial plans handsomely agree with references' non-financial plans (workshops and training). Additionally, on the one side, secondary general education teachers mostly propose plans related to cognitive and socialization knowledge (like teachers' learning inside school and joint activities with teachers and students in cooperation with bodies). On the other side, secondary special education teachers mostly propose plans involving the development of their learning for the emotional and behavioral aspects of students (like first aid and defense workshops). Finally, lack of interest regarding such plans is also noted by two participants of both sides.

5.3 Recommendations

Based on the results' interpretation and on the relevant conclusions, below this project makes some substantiated recommendations:

- Greek system should provide secondary general and special education teachers with more professional development chances.
- Present monetary reward system including income and benefits should be revised by Greek Ministry of education and HR managers. At the same time, pension schemes should be promptly clarified.
- Greek state should intercept the income reductions, thus they affect secondary general and special teachers' motivation and therefore, their performance.
- Greek Ministry of Education in accordance with the head education consultants and schools' management teams should re-organize the

program so as secondary general education teachers to be given more chances to practice their skills and creativity.

- Adequacy in equipment and facilities of Greek secondary special schools should be examined in order schools' primary needs to be fulfilled.
- Deliberate selection of leadership's members should be consolidated in special education schools through the aid of HR education managers.
- Learning inside school among teachers and activities including both students and teachers in cooperation with entities (e.g. municipalities, non-governmental organizations etc.) could be organized as non-financial motivation plans for secondary general education teachers.
- Classes could be scheduled among colleagues for their further learning inside the school (e.g. foreign languages and IT skills) for secondary general education teachers. In addition, activities (like environmental and humanistic ones) could be organized for secondary general education students in cooperation with various bodies so as to raise their awareness and improve their socialization.
- Students' exchange programs, first-aid training and workshops for the expansion of knowledge for the emotional and behavioral state of children (e.g. children's defense and self-defense workshops) could be organized as non-financial motivation plans for secondary special education teachers.

5.4 Limitations and future research

The method of this study has certain limitations that have to be outlined:

- Firstly, the number of people who participated in the research is relatively small (8 people). It would be important to mention that the number could have been increased in case further telephone calls or e-mails had been used so as to persuade reluctant candidates to participate in the survey. It would be beneficial to mention that future surveys on motivational factors of Greek secondary teachers in the public sector could gather a larger amount of sample so as to make the research more objective.

- In addition, the sample came from Thessaloniki and two other Greek cities and cannot be viewed as representative. As a result, future similar researches could gather their sample population from as many Greek regions as possible with the aim to draw more objective and representative conclusions.
- Moreover, the sample consisted of teachers with different backgrounds (e.g. degrees, years of experience, age and gender) and somebody could deduce that their extent to motivational factors differs. It would be a proposal for future researchers in similar projects to investigate in advance the backgrounds of teachers so as to choose one or more specific out of them with the aim to make an in-depth inquiry.
- Furthermore, the use of “full questions” in the research tool might have discouraged participants from answering with flexibility (King & Horrocks, 2010). Similar researches in the future could use more pluralistic techniques in order to facilitate even more interviewees with their responses.

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Appendix

Appendix 1

Questions

Intrinsic motivation

1. To what extent are you motivated by the essence of your job and why?
 - Challenges¹
 - Interest in it¹
 - Importance²
 - Pleasure in doing it²
2. How motivating is for you the feeling that offers a satisfactory outcome³ while doing your job and why?
3. To what extent does the sense of doing an influential profession¹ on students and society in general, is motivating to you and why?
4. How motivating are for you the chances for your professional development¹ as a teacher and why? Does the current system provide you with such chances?

Extrinsic motivation

1. To what extent do you think the present reward compensation system and the privileges' package (welfare payments, pension schemes, compensation for unemployed time like illness payment)² are motivating to you as a teacher and why?
2. How the further income cuts have influenced your motivation?
3. To what extent could you 'afford' additional pay reductions and why? Do you think it would be harmful to your motivation level?
4. How motivating are the factors while planning your job and why?

¹ Armstrong, M. (2006) *A Handbook of Human Resource Management Practice*, 10th ed., Great Britain: Cambridge University Press.

² Mondy, R. W. (2010) *Human Resource Management*, 11th ed., United States of America: Pearson Education, Inc.

³ Beardwell, J. & Claydon, T. (2007) *Human Resource Management – A Contemporary Approach*, 5th ed., England: Pearson Education Limited.

- Chance to practice upon your various aptitudes and capabilities¹
 - Independence to do something³
 - Being responsible for something³
 - Others' response to your job¹
5. To what extent is the job settings motivating to you and why?
- Working conditions³
 - Social interaction with colleagues³
 - Adequate equipment and facilities⁴
 - Supportive management and effective supervision⁴
6. What alternative ways would you propose for non-financial incentives, considering the harsh economic reality which does not allow financial incentives in the near future?

⁴ Kocabaş, İ. (n.d.) The Effects of Sources of Motivation on Teachers' Motivation Levels. *Education* 129(4), pp.724-733.

Appendix 2

In the illustrations below, teachers' motivators (intrinsic & extrinsic) are summarized according to the attributed importance. *Figure 1* represents general education teachers and *Figure 2* represents special education teachers. For better understanding, a scale of significance (5 to 1) has been created which is the following:

5 → extremely important

4 → very important

3 → important

2 → not very important

1 → not important at all

Figure 1: “List of motivators for general education teachers according to the level of importance”

<i>Intrinsic Motivators</i>	
<i>Challenges → 4</i>	
<i>Interest in it → 4</i>	
<i>Importance → 4</i>	<i>Extrinsic Motivators</i>
<i>Pleasure in doing it → 4</i>	<i>Money & privileges' package → 1</i>
<i>Sense of a satisfactory outcome → 4</i>	<i>Working conditions → 5</i>
<i>Sense of doing an influential profession → 4</i>	<i>Social interaction with colleagues → 4</i>
<i>Professional development chances → 1</i>	<i>Adequate equipment & facilities → 2</i>
<i>Chances to practice upon various aptitudes & capabilities → 4</i>	<i>Supportive management & effective supervision → 3</i>
<i>Independence to do something → 5</i>	
<i>Being responsible for something → 5</i>	
<i>Others' response to their job → 4</i>	

Figure 2: “List of motivators for special education teachers according to the level of importance”

<i>Intrinsic Motivators</i>	
<i>Challenges → 4</i>	
<i>Interest in it → 4</i>	
<i>Importance → 4</i>	<i>Extrinsic Motivators</i>
<i>Pleasure in doing it → 4</i>	<i>Money & privileges' package → 1</i>
<i>Sense of a satisfactory outcome → 4</i>	<i>Working conditions → 5</i>
<i>Sense of doing an influential profession → 5</i>	<i>Social interaction with colleagues → 3</i>
<i>Professional development chances → 1</i>	<i>Adequate equipment & facilities → 4</i>
<i>Chances to practice upon various aptitudes & capabilities → 4</i>	<i>Supportive management & effective supervision → 5</i>
<i>Independence to do something → 5</i>	
<i>Being responsible for something → 5</i>	
<i>Others' response to their job → 5</i>	

Figure 3: “Non-financial incentives’ plans for secondary general education”

Classes among teachers for learning inside school (foreign languages and/or IT skills).

Activities in cooperation with bodies for students and teachers.

Figure 4: “Non-financial incentives’ plans for secondary special education”

Students' exchange programmes.

First-aid training & workshops on the emotional and behavioural state of children.