

## Importance of Having Correctly Motivated Staff in Creation of Sharing Culture

Teona Maisuradze\*

### Abstract

When looking at the concept of successful organizations, here the scholars talk about the environment that is able to provide the development of all sides of student's skills and personality. Question here is what the necessary skills are and who decides on how they ought to be developed. We believe that effective teaching can be achieved by correct motivation of the personnel and by establishing the sharing culture, when the personnel buys into the whole process, understanding the steps and priorities, linking them to the benefits that they provide for personal and professional development. This article explores the barriers in perception of development that hinder successful development of the organization and offers recommendations on how those barriers can be dealt with.

**Keywords:** Employee Involvement, Employee Motivation, Employee Satisfaction, Professional Development, Sharing Culture

**JEL:** M12

### Introduction

One of the significant factor of production that determines the success of many companies today is labor force. The better we are able to manage the employees and their motivation at work the higher quality we can deliver in the era of fierce competition and market economy.

Our study is divided into four main components that were drawn from the literature review as following: Stake in Management, Being considered, General Motivating factors, Professional Development and The Scheme in particular. Involvement of an employee in various decision-making processes creates an environment which helps an employee fit into the culture the organization is pursuing. Especially in the times of change, it is easier to manage human resource through a transition period when they are committed to the management and have a higher degree of trust in the current management. But not in all the decision-making levels we manage to involve the workforce. What the purpose of good management here is that it should take its employee's opinions into consideration. In other words what we mean is that an employee may not physically be present while the decision is made, but an employee should be confident in the point that every single employee's standpoint was taken into consideration while making a final decision. General motivation factors are thought to be common but we were interested to find out which particular general moti-

vation factors mattered more in this particular field of our study. Our primary focus was one particular change, the introduction of the Scheme for professional development and measuring the level of motivation of the teachers to be a part of this process. We believed that open-ended questions would reveal the true standpoint of the employees towards the process.

The study provided was planned for fifty public schools who participated in the surveys and we offer the numbers and general recommendations as well as specific ones to the implementers of the process.

### Literature Review

In a society that is in the process of struggling through political, economic or social transition education is believed to be a key towards success. Bringing up future generations and equipping them with all the possible skills needed for independent living is what investing for better future is worth. When looking at the purpose of the schools, many scholars believe that the primary purpose of an educational institution is to promote the academic part of education, the knowledge that they receive and the second purpose is to "develop civic conscience" and

\* PhD, Faculty of Business Management, International Black Sea University, Tbilisi, Georgia.

E-mail: tmaisuradze@ibsu.edu.ge

social competences of the future generation. The role that we mentioned is extensive and there is a question of how its accomplishments can be measured (Samdal, Wold, & Bronis, 1999). School accomplishments are predominantly focused on academic objectives and often the social aspect is neglected. So if the social aspect of the upbringing is so undermined, how can a society expect a better outcome? This question brings us to the necessity to define what exactly an effective school is.

Education is aimed at building social capital and it has far more role than teaching. Education provides a platform for reciprocal engagement and increase of political participation, promoting cooperation (Helliwell & Putnam, 1999). This gives a lead to a stronger society, once again underlines the importance of education as a practical implication for the society. The classic work in this field of importance of education to the society is James Coleman's Social Capital in the Creation of Human Capital Coleman (1988), which proposes state involvement in education as essential in realigning and in enhancing the habits, skills, and values needed for social cooperation and participation. Bonal (2004) tied changes in education to non-market forces even more extensive than the market effects, including the social responsibilities of the state. Hoping that education is the key to solve current social problems the development community needs to give serious consideration to the Rights of Peoples, their institutional, social, economic, and cultural autonomy; and their unique paths to development. So, if the argument is for the social involvement, then it should be obligatory for the state to become an active actor in education development.

Making education a nationwide priority leads to the improvement of strategies in the ways schools work. Lack of proper cooperation within the teachers within the organization is believed to be the primary fallback of schools as educational institutions. In the literature, schools are sometimes referred to "loosely coupled systems". This "loose" coupling occurs because schools consist of units, processes, actions and individuals that tend to operate in isolation from one another. At the same time, the goals of the department or any unit in the school may not correspond to one another, or even be conflicting. Loose coupling is also encouraged by the goal ambiguity that characterizes schooling (Ainscow & West, 2006).

Ironically, curricula is always developed in accordance with aims and objectives, so there should not be a problem of general direction in terms of goal attainment, but schools consist of groups of people who may have very different values and, indeed, beliefs about the purposes of schooling. The role of school and its management are to build a capacity to coordinate actions of teachers behind agreed policies or goals as important factors in promoting change. A culture of autonomous, isolated professionals remains dominant in many schools.

The cellular organization of schools means that teachers struggle with their problems and anxieties privately, spending most of their time physically apart from their colleague (Lortie, 1975). Due to the isolated departments and the lack of coordination among the teachers, teachers are used to working alone rather than taking an advantage of being a part of a learning community. To some extent, "systems thinking" is advocated as well as "learner-centered learning," when the staff realized that their success depended on the overall learning culture at school, starting with how they interacted with one another. Teachers may be willing to cooperate, but because they had never done so, they lack practical experience at truly creating

a collaborative work environment. Of all professions, teaching is among the most individualistic (Fullan, 2007). Whereas most people in business or architecture or law have an acute sense that their accomplishments are the result of a team effort, teachers typically operate in a highly fragmented world of their courses and their students. Working as teams does not come easy to teachers who have spent most of their lives in an educational system that emphasizes individual performance and competition, reinforced by a professional work environment that forces them to practice their craft alone most of the time (Fullan, 2007).

Goodlad (1984) proceeds to analyze the conditions under which teachers work and emphasizes autonomous isolation. Inside schools, "teacher-to-teacher links for mutual assistance or collaborative school improvement were weak or nonexistent" (p. 186). A large majority said that they never observed another teacher's teaching, although 75% at all levels of schooling stated that they would like to observe other teachers at work (Fullan, 2007). Teachers also reported that they were not involved in addressing school-wide problems. Outside the school, aside from casual contacts at in-service workshops and meetings, Goodlad found that "there was little to suggest active, ongoing exchanges of ideas and practices across schools, between groups of teachers, or between individuals even in the same schools" (Goodlad, 1984).

Definition of educational change varies from scholar to scholar. According to Elmore (2004), "Improvement is more a function of learning to do the right things in the settings where you work". The problem, as Elmore discusses, is that there is almost no opportunity for teachers "to engage in continuous and sustained learning" about their practice in the reality in which they actually work, cooperating with colleagues, when they attend and observe each other in their own classrooms and classrooms of other teachers in other schools confronting similar problems. To attract and better train teachers and leaders, one must change the very cultures within which they work.

The literature indicates that examples of imposing change from the outside are very likely to cause resistance or lack of social ownership, creating negative effects on the approach of change. There is a need for a bigger change and a change in terms of culture and perception. The notion of transformational leader has been introduced from business management. In schools a transformational leader has the task of developing the school organization by bringing about a cultural shift within the school. The idea behind the transformational approach is that a culture of autonomous, isolated professionals remains dominant in many schools, which brings upon the necessity of innovation and improvement (Geijsel, Slegers, Van de Berg, 1999; Leithwood & Jantzi, 2003). The cultural shift therefore involves the notion that schools must grow toward a culture of collegiality, shared planning and a continuous effort to bring about improvement. This involves directors having a role in the creation of a working environment in which teachers work together and identify themselves strongly with the values of the school. To do so, there is an extensive need for delegation of tasks, expansion of teacher qualifications by empowerment and establishing a shared vision of the teachers with the school administration. The transformational leader steers the behaviors of the staff by initiating a vision for the future, by inspiring, motivating, giving individual support and by setting intellectual challenges (Geijsel, Slegers, Leithwood, & Jantzi 2003).

When such an emphasis is given to the change in terms of transformation, there is no other way to ensure proper strate-

gies and procedures of communication to ensure that groups can be created and sustained to coordinate improvement effort across the school. Of particular importance are ways to guarantee that all staff members are being kept informed about development priorities in terms of values and activities, as to what concrete steps are need to be taken for self-direction. Change is a long process and especially for the school's success is not obvious right away. Lortie found that "striking success with one student" here and one student there was the predominant source of pride as opposed to the general scores for the test and the raises of the percentage evaluation (Fullan, 2007). For secondary school teachers, the success stories often did not become visible until one or more years after graduation, when a former student returned to thank a teacher. Intangibility, complexity, and remoteness of learning outcomes, along with other influences (family, peer, and societal) on students, make the teacher's assessment of his or her impact on students endemically uncertain (Lortie, 1975).

Not sharing, observing, and discussing one another's work, teachers do not develop a common technical culture. The picture is not one of "colleagues who see themselves as sharing a viable, generalized body of knowledge and practice" (Lortie 1975; McLaughlin, & Talbert, 2001). Discuss autonomy, which according to them means isolation and reinforcing the norms of individualism and conservatism (McLaughlin & Talbert, 2001). An interesting example of Cuba when a new teacher organization was created which dedicated all its forces, not only to improve the conditions of schools, children, and teachers, but also to work in the interests of the people to produce changes in the social system" (Esposito Rodriguez, 1985). The Club in alliance with other leftist and centrist political factions of teachers organized several teacher strikes and general strikes between 1932 and 1935. These strikes were essential social movements that gave the first steps leading to the removal from office of Gerardo Machado and later on Batista (both tied to the US control influence on Cuba) and, subsequently, to the "Triumph of the Revolution" in 1959 (Esposito Rodriguez, 1985).

So, teachers and teaching in general can also be used as a powerful tool that can cause revolutions in the society. If the teachers are trained properly, they can serve as great facilitators to any social change. Some of the teacher trainings provided do not equip teachers for the realities of the classroom. When working with teachers, the group is not usually differentiated by the level of experience, when a new teacher, who was supposedly a student several months ago is treated the same with respect to the teacher who may have twenty or more years of experience. For both the beginning and experienced teacher, issues of classroom control and discipline are one of the major preoccupations. Lortie claims that for most teachers there is always a tension between the tasks oriented controlling aspect of a teacher's role and the relational reaching-the-student aspect.

There are conflicting views about teacher motivation in the literature. McLaughlin and Talbert in one of their experiment at Oak Valley School compare two departments. In the Social Studies department, autonomy to the teachers meant isolation, led to individualism and conservatism. In the English department, professional autonomy and strong community were believed to be mutually reinforcing, rather than oppositional. "Here collegial support and interaction enable individual teachers to reconsider and revise their classroom practice confidently because department norms are mutually negotiated

and understood". As the authors say it was hard to believe that those two departments were actually in one single school because the perceptions were so conflicting. In one case teachers expressed pride in their department and pleasure in their workplace: "Not a day goes by that someone does not say how wonderful it is to work here" In contrast, social studies teachers, "weary of grappling alone with classroom tensions, verbalize bitterness and professional disinvestment, as a result, several plan to leave the school or the profession" McLaughlin & Talbert (2001). So, this leaves us to an obvious question of what actually makes a teacher motivated.

The greatest rewards mentioned by teachers were what Lortie labels "psychic rewards": "the times I reached a student or group of students and they have learned" (Lortie 1975). Over 5,000 (86%) of the 5,900 teachers in Dade County mentioned this source of gratification. When asked about how teachers would use their extra time by Lortie, 91% of the almost 6,000 teachers in Dade County selected classroom related activities like more preparation, more teaching with groups of students and more counseling. This brings us back to our focus, when the tasks are still individualistic, based on the teacher load alone.

## Methods

The study provided was planned for fifty public schools who participated in the surveys. Personal visits were made to these schools and resource centers administered the distribution of the survey to the teachers. The questions were derived from the literature review and the most important aspects were identified. Later the questions were reviewed by a representative from the ministry. The survey consisted of two parts, closed ended and open ended questions and was based on the following topics: 1. General motivation factors of teachers. 2. Teachers to be considered at schools and participate in schools' activities. 3. Teachers' stake in management, empowerment. 4. Scheme for Teachers Career start, Professional Development and Career Advancement. 5. Teachers' professional development trainings, workshops, activities.

Open-ended questions were developed in order to receive more information from teachers, in case some important and necessary details in questionnaires were missed and open-ended questions would help to solve the problems. Useful information was received from the respondents. These questions were: 1. What are main motivating factors for your job? 2. What kind of additional activities and trainings do you want for professional development? 3. What expectations do you have with the Scheme for Teachers' Career Start, Professional Development and Career Advancement? 4. What kind of risks do you see in the Scheme for Teachers' Career Start, Professional Development and Career Advancement?

One Bias that was observed during the survey was that the process was supported and administered by the directors and the resource centers and their presence may have influenced the openness of the respondents and as we indicated in the analysis part the management and the director were "unnaturally praised". For the continuation of the survey we would like to hold the interviews in a separate space and release the respondents from the imposed stress.

### Stake in Management

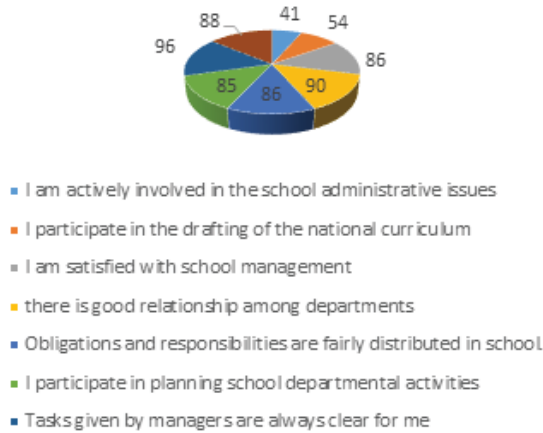


Figure 1. Stake in management

As mentioned earlier, motivation of the target group was measured in terms of their stake in management. We wanted to explore how employee felt about their place in managerial decision-making. The highest ranking percentage – 98% was

given to the clarity of the tasks given to the employee, which is a positive motivator, but at the same time does not reveal the fact that employees feel that they are involved in management process. As for the distribution of obligations and responsibilities, 86% of the respondents feel that the distribution is fair (Figure 1). Overall satisfaction with school administration was measured by 90% of respondents being satisfied. Regardless the responses obtained in the part of Stake in Management, we paid attention to the two control questions that were active involvement in the school administrative issues, with only 41% agreeing and participation in the drafting of the national curriculum, with 54% agreeing (Figure 1). The argument here is that if at least half of the respondents did not take part in decision-making and planning process that ho come there is more than 90% of the satisfaction rate in terms of fair distribution, clear instructions and overall work of the management (Figure 1). The less an employee is involved in activities, the less can be judged about the management.

95% of Respondents indicate that they are always informed about current news and changes in school. And 93% of the participants believe that they can express their opinions about problems in school (Figure 2). One of the aspects that we learnt from the literature review was the concept of “sharing culture” that was vital for cooperative teaching. Many scholars devote their time studying this relevantly new phenomenon and its strength in employee motivation. 90% of our respondents

### Being Considered

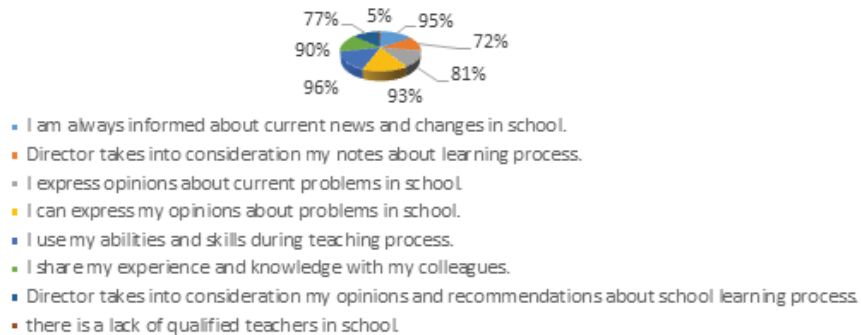


Figure 2. Being considered

### General Motivational Factors

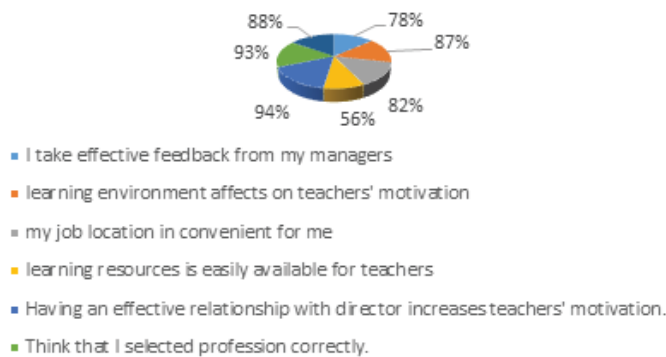


Figure 3. General motivational factors

indicated that they share their experience and knowledge with their colleagues, which we believe is a correct path towards establishing and developing of the sharing culture (Figure 2).

Among the general motivation factors, the highest of them was ranked as 94%, having effective relationship with director as an increase of teacher's motivation (Figure 3). This gives an answer to our initial question about stake in management, once again proving that it is very important when employees feel themselves as a part of a team in the same team as management. 93% indicate that they have selected the profession correctly, which they consider also to be one of the motivating factors. Overall satisfaction with the current position was ranked 88% together with job location, which according to 82% is convenient (Figure 3). Other focus was made on 78% taking effective feedback from manager, but here we need to differentiate the actual manager, who is the head of department or the vice-director and not the immediate director of the school. We also have witnessed different attitudes of the employees to the

heads of department and the director, middle-level management and the top management, which once again reveals the bias of our study in terms of failing to differentiate between the two. The least percentage was given to the learning resources, 56% of the respondents mentioned having the resources necessary for teaching and development, while almost half of the respondents had difficulty getting the elementary means needed for teaching (Figure 3).

Professional development topic was explored first of all depending on the willingness of the respondents to develop themselves, while 92% of them indicated that they wanted to improve their professional skills and accepted that some sort of action should definitely be taken toward this (Figure 4). The focus was given to the trainings that the ministry was arranging for the teachers and we received 85% rate of attendance at the trainings, among which 64% were satisfied and the same amount believe that ministry thinks about professional development of its teachers (Figure 4).

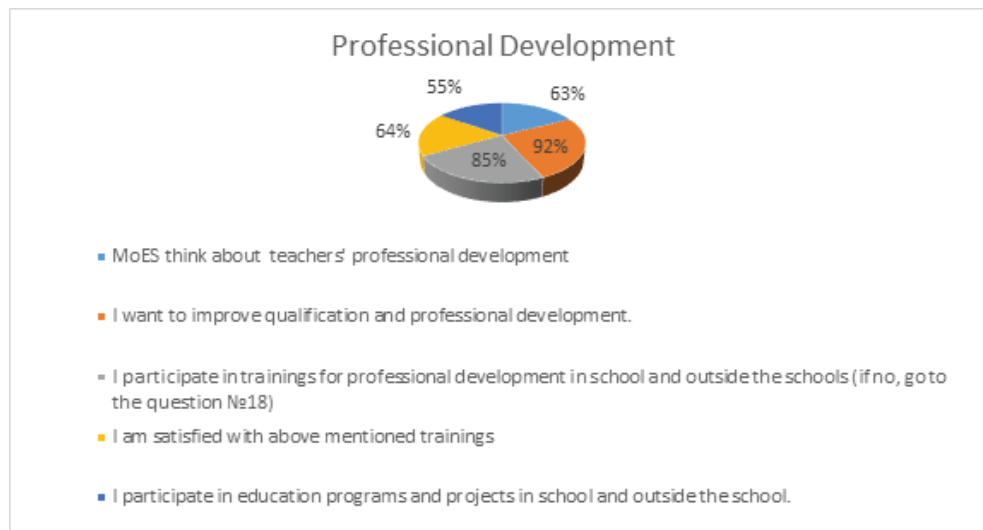


Figure 4. Professional development

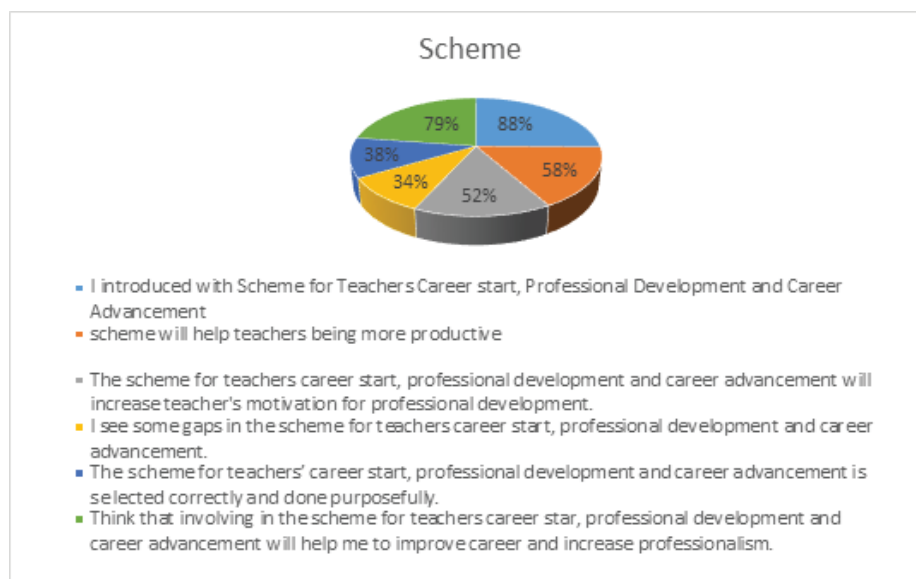


Figure 5. The scheme



88% of the respondents responded that they have read the new professional development scheme and were aware of the details that the scheme provided (Figure 5).

## Results

### *Discussion over Helping to Keep Teachers Motivated*

As a result of the analysis of a survey conducted among fifty school teachers we have finalized our study in four dimensions. Most of the teachers lack motivation and their sole focus is the monetary compensation. Main interest is a salary and sense of duty when preparing lessons. There are teachers who think that they have chosen profession incorrectly and they are not satisfied at all. These kinds of teachers do not have correct motivation to deliver quality at schools. Fortunately, there are teachers who really love interaction with students, value their profession and think about students' high performance. This provides us with a hopeful trend that the system can still be repaired. When teachers were asked about the main motivating factors, most of them answered that salary and good working environment were the most outstanding. Responses were both surprising and sad. It also seems that teachers are very afraid of management, as expected almost all teachers made positive assessment of school management and about schools' directors. Having such a record-breaking number of excellent directors makes us think about why does not the quality of the teaching match the quality of the management then?

Second and most surprising factor was that teachers lack the motivation for professional development and career advancement. We have witnessed somewhat skeptical attitude towards the trainings in particular. Some of the respondent teachers answered that trainings they had attended were not enough for them and now they wanted to relax and use that past knowledge in everyday teaching-learning processes. Some teachers have ambitions that they are highly qualified teachers with years of experience and they consider extra trainings and new activities unnecessary. Some are afraid of losing jobs, because most of the old teachers are not good with computer technologies. An alarming issue that ministry emphasizes is that the teachers do not want to develop and go along with general developments in the field, but there also is another question mark as well. Are the trainings and professional development programs offered suitable for the teachers or are the teachers informed and assured of their importance?

Very interesting factor is that some of teachers have no expectations with new Scheme for Teachers Career Start, Professional Development and Career Advancement. It seems that they do not want any change and they are aggressive from the start, when most of them even have not been introduced to the above mentioned scheme. Here is a question of involvement in the formulation of the scheme itself. Some of them say that scheme will not work and it will not succeed. We advocate student involvement in order to have a high quality lesson but on the other hand we deprive the teachers from participating in the development of the scheme that they should enthusiastically follow in order to draw their course of professional development. Is there something wrong in the planning?

Finally, we have discovered that teachers have a fear of objective assessment when they engage in the scheme.

They are afraid of low qualification of monitoring group. They have an attitude that process will not be clear and fair. This is a big problem that teachers do not have a trust with Ministry of Education and Science of Georgia and general educational institutions. They have already lost credibility factor and this applies not only to the scheme but unfortunately, they have a sense of distrust with educational institutions in other issues. The requirements posed by the scheme they believe demand extra work and effort on the behalf of the teachers. According to some teachers' opinions, requirements will not be hard and they just will continue the past effective life. This brings us to our final question about teachers buying into the reforms and the development trends. If you do not involve the ones supposed to be in the center, why all those efforts then?

## Conclusion

Our two previous studies (Maisuradze, 2014) have concluded that the first major aspect of the success to change is the trust in the organization. This is what the employees search for when in the position of uncertainty and ambiguity. The tool management uses to win the hearts of the employees is the establishment of the shared vision among the employees. "The perception of the ability of an organization to interpret the external as well as the internal factors during the change and convert them into the best actions to attain the goals is what creates a complete trust in the organization and its management" (Maisuradze, 2013). In order to guarantee the success of any change initiative one needs to demonstrate the ability to be trustworthy. The best way to do so is to be efficient in the frames of a shared vision. No matter whether the change is imposed by an outside superior or an inside necessity, the response of the followers to the management and its capability to succeed is highly contingent on the trust within the course of the actions taken.

In order to encourage the employee support during a change initiative, the requirements of the change should be thoroughly analyzed and the terms used decided on. This will enable the employees identify the actions needed to be performed and therefore most will eventually find that the requirements are just mere modifications of the old. An employee realizing that what needs to be done is what she has been doing before and only adding innovative elements will lead to success will eventually follow the leader towards attainment of the goals set. To increase the support of adopting new tasks employees should be demonstrated with the benefits of doing the tasks the new way and that the tasks are implemented only because they offer additional benefits of efficiency.

When the trust in top management is weakening due to the factors of failure of timely actions, the employees tend to turn to the immediate change supervisors, looking up for the explanation of the actions of top management and the course of action that need to be proceeded. This is when leaders make a perfect change. In order for the leader to be followed, as the first survey concludes, the trust in competency of the leader is important, and surprisingly even more important is the support shown from the supervisor (Maisuradze, 2014). Even if supervisor fails to deliver instant explanation to the actions from above, just the fact that the supervisor is willing to contribute all the possible resources to the feedback of each participant employee is to be the key decisive factor in determining the resistance to the change initiative.

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