

*Education for the knowledge society* .....

## ***Teachers' motivation importance and Burnout effect in the educational development.***

*Ortenca Kotherja<sup>1</sup>*

---

### **Abstract**

Teachers' motivation is very important in the educational development of the new generation. Motivation and Burnout are two phenomenon closely related with the professional side and the academic development of the teachers' and new generation. Employees' motivation in the educational institutions is one of the most important matters starting from the responsibilities that they have regarding the students' knowledge and abilities. Teachers' performance has a very big importance in the educational development of the individual. Teachers who experience Burnout are those who face emotional fatigue, depression, reduced personal achievements. Albania has gone through many changes in many directions and one of them is the educational system. Because of these changes the motivation request is present starting even from the completing or non-completing of the needs that strongly affect on the teachers' job performance. The main purpose of this article is to give a clear view of the motivation concepts, Burnout syndrome and their influence on the teachers' job performance and the influence of the motivating factors in avoiding this phenomenon. The most motivating factors that obviously appear in this article in teachers' motivation and in avoiding the Burnout syndrome are salary, security, social relationship, autonomy and self actualization, age which affect directly in the satisfaction, passion for the job, psychological and social welfare of the teachers, etc. according to the knowledge for these concepts and theories over them in this article are given some suggestions which help in the teachers' motivation and avoiding the Burnout effect by increasing in this way the teachers' performance and the educational development of the new generation. The teacher has to be motivated, to be stimulated in order to be more effective and productive in his profession of teaching and educating a generation to be able in the coming years.

Key terms: Burnout Effect, Motivation, Performance, School, Teacher

---

1. MSc. Ortenca Kotherja, School Psychology / Organizational, Place of Work: Lecturer at the University of Elbasan and Tirana, PhD in Process, E-mail address: kotherja\_ortenca@hotmail.com

## **Introduction**

School is the institution which offers the main educational services basic for everyone's life. School as an educational institution has a special place in forming the student's values, their training to face the challenges, making them able to practice their rights and responsibilities to, to live in a multicultural society, to be active and responsible in their everyday life and society. Its main actors that affect directly in their education and educational development of the new generation are teachers. They probably are the most important group of professionals for the future of our country. Thanks to the big changes that have occurred in our country have affected even the educational system facing the teachers new facts and contemporary equipments that need professionalism and costs. Along with its physical changes has also changed the concept of teacher his/her status and school in general. A very important element and that helps teachers in their work is motivation. A teacher must be motivated at doing his work in order to bring quality and development in the educational aspect. Their demotivation directly affects the productivity decrease at working with students causing a decrease even in the academically development. Motivation is a psychological concept, very important in the academics life, and has a great importance about the quality at work. During their job teachers go through what is called the Burnout Syndrome which has an opposite effect with motivation. Facing these two opposite effects of the educational process requires a great attention from the leaders and educational systems because there is needed a balance of these two phenomenon that affect the main subject dealing with the education of the young generation. Teachers motivation is very important even if nowadays is thought that by developing the technology the work performance will increase, must stress out that what matters more in the educational system is the continuous work of the teachers. Burnout refers to a non successful process that has to do with adaption and deals with a chronic non function (Schaufeli, Maslach e Marek, 1993). So it deals with emotional tiring which is caused by the work stress with which are faced the employees in this case teachers. Their continuous motivation is necessary for the continuous increase of the teaching quality in the educational system and in avoiding the Burnout phenomenon. In a few words is the case to emphasize that a good work is a very important factor that affects in the human satisfaction starting from completing the basic needs, like job conditions that sometimes can affect in the human psychic. In the last decades the attention towards the work stress and studying this category is improved day after day because the stress at work causes physic diseases (Babeli, 1379:46-60) Burnout is a disease that appears such as head ache, stomach ulcers, psychological signs (depression, anger) and behavioral signs such as (job loss, job absences) (Rasel at all, 1987). Having all these motivational factors in the work environment diminishes some of the Burnout signs of the teachers.

*The purpose* of this article is to contribute in the knowledge aspect and give a clear table over the motivation, and Burnout effect in the educational system, to give the importance of the motivating factors at teachers and educational development, give suggestions over the educational development on the basis of the motivating factors and help in diminishing the Burnout effect at teachers.

The main objectives of this study are:

- To give knowledge over the motivation concept and Burnout effect
- To show the main role of these concepts to the teachers and the educational process

- To explore the motivating factors and their importance in developing the educational system and diminishing the Burnout effect
- To show the importance of motivation in increasing the teaching quality

### **Meaning over motivation and importance in education**

Teacher's motivation is an important concept in every institution especially in school. If teachers are motivated their productivity in education process will be in higher processes by influencing directly in teacher's job effectively with pupils and collaboration with other schools and colleagues. Motivation includes itself three psychological processes: being energetic, direction and intensity. School are the most social institution in every society and motivation phenomena is very important in academic development and reduction of Burnout effect, too. Teachers to be motivated must have completed main needs , which influence in education process evolution such as completion of physical conditions during winter and summer ,security of materials for knowledge's using contemporary methods ,insurance in job position ,collaborative relations ,understanding with colleagues ,increasing of wage from society ,feedback that receive from pupils etc. If teacher's needs are not taken in consideration and work will be in lower levels. Motivation in work through a natural way , encourages teachers and gives teaching. Motivation in work stimulates and increases satisfaction for the job, increases the competitions for increases the professional desire to do the job with responsibility, relief's teaching process, increases teaching quality and creates for a strong elite in time. Basing on Ram lingam<sup>2</sup> (2006) motivation in a general meaning is referred to a process that includes the activity of an organization and which direct it. It is something which influences activation, the origin from which the subject takes the energy to complete a behaviour. Cole<sup>3</sup> (1986) describes motivation such a term used to describe those initial and rational process through which people try to enjoy their main needs, concentrated in needs and personal gains and influence in their human behavior. Golembiewski<sup>4</sup> (1973, p.597) is referred to the motivation such as an organization step , institution to follow a particular aim and means the determation of nature and geometric place of forces including the step of readiness to enrich the aim. Dessler (2001) describes motivation such as an intensity that a person requires to alternate it in activities. Kelly (1974) p.279 another scholar sees motivation with forces that take and alternate direction, quality and intensity of behavior. Regarding to these definitions some topics are arranged with what begins and gives energy human behavior so those forces are oriented and what gives to a job, how it is viewed in job's performance of people. There is a relation between motivation and satisfaction which is very important in the performance that teacher's show in their job and why not they reduce Burnout 'effect to teachers. Related to Deborah Stipek (1988)"A big quality pupils want to learn if their teachers hope and want they to learn ". A teacher that has as an aim , a desire happiness to explain and to organize the lesson influences in classroom atmosphere and these grows the feeling of belief and adaptability of pupils. When a teachers feels motivated, adds to him/her the desire to give strategy , which causes to him/her the desire to learn and to give inform more the new generation. Different studies have shown that motivation influences directly in academic

---

2. Ramalingam, P. (2006). *Academic's dictionary of psychology* New Delhi; Academic (India) Publishers

3. G.A (2000) *Management Theory and Practice* , Lens Educational Aldine Place:London p.28

4. Golembiewski, R. T. (1973). *Motivation*. In Carl Heyel (Ed.), *The Encyclopedia of Management* 2nd. New York: Van Nostrand Reinbold.

development of pupils. Related to Brophy<sup>5</sup> (1983) the main reason for a low level in school is the weak motivation between teachers and pupils. Nevertheless the teachers work with pupils other studies of teachers play the most important role in the process of learning (Atkinson 2000, Glynn, Aultman & Oeens 2005). This situation may be explained from the relation between satisfaction and teachers' motivation. Reyes<sup>6</sup> (1990) exits a positive relation between motivation and satisfaction work. Dealing with this idea of Anderson<sup>7</sup> and Iwanicki 1984 determines a relation between motivation factors such as, autonomy, knowing the status and Burnout levels of teachers .Based to the result of this study all over the world through this topic we found that in a study by Henderson-Sparks 1995 with 135 schools in California is emphasized that factors which effect in the decreasing of teachers performance are: lack of motivation, tiredness and personal crisis. Different scholars have emphasized that teacher's motivation is important into increasing quality of teaching. From a study made by Niger in primary school, was noticed a relation between satisfaction in job, need of satisfaction , importance of motivation and increasing of performance work (Adams 1963, Herzberg at.al 1959, Ifinedo 2003,2004 Ladebo 2005, Roe 1970, Ulom and Joshua .2004,Ulom 2001). So, teachers in Nigeria to have performance in work must be motivated by completing psycho-social needs, insurance need, self-actualization need, and evaluation needs, based of materials and principals. Different aspects of view: behavior, cognitive, humanity, explains motivation related to outer and inner factors that influence into teachers performance.

Abraham Maslow (1943; 1970) an American psychologist sees human motivation based in a completed special needs. He arguments that everybody wants to complete two main levels of needs: needs of a lower level (psychological, insurance, love and belonging and needs of a higher level in self-actualization. Related to this theory must understanding that teachers want to feel motivated in their work must be stimulated and it comes by completing their main needs which are important in school. In Albania because of great changes that happened youth and teachers requests are getting higher. If we are concentrated to our Educational system, in secondary schools exist a number of factors that in influence in teacher's performance. These factors may be related with educational system, origin, sex, years in a job, burnout, conditions in work, salary and extra salaries etc. In a study in 2 secondary schools in Tirana to see how these needs are completed , was noticed that lack of insurance during learning process , uncompleted physical conditions , and extra salaries not satisfied , influence in not a good level of -motivation in work , in a performance which is not qualitative during the teaching process and a weak educative quality. Based on the results of this study we noticed that needs less completed are the needs of the basic level, those psychical and those which influence in an individual existence but needs which were more completed are those of evaluation. A teacher must feel motivated when he/she has a performance and in his/her work are shown collaboration and qualified desire. It is gained if the main needs are completed and step by step they pass through the higher levels.

---

5 Brophy, J.1983 *Classroom organization and management. Elementary School Journal*, 83(4): 265–85.

6 Reyes, P. 1990. *Individual work orientation and teacher outcomes. Journal of Educational Research* 83, no. 6: 32735

7 Anderson, M.B and Iwanicki, E.F.1984. *Teacher motivation and its relationship to burnout. Educational Administration*

## Concept over Burnout to teachers and its influence in Education.

The term Burnout was identified for the first time in 1974 from an American psychiatrist Herbert Freudenberger<sup>8</sup>. He describes Burnout such as “fail” or being exhausted as a result of losing energy, sources, forces as a result of many request. Burnout was seen for the first time as a crisis of being disappointed in work and more visible in human services. Through passing years the nature of this syndrome changed from the nature of the work of these professions , seeing Burnout as an origin from the difficult life in work , in relation with the others and insurance in work. Example teachers from the requirements that their job has in a short time must do a lot of work , as a lack of their materials , they take a low extra salary . It is conceptualized as a result of a long term stress especially to the employees that do human services, including teachers (Jennet Harris and Mesibov 2003)<sup>9</sup>. Nevertheless depending on these assignments’ all the teachers during their experience in work perpetuate stress (Jennet al.2003).

Burnout to teachers includes a great aspect in many aspects. It includes stress, dissatisfaction in job, neglecting in work , low level in professional aspect , and the desire to retire from work. Burnout is a stress characterized such a syndrome which is characterized from tiredness, professional separation and reduction of personal results. This syndrome is characterized from long periods of stress and disability to enrich personal aims. Persons who suffer from this syndrome report complaints for dissatisfactions in their job physical complaints low performance (Maslach, Schaufeli, & Leiter 2001; Schaufeli & Enzmann, 1998; Schmidt, Neubach, & Heuer, 2007; Taris, 2006). Some studies have shown that people who experience Burnout syndrome perform poor performance on cognitive tasks instead of healthy controls (Sandstrom, Rhodin, Lundberg, Olsson, & Nyberg, 2005; Van Dam, Keijsers, Eling, & Becker, 2011; Van der Linden, Keijsers, Eling, & Van Schaijk, 2005). Many authors consider reduction of motivation an expense of effort of a fundamental mechanism which influences in the decreases of Burnout performance (Boksen & Tops 2008; Schaufeli & Taris 2005, Van Dam et.al. 2011). A multidimensional model was development from Maslach (1993) defining Burnout such as psychological syndrome characterized from emotional tiredness, depersonalization and low reduction in professional achievement. Some teachers have success with the existence of stress in their work with pupils, mean while Burnout syndrome may tend to low the performance in work.

- Maslach (1996)<sup>10</sup> identifies emotional tiredness such the main key of Burnout syndrome. Psychological tiredness, such as a part of this syndrome, is characterized from a low energy and chronic tiredness (Pines and Aronson 1988).
- Depersonalization , such as a part of this syndrome, is referred to negative standing, cynical and feelings that show teachers to students, pupils, colleagues’.
- Personal reduced achievement, such as the third part of this syndrome is referred to a tendency where teachers evaluate negatively themselves and they encounter a general feeling, where they think they don’t have the possibility to do their work professionally.

In a study in one of the primary schools in Finland was noticed that emotional

---

8. Freudenberger, H.J. (1974). *Staff burn-out*. *Journal of Social Issues*, 30(1), 159-165

9. Jennett, H. K, Harris, S. L., & Mesibov, G. B. (2003). *Commitment to philosophy, teacher efficacy, and burnout among teachers of children with autism*. *Journal of Autism and Developmental Disorders*, 33, 583e593

10. Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach burnout inventory manual* (3rd ed.). Mountain View, California: CPP, Inc

tiredness and depersonalization had negative relation with self evaluation and ability of teachers in their job (Hakan, Bakker & Schaufeli 2006)<sup>11</sup>. Different researchers confessed that emotional aspect and impersonalisation are the two main dimensions of Burnout effect (Byrne,1994 ,Lee & Ashforth 1996 & Schaufeli & Salanova 2007). Related to this result is obvious that the existence of this emotional state and the presence of depersonalization is a companied with decreasing of productivity level of teachers work. The existence of these two dimensions may be shown such as a consequence, a satisfied wage, lack of teacher s work. The existence of these two dimensions' may be shown such as a consequence of non-completed needs such as: lack of insurance, a satisfaction wage, lack of evaluation from community for the status or the lack of teachers evaluation from the directors for the qualifications and the done work, or from the lack collaboration with colleagues' etc. Relation between demotivation and effect of Burnout effect influences in a visible way in a decreasing of performance of teacher's work. Studies indifferent cultures show that the quantity of Burnout, syndrome to teachers predicts the objective and subjective health aspect better than motivation or satisfaction of teachers. So it is visible that Burnout effect through its elements, influence in the decrease of education level of pupils.

### **Connection between motivation and Burnout effect at teachers**

Motivation and Burnout effect are two important phenomenon's in the educational systems. They strongly appear with their relevant effects. The lack of conditions at work, insecurity at work, a low payment, the lack of reward etc. strongly affects in the appearance of the Burnout signs, bringing physical, emotional, psychic tiring, and self opinions for lack of abilities at work. This one comes as a consequence of the lack of contemporary equipments at school that help teachers to give lessons in the best way possible and the students to understand the lessons and give a positive feedback for the done work. The continuous motivation of teachers affects directly in diminishing the Burnout effect at teachers completing the requirements that they need giving more satisfaction, security at work, professionalism desire and in this way diminishing the emotional jolts and depression at teachers. Different studies assume that if teachers feel motivated in their job place then their emotional strain, depression, self insecurities do not appear or their appearance is not worrying. The motivating factors being in satisfactory levels will lead in the decrease of the influential factors in Burnout effect and in developing and educating the young generation.

### **Conclusion:**

Teaching and explaining are very important for the capacity and knowledge that help students in their further years. For a teacher to be effective in his/her work must feel motivated. Being motivated means being satisfied and completed in every aspect. Satisfaction is connected with personal factors where the environmental factors influence cannot be left out. If we are based only at the basic needs of the motivation theory, different studies show that in order to achieve the educational purposes from the teachers, their needs must be completed in a short period of time through analyses and finding concrete ways to realize them. Apart from this if the teachers have the needed knowledge and abilities in managing the performance and motivation the student's performance will improve. Teachers who have not sufficient knowledge of motivation and are not motivated will show difficulties in motivating their students to learn. For this reason a

---

11. Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology, 43*, 495-513

training program has to be designed in order to be completed the service needs before and after the service. In this way the teachers can increase their motivation and diminish the Burnout effect.

The school leaders must also be show attention during their work to point out the teachers' job performance. Starting form this they will understand their non completed needs at work and signs of Burnout effect. We must point out that in the teachers' profession there are many needed elements which must be completed in order to increase their level of satisfaction that will lead in an increase of the motivation and will make possible for the teachers to work better with the students in order to increase their educational level and from d this will bring a better generation in the future, qualified, educated and able. If teachers are satisfied and motivated in their job the students will get a continuous motivation which will bring to an increase of an educational level, at teachers and students. If teachers are motivated the emotional strain, depression will not appear but will be substituted by the self esteem, self actualization and desire for work. As it is pointed out during the training teachers are the main column of the Educational Institutions and the future of our nation is in their hands. Starting form this we must understand that the teachers must have the needed attention from the proper institutions towards the requirements that they have in their job place. They always must be stimulated and appreciated for their job and in the qualifications or trainings that they do regarding the educational process. If teachers are effective in their job and with students the educational level will always increase.

**Recommendation:**

- Meeting the based on the work of teachers will play an important role in minimizing stressful situations which often affects the emergence of Burnout phenomena.
- Giving the importance of work of teachers that they do during the day and the creation of an enabling environment with the proper tools of job.
- Meeting and discussions with teachers with directors to know teachers disaffection and to found the resolve the problem of them. In these discussions the supervisor must also inform teachers about the results in their work and make assessments or provide rewards for those who achieve a high level.
- Managers need to encourage teachers to participate in different research and different conversations in school affairs.
- The existence of a significant need to recognize the importance of the status and the role of teacher education of the younger generation. Such as this can be achieved by the print media, TV etc. which helps them to gain more to security , strength and feel important in the community.
- Conduct frequent training teachers to build on the manner of implementation of modern teaching methods that helps them to evaluate themselves and reach the level of self-development and feel confident

## References

- Atkinson, E.S. 2000. An investigation into the relationship between teacher motivation and pupil motivation. *Educational Psychology*, 20(1): 45–57., 20(2): 94–13
- Anderson, M.B and Iwanicki, E.F. 1984. Teacher motivation and its relationship to burnout. *Educational Administration*
- Babeli, Azizollah (1379) “ The study Of Manager’s Burnout in Boys High School Of Tehran and It’s Relation with their coping Methods “ *Journal of Management in education* . Volume VII, Number 26, pp 44-60.
- Brophy, J. 1983. Classroom organization and management. *Elementary School Journal*, 83(4): 265–85.
- Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education*, 16, 239e253
- Burley, W.W. Hall, B. W., Villeme, M. G., & Brockmeier, L. L. (1991, April). A pathanalysis of the mediating role of efficacy in first-year teachers’ experiences, reactions, and plans. In Paper presented at the annual meeting of the American educational research association in Chicago
- Cole, G.A (2000) *Management Theory and Practice* , Lens Educational Aldine Place: London p.28
- Dessler, G. (2001). *Management: Leading People and Organization in the 21st Century*. Harlow: Prentice Hall.
- Golembiewski, R. T. (1973). Motivation. In Carl Heyel (Ed.), *The Encyclopedia of Management 2nd*. New York: Van Nostrand Reinhold.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43, 495e513
- Herzberg, F., Mausner, B. & Snyderman, B.B. (1959). *The Motivation of Works* (2nd edition). New York: John Wiley and Sons
- Hoy, W. K. & Miskel, C. G. (1987). *Educational Administration: Theory, Research and Practice*. New York: Random House