

The butterfly moderator model: a research informed analysis of Cypriot Secondary school teachers' 'needs motivators'

KATERINA KONSTANTINIDES-VLADIMIROU

Ministry of Education and Culture & Neapolis University, Cyprus

Abstract

This paper discusses the primary intrinsic needs of Cypriot secondary school teachers and indicates the extent to which they impact on their motivation. Being referred to as 'needs motivators', the prominent needs of Cypriot secondary school teachers have been identified as satisfaction, collaboration, fairness, and decision making. The discussion of the 'needs motivators', which constitutes the aim of this paper, is built upon the essence of the qualitative perspectives of three data sets: headteachers, teachers and students. Underpinning the aim of the current paper are two objectives: to enable the reader to gain a holistic understanding of the 'butterfly moderator model'; and to release implications which, being drawn from the research findings, may act as guidelines that would urge the policy and school leadership towards a transformation of the school culture at the national level. A transformation of the school culture focusing on the attainment of teachers' needs within their workplace may contribute to the development of schools as professional learning communities. Being related to the Cypriot culture, this study adds to the extant literature on teacher motivation and creates ground for the building of comparisons between teacher needs and school cultures worldwide, and therefore opens paths for further research.

Keywords: teacher needs; motivation; satisfaction; collaboration; fairness; decision making

Introduction

The introduction of the current study aims to provide the reader with a holistic perspective of the 'butterfly moderator model', a model displaying the principal influences to teacher motivation in the context of secondary education in Cyprus. Being unraveled via the analysis of qualitative data voiced by three data sets (headteachers, teachers and students) in research conducted in 2010, those influences are presented in the outline of a butterfly and are categorised as 'moderators' and 'needs motivators' (Figure 1).

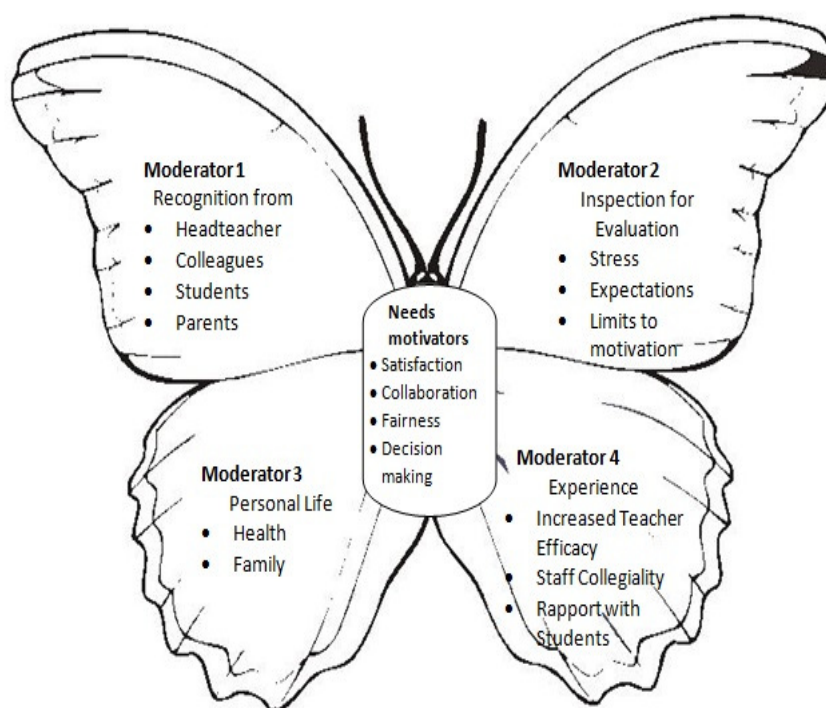


Figure 1: The butterfly moderator model.

‘Moderators’

‘Moderators’ are the strong factors that influence Cypriot secondary school teachers’ motivation: recognition; inspection for evaluation; personal life; and experience. The non-random positioning of the ‘moderators’ on the wings of the butterfly indicates the value attached to them by the teachers and the degree of their impact on them.

The forewings of the butterfly accommodate ‘recognition’ and ‘inspection for evaluation’. Recognition is analysed as teachers’ need for acknowledgement of their work with students from the headteacher, their colleagues, students and parents. Inspection for evaluation is reported as a source of energy, since it energises teachers to be active in their workplace, and as an opportunity for diversification of teaching methods. Though embodying teachers’ expectations for advancement, inspection causes stress and poses restrictions to teacher motivation. The butterfly’s hind-wings provide a shelter to ‘personal life’ and ‘experience’. Being associated with health and family, personal life prescribes the necessity for teachers to maintain a balance between their professional and private lives. Experience contributes to increased teacher efficacy, staff collegiality, and a greater rapport with students (Konstantinides-Vladimirov, 2013).

The choice of the butterfly stature to model the intrinsic influences on Cypriot secondary school teachers’ motivation relies on a personal conceptualisation that a butterfly symbolises growth and teachers’ intrinsic motivators reflect their desire for development and growth; the ‘moderators’ and the ‘needs motivators’ seem to hold the key to teachers’ growth. The ‘moderators’ interact with the ‘needs motivators’ to in-

fluence teachers to be active in their schools, and to nurture and sustain their passion for teaching, and their interaction obliges their co-existence in the school organisations. The need for such a co-existence is exactly what yields the ‘butterfly moderator model’, which provides an elucidatory picture of Cypriot secondary school teachers’ motivation.

The ‘moderators’ are extensively investigated, and analytically discussed in relation to their emergence within the professional life phases (0-3; 4-10; 11-20; 21-27; 28-30 years of teaching experience) that secondary school teachers go through along their trajectories in the educational context of Cyprus in a previous research paper (Konstantinides-Vladimirou, 2015). This may account for their brief overview in the current article, the focus of which is placed on the ‘needs motivators’: satisfaction; collaboration; fairness; and decision-making, being hosted within the body - the thorax and the abdomen - of the butterfly. That exacting position pronounces the core role that the identified needs play on teachers’ motivation, for they have the power to energise teachers in their workplace and move them towards achieving higher levels of professional commitment and effectiveness.

The research-informed analysis of the ‘needs motivators’ is used to construct the main part of this paper and aims to inform, but also to engage the reader in a process of thinking critically about Cypriot secondary school teachers’ intrinsic needs. The theoretical background of this study discusses the intrinsic needs that motivate teachers to be (more) effective in their workplace, as these were found in research carried out at international and national levels.

Theoretical background

The theories of motivation developed by Herzberg (1968), Maslow (1954), and McClelland (1961) have contributed significantly to an awareness of teachers’ needs. In his ‘two-factor theory’, Herzberg (1968) refers to hygiene needs, e.g. company policy, supervision, work conditions, and salary. In his ‘hierarchy of needs theory’, Maslow (1954) refers to lower-order needs, e.g. physiological and safety needs. Embodied in Herzberg’s (1968) hygiene needs and in Maslow’s (1954) lower-order needs are social needs. Herzberg’s (1968) social needs concern relationships with the boss and relationships with peers, while Maslow’s (1954) social needs connote love and belongingness; those social needs correlate with McClelland’s (1961) need for affiliation in his ‘learned needs theory’. The three researchers also refer to intrinsic needs: Herzberg’s (1968) motivators or satisfiers: achievement, recognition, the work itself, responsibility, advancement, and growth. Maslow’s (1954) higher-order needs for esteem and self-actualization, and McClelland’s (1961) achievement, and power.

Relating these needs to the context of Cyprus, teachers must have the salary hygiene need and the physiological and safety lower-order needs met because they are highly paid and may afford a high standard of living, but what about the other hygiene needs (company policy, supervision, work conditions) and the social needs for relationships with the boss and peers, and love and belongingness? Cypriot teachers must have motivator or higher-order needs, such as recognition, responsibility, the work itself (Herzberg, 1968), advancement, power and growth (Herzberg, 1968; McClelland, 1961), achievement (Herzberg, 1968; McClelland, 1961), and self-actualization (Maslow, 1954). Included in three of the needs, i.e. recognition, responsibility, and achievement is esteem (Maslow, 1954). These motivators are used to organise the discussion that follows.

Recognition

Herzberg's (1968) 'recognition' is associated with achievement and teachers may experience recognition through praise and positive feedback (Evans, 1998; Nias, 1989). Being met, recognition serves to communicate to teachers a high sense of professional identity, and to avow and reinforce that sense (Evans, 1998). Professional identity is linked to esteem, which may account for teachers' need for feeling prestigious and appreciated in their working place (Maslow, 1954). Seeking praise and positive feedback may indicate teachers' need for higher levels of performance and excellence, for positive self-evaluations suggest setting 'performance goals' and 'ego-involved goals', which direct teachers to focus on their performance and ability (Pintrich, 2000).

Responsibility

Teachers' need for responsibility externalises their desire for authority and for being 'in control' (Herzberg, 1968; Nias, 1989). The need for authority refers to teachers' yearning for distributed leadership which delegates responsibility top down. In Herzberg, Mausner, and Snyderman's (2009) study, some research subjects reported restrictions to teachers' authority to take responsibility in their working place. Such restrictions may relate to two leadership characteristics: leaders' tendency to amass power in their own hands; and leaders' disinclination to provide teachers with opportunities to take initiative to organise activities or to actively participate in the process of decision making and problem solving.

Teachers' need to be 'in control' is associated with their perceived responsibility to exhibit feelings of concern, care, and love to students (Nias, 1989). Such feelings contribute to the improvement of students' academic performance, because when students feel being cared for, they attach higher interest in a subject, lesson or activity (Wigfield and Eccles, 2000). The need to be 'in control' may further be linked to teachers' desire for autonomy, which reflects their need for self-determined, rather than controlled, actions (Svinicki, 2004). Embedded in self-determined actions is behaviour verified by teachers' personal decisions and subjective perceptions, which contradicts controlled behaviour. Controlled behaviour embodies the notion of compliance (Deci, Vallerand, Pelletier, and Ryan, 1991); compliance might be translated into demotivation because it is behaviour guided by the orders of a person standing above, which fosters uncongenial relationships (Firestone and Pennell, 1993). Teachers' need for self-determination mirrors their aspiration to make choices and engage in risk-taking so as to improve as pedagogists. The need for responsibility as self-determination correlates with Maslow's (1954) need for esteem, which refers to a crave for feeling confident, independent and free.

The work itself

Identified as the work itself, teaching may constitute a source of motivation or demotivation. As a starting place of motivation, teaching must be an enjoyable experience, but this seems to be dependent on three teacher perceived needs: to learn to do the job; to develop through doing the job; and to build interpersonal relationships with students (Prick, 1989). The 'how' underpinning a teacher's perception of the aforementioned issues can guide the teacher to use a range of non-traditional teaching-learning methods that contribute to students' learning and teachers' development, all the while developing good relationships with students. Student-centred teaching and teacher-student interactive relationships can motivate teachers and students to set and achieve goals, and facilitate their need for achievement (McClelland, 1961).

Advancement, power and growth

The needs for advancement and power are obviously interrelated, for teachers aspiring to leadership are concerned with the need for power (McClelland, 1961). The need for power can be translated into two types of power: personal and institutional. According to McClelland (1987) the need for personal power takes the form of a desire to direct others, whereas the need for institutional power relates to a personal yearning to systematize the endeavours of others towards the achievement of the goals of the organisation. In this sense, the need for institutional power mirrors teachers' need to strategically contribute to the attainment of the school's vision, which suggests that the vision of the school is shared and that teachers are provided with opportunities to make their needs and views explicit. If this is the case, teachers must be contended to have a certain level of power in their hands; power that would allow them to transform individual aspirations into staff expectations. Teachers' need to voice their vows, however, implies their need for school leaders capable of motivating and empowering them towards the achievement of organisational goals. Such motivation and empowerment can be achieved by leaders who practice 'providing support to individual staff, offering intellectual stimulation that promotes reflection, and modeling desired values and practices' (Day and Leithwood, 2007, pp. 6-7).

The principle of 'providing support to individual staff' maybe enacted when leaders exhibit concern about teachers' personal problems (Day and Leithwood, 2007), but also when they show appreciation for and interest in the teachers' work (Blase and Blase, 1994). The practice of 'offering intellectual stimulation' may become a motivator when school leaders encourage teachers to voice their views as part of the problem solving process; a process that requires teachers to exercise their intellect, and to review and reflect upon their performance (Day and Leithwood, 2007). As a leadership principle, 'modeling' connotes the practice of 'idealized influence' (Bass, Avolio, Jung, and Berson, 2003). Being an 'idealized influence', a school leader may become a source of inspiration and creativity, and a source of trust that is built upon truthful evaluation of people and situations, and therefore a role model of fairness (Dinham, 2007).

Advancement and growth often appear together in Herzberg's (1968) theory of motivation. In the study of Herzberg, Mausner, and Snyderman (2009), advancement was reported as promotion, and growth was related to the feeling that one is achieving progress in professional life. Teachers' aspiration to growth may also be linked to their need for professional development which can be gained through experience, and reflection on teaching (Glatthorn, 1987). Experience refers to the actual years of doing the teaching job, and reflection on teaching can take the form of an individual dialectical thinking process or a collective interactive activity featuring a pluralistic exchange of practices between teachers; an activity which develops and flourishes in a professional learning community, and which directs teachers to personal and professional growth (Stoll and Seashore Louis, 2007). Once such an activity becomes a routine practice, teachers are likely to satisfy their need for working with peers (Herzberg, 1968) and their need for affiliation (McClelland, 1961) together with their need for professional learning.

Achievement

According to Evans (1998), Herzberg's (1968) motivators of recognition, responsibility, the work itself, and advancement all serve as reinforcers of achievement, which suggests that teachers' sense of achievement is determined by those motivators. The achievement motivation theory relates achievement to teachers' need to experience

success and to avoid failure (Owen, 1997). Thus expectations for success are likely to motivate teachers to actively engage in their workplaces through the setting and achieving of goals which can bring about success, but perceived failure maybe a strong teacher demotivator. A cure to the latter is provided by De Jesus and Lens (2005) who suggest managing failure as an external and unstable factor, so as to turn failure into an opportunity for success, rather than allow it to act as an enemy pushing teachers downwards to sinking to the bottom, where to crash physically and collapse psychologically due to its 'gravitational pull' (Harris, 2007). Attributing failure to external factors, such as bad luck and levels of difficulty, and recalling past successes might prevent teacher downfall. Attributions to ability, effort, task difficulty, and luck, characterised as stable or unstable, are similar to Evans's (2001) 'relative perspective': the perspective that someone has on his/her condition compared with equivalent states. For example, a teacher may compare a current state of failure with previous successes and sustain his/her motivation levels.

Teachers' need for achievement relates to a dimension of Maslow's (1954) need for esteem, which pertains to the 'desire for strength, achievement, adequacy, mastery and competence' (p. 21). Teachers' competence, defined as 'a condition or quality of effectiveness, ability, sufficiency, or success' (Brooks and Shell, 2006, p. 19) can be reinforced by positive feedback, which can also act as a recognition of teachers' achievement, thus linking back to the factors discussed earlier: recognition, responsibility, the work itself, advancement, power, and growth. These factors constitute teachers' needs and the fulfilment of these needs may lead teachers to reach self-actualization, the highest-order need in Maslow's (1954) 'hierarchy of needs theory'.
Self-actualization

Being interpreted by Maslow (1954) as an individual's strong desire to reach the maximum of his/her capabilities, self-actualization entails teachers' need to maximise their abilities, skills and practices. Such a desire predicates the need for teachers to investigate their inner worlds so as to uncover their talents/inclinations and develop them to the highest extent. Doing so, they can develop their full potential, which connotes to their need for creativity.

Maslow's (1954) hierarchy of needs theory, however, restricts teachers from reaching the maximum of what they can be unless they first satisfy their physiological, safety, social, and esteem needs. Relating this idea to Herzberg's (1968) motivators and McClelland's (1961) needs for achievement and power, it can be deduced that it is on the fulfilment of those intrinsic needs that the emergence of self-actualization depends.

A personal conceptualization that may sum up the theoretical framework of this study suggests that recognition, responsibility, the work itself, advancement, power and growth, and achievement serve as mechanisms that enhance and push teacher motivation upwards until it reaches the summit: self-actualization. Teacher motivation, however, differs from one professional context to another, and this predicates teacher motivation as a contextual factor. That said, within international and national contexts teachers' intrinsic needs may be regulated by school-level and system-level factors.

In international contexts where teachers' pay is satisfactory, teacher motivation tends to be derived from intrinsic factors, such as student achievement (Dinham and Scott, 1996) and student development (Scott, Stone and Dinham, 2001). Teachers are demotivated by a lack of collegial relationships (Dinham and Scott, 1996; Scott, Stone and Dinham, 2001) or a lack of social recognition (Scott, Stone and Dinham, 2001). In Cyprus, teachers (primary and secondary) are intrinsically motivated by factors, such as working with children, and achieving personal and professional growth

(Zembylas and Papanastasiou, 2006). They are demotivated by negative student-related issues, e.g. student failure, students' lack of discipline (Zembylas and Papanastasiou, 2006), social issues, e.g. lack of social relationships (Zembylas and Papanastasiou, 2006; Pashiardis, 2000), and system-related issues, e.g. school organisation, and the evaluation system (Menon and Christou, 2002; Pashiardis, 2000).

Having raised awareness of teachers' intrinsic needs at an international and national level, the theoretical background is followed by an explication over the methodology of the current study, where the reader gets informed about the research methods used for the collection of the data, the research sample, and the analysis of the data.

Methodology

The 'moderators' and 'needs motivators' of Cypriot secondary school teachers are revealed via qualitative research which, following the paradigm of interpretivism, provides the research participants (headteachers, teachers and students) with the opportunity to make their deep insights on teacher motivation explicit. Being explicated, the different insights, which are based on the participants' personal and professional experiences, and which constitute human interpretations, serve as tools that construct the social reality of teacher motivation at a contextual level.

To achieve the construction of the contextual social reality of teacher motivation, the qualitative research, carried out for this purpose, was designed as a cross-sectional survey for four reasons. First, a cross-sectional survey allows the collection of data from diverse methods on more than one case at a single point in time (Briggs and Coleman, 2007). It, therefore, enables the collection of research data, using two methods: semi-structured interviewing and focus group, from a sample of 56 research subjects: six headteachers, twelve teachers and thirty-eight students in six lyceums, spread in two towns in Cyprus, within a specific period of time. Second, data collected from multiple variables via a survey can identify patterns of association (Bryman, 2004). That said, the cross-sectional survey provides a context which sheds light into links and/or discrepancies between the three different levels (headteachers, teachers, students) within the school system, and delineates the diversity of their acuties on teacher motivation. Further, this type of survey allows the construction of a story, which to associate with relevant stories in the extant literature. In this sense, the current research survey can be used by other researchers in different contexts to extract comparative research findings (Blaxter, Hughes, and Tight, 2006). Finally, a survey allows the use of the same or similar questions in the two methods (semi-structured interviewing and focus group) and achieves triangulation. The similarity of the questions is exhibited in the interview guides for teachers and headteachers, and in the focus group discussion guide for students (Appendix 1, 2 and 3). The methods that provide the framework within which the research participants are given the opportunity to externalise their views in their own terms are described below.

Semi-structured interviewing

Semi-structured interviewing was used to investigate teacher motivation as interpreted by teachers and headteachers (12 teachers in six lyceums, and the headteachers of those lyceums), because semi-structured interviewing 'attempts to understand themes of the lived world from the subjects' own perspectives' (Kvale and Brinkmann, 2009, p. 27). The research subjects interpret the social reality of teacher motivation through their subjective meanings, and the researcher interprets that reality through the re-

search subjects' perspectives, which argues that the researcher's subjectivism is not excluded from the process of data analysis. Importantly, semi-structured interviewing allows flexibility with the order of the questions; the interviewer can follow the research subjects' responses, add and/or remove questions, seek clarification, and probe into responses in order to determine the 'why' of what is said, and acquire examples (Kvale and Brinkmann, 2009).

Focus group

The focus group is used to investigate teacher motivation as interpreted by the students (38 students aged 16-18 in the six lyceums). Being posed by the researcher, each question stimulates students (6 to 7 students in each of the six focus groups) to engage in a discussion, and produce data and outcomes (Cohen, Manion and Morrison, 2000). The data gained from the focus groups can be ranked as 'rich' with genuine thoughts and feelings of the students surrounding instructional practices and classroom climate. Focus groups provide the researcher with 'rich' data because they uncover the reasons that inhibit students' insights (Barbour, 2007). Doing so, students delve deeper into the investigated phenomenon, and their views are illuminating in that regard. The focus groups can produce a wealth of data from multiple perspectives within a short period of time.

Sampling and data analysis

The size of the sample (56 participants: 12 teachers, six headteachers, and 38 students) was determined by the number of secondary schools selected to participate in the research. At the time of the research, the six headteachers (three males and three females) had been in the post from one to six years. The sample of 12 teachers (two males and ten females) is crucial to the study of the teachers' meanings, which can be a synthesis of lived experiences and of current and future desires and needs. These findings can be enlightening in terms of the factors that motivate teachers to teach to their best and become active in the school workplace. The 12 teachers vary in age and teach diverse subjects.

The fact that all the participants are Greek obviated the need for translation. The interview and focus group conversations were recorded, translated and transcribed, and special attention was paid to achieve consistency between what the participants articulated and what was presented in the data transcriptions, because the translation had to convey the 'truth' of their views. For this reason, the translation was not a word-for-word one, where the meaning could be lost, but the participants' interpretations of their lived experiences regarding teacher motivation was relayed with accuracy and impartiality. Once the transcriptions were completed, the participants' documents were subjected to a more detailed analysis by utilising the qualitative analysis software QSR NVivo9. The qualitative data analysis shed light to Cypriot secondary school teachers' intrinsic influences to their motivation, being classified as 'moderators' and 'needs motivators'. Having discussed the 'moderators' briefly in this paper, and extensively in a previous research paper (Konstantinides-Vladimirou, 2015), I now discuss, in the form of a research-informed analysis, the 'needs motivators', which reflect the participants' authentic meanings and genuine insights that construct the social reality of Cypriot secondary school teachers' motivation.

‘Needs motivators’

The research-informed analysis of the ‘needs motivators’ of Cypriot secondary school teachers is built upon the ‘essence’ of the perspectives of all participant groups. The needs, reported as strong motivators for those teachers are: satisfaction, collaboration, fairness, and decision making.

Satisfaction

Satisfaction was correlated by all data sets with teachers’ need for recognition, (moderator 1); their need for gaining recognition for the work they do with students in the classroom and the work they do outside the classroom walls, e.g. implementation of innovative activities; engagement in school activities that promote the achievement of the school’s goals; attainment of their bureaucratic responsibilities (Konstantinides-Vladimirov, 2015). Perceiving the efforts they invest in doing their work effectively as being acknowledged by the headship, their colleagues, students, and parents, teachers gain a high sense of satisfaction. Teachers’ need for satisfaction is presented below through the participant teachers’, headteachers’ and students’ reports.

How do teachers report ‘satisfaction’?

The participant teachers reported their need for satisfaction in terms of their need to feel good about themselves, which can be described as a need for moral satisfaction. This specific need is perceived to be fulfilled in three cases. The first case refers to students’ achievements on exams and activities. The second applies to work conditions that facilitate effective teaching, and the third case relates to school organisation.

Concerning students’ achievements, their outcomes on exams and activities serve as quantitative criteria for teachers’ hard work with teaching in the classroom and with activities outside the classroom. Thus teachers see themselves in the achievements of their students; they take pride in students’ success, and develop a sense of ownership with students’ results. Students’ achievements become reinforcers of teachers’ sense of achievement, and ultimately of moral satisfaction.

Work conditions are reported as being satisfying in terms of technology, which facilitates the diversification of teaching methods, and attracts students to learning. A teacher said that he feels embarrassed when he asks students to search for information over a topic on the internet and hears them laugh because the computer is too old-fashioned.

School organisation is reported by teachers to be a source of satisfaction when it is free of discipline problems among students. Problems with student discipline in the classroom was associated with school leadership that is ‘loose’. Explaining what they mean by ‘loose’, the teachers, who used the specific characteristic, referred to school leadership that is not strict enough with students who misbehave. Lack of student discipline during activities was attributed, by many teachers, to a lack of appropriate space for and disorganisation of activities. The lack of space is linked to the external culture of the school, but disorganisation of activities may imply lack of systematic work, which casts the teachers and assistant headteachers, responsible for the school activities, as not being efficient enough in terms of strategic planning of school activities.

School organisation was further discussed in relation to leadership practices that do not keep teachers informed about all that happens in the school. Consequently, teachers learn about events that take place at school the very last moment by accident.

How do headteachers report 'satisfaction'?

The participant headteachers associate teachers' sense of satisfaction with their skill of creativity, for teachers feel satisfied when they are provided with the opportunity to harness their special inclinations and develop their talent and creative potential to the maximum. The degree to which teachers engage in creative activities was admitted by the participant headteachers to be related to their own leadership style, which may promote or restrict teacher's need for achievement. The range of activities relies on the history that the school carries on its shoulders as well as on the headteachers' motivation to sustain that history. There are schools that have a history of high achievements, and their headteachers seek to continue that reputation and sustain the tradition of the school, whereas some other headteachers consider activities, other than classroom ones, to be a waste of time. Therefore, the schools that do not have a history of achievements might be inactive.

Schools' inactivity was attributed to three factors: the geographical position of the schools; the teaching staff's mentality; and the culture of the school. In this respect, suburban and rural schools might not organise as many activities as urban schools do, and activities are only successful when open-minded people are involved in them. Examples of activities mentioned are school conferences, music events, competitions, and European programmes, which usually motivate teachers to participate for extrinsic rewards, such as travel to Brussels or Strasbourg for participation in the Euro parliament.

How do students report 'satisfaction'?

Teachers' satisfaction was reported by the majority of students, like their teachers, as being emergent from students' success in exams, which serves as evidence that they have learned and progressed. Based on students' success, teachers' satisfaction could be attributed to the fact that exam results are quantifiable. A comparison of students' marks at a national level may well indicate which teacher achieved the student best results in a school. Teachers' satisfaction levels are attributed to the teachers' need to feel that they have done a good job and their need to enhance their professional image and identity. 'Some teachers use our successes as tools that escalate their self-worth', a student said.

Some students, like their teachers, spoke of teachers' satisfaction emanating from teaching which is facilitated by appropriate work conditions. Work conditions were linked to technologically-equipped classrooms. Examples of equipment that improves teacher satisfaction include 'interactive boards', 'computers', and 'videoconferencing'. Teacher satisfaction resulting from working in pleasant school buildings, e.g. buildings surrounded by green, and schools with central heating and well-painted classrooms, was also mentioned.

Interestingly, students in all focus groups emphasised the moral satisfaction that teachers get from the weak students' progress. Those teachers are characterised as caring teachers who do not categorise students into 'excellent' and 'weak', but invest hard work in making every student learn.

Collaboration

Teachers' need for collaboration essentially relates to developing a sense of collectivity, typically considered to be a group phenomenon. Being conceived by all the research participant groups as basically relying on interpersonal relationships, professional development and communication, collaboration acquires an affective character that is displayed in the analysis to follow.

How do teachers report 'collaboration'?

All teachers perceive collaboration with their colleagues as a tool towards developing interpersonal relationships that affect them psychologically in a positive way. Interpersonal relationships act as regulators of teachers' desire to go to school every day and of their inclination towards engagement in activities. Influenced by relationships with colleagues, teachers' psychological well-being might be positive or negative; good relationships motivate teachers to work to the maximum of their potential, whereas negative relationships provoke a culture of isolation. As a teacher put it: 'That mental image of being and talking with my colleagues is a motive for me to leap high from bed in the morning and fast-drive to school with smiling lips'. Good relationships with colleagues may also determine teachers' level of enthusiasm when engaging in activities because they are indicative of mutual support on the way towards a shared purpose. Mutual support, according to a teacher, breeds emotional understanding and cultivates democratic dialogue, two key constituents of teacher motivation.

Many teachers referred to trust as the key to building true relationships with colleagues. Trust was discussed as a means towards collective reflection on problems that may emerge in the classroom due to students' behaviour and/or on difficulties that may arise from teaching practices. Collective reflection was characterised as an effective process of communication that thrives in excavating solutions to the aforementioned problems, and in indicating ways of transforming the aforesaid difficulties into stepping stones towards professional progress.

Besides teachers' need for collaborative relationships with colleagues, their need for collaboration extends to students. Good teacher-student relationships were reported as promoting collaboration between them within a framework that is characterised by exhibiting talents and satisfying teachers' and students' need for creativity. Such creativity is easily noticeable when visiting a school; there are wall paintings, cement and mosaic constructions, and school projects indicative of teachers' and students' ingenuity.

Yet teachers' need for collaboration seems to be restricted by the Cypriot culture, cliques, antagonism, and jealousy. The Cypriot culture was said to be promoting teacher isolation, for teachers were described as too selfish to accept others' ideas and adopt other teaching practices. Teachers are also believed to be antagonistic to each other because of fearing that sharing their practices may speed a colleague's advancement, and such a fear makes them behave with jealousy.

What else teachers voiced as a constraint to teacher collaboration is the so-called cliques, made up of teachers who are too close to the headteacher, meaning teachers who tend to pay flattery to the head by providing him/her with information embodying criticism against their colleagues' work and behaviours. Those teachers are also inclined towards exaggerating the work that they do, and boasting for their achievements, while constantly voicing their colleagues' mistakes.

How do headteachers report 'collaboration'?

All six headteachers agree that collaboration is the means towards professional development within the school community, and all of them consider it to be a key constituent of a positive school climate. Being discussed in terms of the need to exchange ideas about practices and share knowledge in order to improve their collective intelligence, collaboration mirrors headteachers' need to transform their schools into professional learning communities.

Headteachers, like teachers, believe that collaboration is undermined by antagonism and jealousy, prevalent among teachers due to personal ambitions, which create a culture of disrespect among teachers and the tendency to look down on each other. Having claimed to be aware of the existence of such a culture in their schools, some headteachers articulated their responsibility to resolve conflicts among teachers, and redesign their school organisation aiming at building a culture of cooperation and respect. Headteachers believe that teachers' antagonism can be resolved through the cultivation of interpersonal relationships which can extend outside the school walls, 'where roles become demythicised'. A headteacher suggested that teacher-antagonists should be engaged in activities that would aim at a high-levelled goal. The philosophy underpinning the suggestion is that in their attempt to attain the shared goal, those teachers would invest their inmost powers in the activity and rid themselves of any personal hatred.

How do students report 'collaboration'?

Several students consider collaboration to be a strong contributor to the development of communication between teachers; Teachers' communication affects teachers' desire to teach, and determines the level of uniformity in what and how students are taught. When discussing uniformity in teaching, students reported teacher collaboration as a factor that can bring equability to the delivery of the curriculum and to the periods of teaching. As a student put it, 'when teachers work together in a spirit of collaboration and communication, respect and solidarity, there is cohesion in the way they teach the lessons, and we do not complain about being taught by one teacher rather than another'. Another student said: 'Teacher collaboration is translated into support and willingness to help and replace one another in case of teacher absences, and we rid ourselves of worries about curriculum that may not be covered for the exams'.

Many students echoed teachers' antagonism, and reported teachers' conflicts as threats to collaboration. Sadly, students talked about teachers criticising other teachers and their teaching practices, and characterised that specific practice as immoral: Being immoral in doing that, they fail in our eyes', a student stated.

A large number of students described teacher-student collaboration, developing in the classroom, to be 'on the surface', meaning that teachers do not allow them to freely express themselves or to externalise their experiences or communicate their feelings. They attributed this phenomenon to teachers' mania to cover the curriculum, which implies that students aspire to teachers teaching them rather than teaching the curriculum. Students also criticised teachers for persuading them to engage in school activities not for communication and exchange of ideas, but for the sake of the production of something (a project, a painting) that would win a prize and increase, as a result, the prestige of the school and the teacher's self-image.

Fairness

Teachers' need for fairness was reported to be the headteacher's own responsibility, and it was described as a motivator that determines the extent to which teachers are engaged in school activities and are treated with impartiality.

How do teachers report 'fairness'?

Teachers considered headteachers to be fair if they treated them in ways that are free from favouritism, and provided them all with opportunities to engage in activities. All teachers sought opportunities for engagement in activities for two reasons: to satisfy their need for creativity; and to contribute to school improvement. Some teachers said that teachers' and students' talents mingle in those activities, and creativity can thus

skyrocket. Reporting creativity as a means towards school improvement, but also towards self-actualisation, participant teachers explicated their bitterness for not being provided with equal opportunities to actively participate in school activities.

Some teachers attributed their non-participation in activities to the assistant headteachers' indifference. The assistant headteachers, acting as coordinators of the school committees (e.g. committee of European programmes), were criticised by teachers for being too indifferent to call meetings for shared decision making. Several teachers attributed assistant headteachers' indifference to a lack of control by the headteacher, and suggested that the headteacher should check that all committees function properly. Such situations serve to justify why only motivated teachers seem to be engaged in activities, as reported by some teachers. Other teachers expressed bitterness about headteachers who lavish favour on those they perceive to be capable of achieving success, while at the same time excluding others who might be just as capable.

Fair treatment was also reported by teachers since they need to have a headteacher who treats them all with support and understanding, and who should not lavish favouritism on some teachers. Several teachers consider it 'fair' to be supported by the headteachers when it comes to parents who are often too demanding about the marks that their children get on tests. Favouritism is rooted in the 'cliques' that some headteachers create, according to some teachers who defined a 'clique' as 'a circle of teachers around the headteacher'. These individuals can create misunderstandings between the head and the teachers, because they like transferring messages and stories. A teacher suggested that the head should try to understand the unfairness underpinning such behaviour and ignore comments against some teachers.

All participant teachers discussed their need for fair treatment from the headteacher in relation to their need for advancement. They talked about unfair headteachers who avoid praising an effective teacher or presenting the actual image of a teacher in the school workplace when they write a report for him/her at the end of the school year. Some headteachers were characterised as being too weak to identify the strengths of a good teacher, and make those strengths explicit in that specific report or orally to the inspector. Being knowledgeable of the influence that the headteacher has on the inspector as well as of the negotiation process that the two of them (headteacher and inspector) go through, the participant teachers claimed that they may never be promoted to assistant headteachers owing to their headteachers. Three teachers reported headteachers to be 'deliberately blind' to their achievements, and five teachers referred to headteachers who, guided by their political beliefs, try to contribute to the early advancement of the teachers who belong to the same political party as they do. The other four teachers spoke about headteachers who are incapable of distinguishing effective from ineffective teachers.

How do headteachers report 'fairness'?

Like teachers, headteachers reported fairness as the teachers' need to be provided with opportunities to engage in school activities and to be treated fairly. Headteachers showed an awareness of their responsibility to assign tasks and treat teachers fairly, for unless they do, teachers may fall into apathy.

All six headteachers, however, perceive themselves to be fair to all teachers, and claim to provide them all with opportunities to engage in activities that develop their talents and increase the prestige of the school. They judge themselves as being impartial to all teachers due to certain behavioural practices that they follow, e.g. no ironies, no bad wording. Three headteachers described themselves as being equal to

all; they support them when in need of support, but criticise and judge them when they do something wrong. Headteachers reach a consensus that they treat teachers fairly depending on the extent to which they are committed to the work itself, and the degree to which they engage in activities. A headteacher characterised his fair treatment towards teachers as 'value-based judgment'.

The headteachers explicated their deep awareness about the role they play in the advancement of teachers in terms of the written report and the oral persuasive talk with the inspector. Three headteachers revealed the pressure that motivated teachers exercise on them so as not to treat all teachers in the same way. Motivated teachers do not want their headteachers to treat demotivated and inactive teachers as their equals, for such a practice is ranked as being unfair. Those headteachers wished that motivated teachers would be rewarded with 'credit points' or 'bonuses' that would speed their advancement because, they are not distinguished from the crowd (of teachers) by the evaluation system.

How do students report 'fairness'?

Students perceive teachers' need for fairness to be linked to extrinsic motivation. Specifically, teachers' need for fairness was discussed in relation to extrinsic rewards and advancement. Some students suggested that material rewards (e.g. a higher salary) would serve as satisfiers for motivated teachers and as motivators for demotivated teachers.

Surprisingly, some students correlated fairness with job permanency, which provides teachers with a high sense of safety. What those students actually said is that once teachers gain permanency in the job, they consider it to be a given situation, which may deter them from working hard with students. Interestingly, a student suggested that it would be fair practice if teachers take exams every five years, so that those who do not work to the maximum of their abilities and skills would stay out of the teaching job.

Decision making

The research data indicate that teachers are concerned about being able to have a say when it comes to school improvement. The need for participation in the decision-making process was rated as a strong motivator for teachers.

How do teachers report 'decision making'?

Teachers voiced their need to make collective decisions, to contribute to school improvement via their explicit views, and to make suggestions about problem solving. Teachers advocate moving from a centralised to a more decentralised decision-making process. If those needs are satisfied, teachers would be motivated to put decisions into practice. Currently, teachers feel as if they are merely tools being used to carry out imposed decisions, and thus refuse to conform to such a situation: 'Why being treated as chess pieces in a game that has to be played?' a teacher rhetorically asked. Obviously teachers react against the imposition of decisions by the dynamism of a hierarchical process designed by the Ministry or the school's leadership. Lack of teachers' involvement in decision making leads to their indifference and contributes to the phenomenon of teacher demotivation.

When asked about opportunities regarding decision making for school improvement, half of the teachers said they are not provided with any opportunities for collective decision making, while three teachers said that they have few opportunities

for shared decision making; these opportunities, however, meant that teachers were called upon to decide if students who have had many absences should pass the class or not. The other three teachers claimed that they have a lot of opportunities in staff meetings where they can make suggestions, vote, and the decision of the majority is passed.

Some teachers spoke of teachers feeling free to knock on the headteacher's door to make suggestions about decisions to be made; they characterised that practice as decision making happening at a 'personal', 'individual', or 'informal' level. Some other teachers complained that decision-making units in their schools do not operate properly. For example, the pastoral teacher, who is responsible for one class and advises students about their school attendance and behaviour, is restricted in terms of decision making because students feel free to knock on the head's door when facing problems in class. Likewise, committees and staff meetings were reported as 'malfunctioning'. Teachers linked the 'malfunction' of committees to a lack of checking and control by the head, and the 'malfunction' of staff meetings to being held immediately after school hours, when teachers are most tired. Some teachers complained that even though they can explicate their views in staff meetings and vote, their views are not often translated into decisions.

How do headteachers report 'decision making'?

The participant headteachers claimed to be following a democratic leadership style that encourages all staff members to have a say in decision making. They named four formal opportunities in which teachers engage in decision making. First, teachers of the same subject area have meetings, coordinated by an assistant headteacher, where they can suggest activities to be completed, so as to promote the goals of the school year. The suggested activities are then approved or not by the headteacher. The second opportunity refers to a similar process followed in the school committees, where suggestions are made by teachers about the school activities to be conducted. Third, in the staff meetings, the head outlines a problem and the teachers make suggestions; they then vote, and are required to adopt the suggestion for which the majority of teachers had voted. Finally, there is the headship council in which three teachers, elected by the staff, bring forth the problems of the staff for decision making about their solution.

Applying the adjective 'democratic' to the decision making process followed in their schools, headteachers talked about an 'open door' policy, described by teachers as 'informal' decision making. Motivated teachers are encouraged by the headteacher to knock on their doors and make suggestions about decisions to be made.

How do students report 'decision making'?

Students in all focus groups stated their belief that teachers are denied the opportunities to be involved in the decision-making process for school improvement for hierarchical reasons. Students acknowledge teachers' need to have their views taken into consideration. They believe that teachers could contribute to problem solving and to the implementation of changes for school improvement, but that even if they are allowed to make suggestions in staff meetings, their suggestions are not taken seriously.

Several students said that only the motivated teachers' opinions are heeded, and attributed the headteacher's tendency to ignore some teachers' suggestions to fear of implementing changes. Students from all focus groups believe that teachers avoid expressing their personal views in staff meetings because they fear being criticised. Few students suggested that teachers should be provided with opportunities to express themselves anonymously, and to make decisions about activities (e.g. trips, and equip-

ment). Though students deduce that teachers' suggestions are met with resistance, they believe that when teachers insist on doing something, they normally achieve it.

The discussion of the needs identified as strong motivators for Cypriot secondary school teachers, namely satisfaction, collaboration, fairness, and decision making, is now followed by a discussion exhibiting how those needs are met in those teachers' professional contexts.

How are the 'needs motivators' met within Cypriot secondary school teachers' professional contexts?

Satisfaction

The analysis of the data, voiced by all participant groups, indicate that teachers may fulfil their need for gaining satisfaction from their work through their perceived need to impart knowledge to students, and from their intrinsic motivation, which might have emerged from the teachers' deliberate career choice. The former relates to teachers' commitment to contribute to all students' learning, all the while investing energy into understanding their learning needs, The latter is linked to teachers' expectations associated with their job. Satisfaction, however, may be restricted by teachers' stress which might constitute a state of mind or a system-related outcome. As a state of mind, stress may emerge from teachers' perceived image of satisfaction as an unattainable need. As a system-related outcome, stress is derived from the policy that incorporates a heavy workload, disruptive students, a lack of equipment, and the use of traditional teaching approaches.

Collaboration

Collaboration appears to be an unfulfilled need and a source of disappointment in the data voiced by all the participant groups due to negative situations developing in the school workplace, such as antagonism, conflicts and jealousy between teachers, and headteacher cliques. The aforementioned situations were sadly described as being typical of the Cypriot culture. Only four teachers stated that there is collaboration between small groups of teachers in their schools, and reported it as a means towards meeting challenges and developing friendships. The other eight teachers wished that all the aforesaid adverse constituents of the teacher culture stopped existing. Being asked to think about ways to face those adversities, participants from all groups suggested that the headship should tackle them the soonest, and engage teachers in activities that meet their interests, for such activities would enable them to build constructive relationships between them, and provoke the building of a collaborative teacher culture.

Fairness

Fairness, being discussed as teachers' desire for a headteacher who would provide all teachers with opportunities to engage in school activities and treat them all with support without dispositions of favouritism, is perceived as an unfulfilled need by most of the research participants.

Two teachers applied the characteristic 'fair' to their headteacher because he supports them with personal problems, and two teachers linked their feeling of safety in their working place to their headteachers who stand by them when parents come to school and, as 'invaders', demand high marks for their children. The rest of the teachers stated that they experienced unfairness in their work contexts for three reasons: exclusion from activities, generalisations about teacher ineffectiveness, and favourit-

ism. They attributed all reasons to the headteachers' character and political bias, and related them to the Cypriot culture which, being embodied in society, allows prejudice to thrive, and to headteachers' cliques which curry favour.

Though all headteachers reported themselves as being fair to all, two of them said that they are aware of some headteachers' practice of nurturing cliques around them. Two headteachers attributed the fact that they maybe conceived as being unfair to their practice to criticise teachers who do something wrong although they do this in a private situation. The other four headteachers said that it is the practice of non-diligent teachers to blame them for being unfair. In their turn, students expressed their disapproval of 'unfair' headteachers who neither engage all teachers in the school activities nor do they treat them all in the same way. Interestingly, some students suggested that headteachers should undergo special training on school leadership before advancement to that position.

Decision making

Reflected in the research data is decision making as an unfulfilled teacher need. The few teachers who reported being involved in decision making said that they do it after being asked for their opinion by the headteacher at a personal level or 'behind the stage' as they said. Yet such a practice is perceived as a form of favouritism, discussed earlier as 'informal' decision making (p. 28), and several teachers expressed their disapproval of headteachers who follow this practice. Some teachers went on to voice their resentment about top down decisions, for they promote teacher demotivation, and articulated their lodging for teacher-inclusive democratic dialogue. To counter imposed decisions, many teachers suggested the creation of teacher teams which would discuss specific school-related themes and make recommendations that would be transferred to the head via the assistant headteachers who, however, should be responsible for the application of those recommendations into praxis.

Concerning headteachers' views, they all share the belief that they follow democratic leadership, and that the decision-making processes that they follow are by far democratically participative processes. In those processes, they encourage every teacher to have a say, which is seriously taken into consideration, and the decision of the majority is passed. Dissimilarly with headteachers, students believe that teachers are not engaged in democratic decision making, and attributed the existence of school problems to the amassment of decision-making power in the hands of the headship.

Conclusion

This paper has discussed, in the form of a research-analysis, the 'needs motivators' of Cypriot secondary school teachers, namely satisfaction, collaboration, fairness, and decision making, and excavated the relationship between those needs and the Cypriot culture. Embodied in the Cypriot culture seems to be a form of bias that restricts headteachers from treating all teachers in their schools similarly, and from cultivating an ethos of valuing all teachers' subjective beliefs and ideas, consequently diluting the role of the teacher. Such bias constraints teachers from working jointly together in a spirit of practice-shared and improvement-focused collaborative culture. Overall, it hampers the development of schools as professional learning communities, which casts teachers, headteachers and policymakers responsible for implementing changes in their 'being and doing' and in leadership practices respectively if they are to bring to reality teacher motivation.

The implications of the findings of the current study suggest that teachers should externalise their needs to allow them to act as tools that indicate their expectations of headteachers. They should extend their self-motivation to volunteerism for school activities, which contributes to the shaping of school culture and to school improvement. Since teachers' satisfaction levels are largely affected by students' achievements, they would have to work hard to contribute to students' learning. As for collaboration, reported as being problematic, teachers should focus on the benefits that could be gained from it (e.g. solutions to classroom problems, support for school activities) to strengthen their efforts to build interpersonal relationships with their colleagues.

Headteachers would rather provide teachers with opportunities to make their needs explicitly known, and they have to create work conditions that facilitate the diversification of teaching methods (e.g. technologically equipped classrooms), and students' attendance at school activities in order to improve teachers' satisfaction levels. Further, headteachers should take responsibility for maintaining students' discipline, informing teachers about what is happening at school, and improving the school's external culture. Above all, headteachers should create the conditions that allow the development of their schools as professional learning communities, where teachers learn from one another, and improve as professionals and as pedagogists. Concerning lack of fairness, headteachers need to deter favouritism and develop impartiality-based leadership skills. As regards collective decision making, headteachers have to depart from their propensity to impose decisions, be advised only by selected staff members, and not check the process followed in the school's decision-making units.

Policymakers can contribute to teacher motivation by setting up teacher development programmes to make teachers aware of key practices, such as mentoring and coaching, and taking collective responsibility for students' learning. The training programmes should extend to assistant headteachers and headteachers, too, who could be trained about issues relating to self-awareness, developing collective decision making, and professional learning communities so as to make their schools 'place[s] of connections, relationships, reciprocity, and mutuality' (Stoll and Seashore Louis, 2007, p. 31). Headteachers have to realise the importance of departing from their political ideologies that affect their evaluation of teachers.

Embedded in this research-informed analysis of Cypriot secondary school teachers' 'needs motivators' are certain strengths but also weaknesses. The main strength of the analysis is that the policy as well as school leadership now have the key to teacher motivation; being raised, awareness about what motivates Cypriot secondary school teachers, effort and energy can be invested in having those teachers' 'moderators' and 'needs motivators' fulfilled, and contribute to teacher and school effectiveness and to the increase of student outcomes. Another strength relies on the ground of reflection that the current study provides to the headship and teachers; taking the findings of the study into consideration, headteachers, assistant headteachers and teachers may reflect on their stances and self-evaluate their behaviours and practices in an attempt to contribute to the attainment of teachers' needs, and thus provoke the transformation of the school organisation into a professional learning community. A further strength resides on the availability of the research tools (interview and focus-group guides) used to collect qualitative data from the three data sets. The same methods can be used by other researchers, at the national and international level, conducting research on teacher motivation, and triangulation of the findings may lead to comparative studies.

The foremost weakness of the study relates to having used the data provided by the participant teachers to generalise and present those data as representative of the views of all Cypriot secondary school teachers. The data, however, exhibit the ideas and insights of mid-career teachers, i.e. teachers with a teaching experience of 11-20 years of teaching, who constituted the focus of the original study on teacher motivation (Konstantinides-Vladimirou, 2013; 2015). Plus, the small-scale sample of those teachers, twelve in number, cannot afford to be forever generalisable, but only for the research period of time and place.

An additional weakness of the present study relates to the fact that the ‘moderators’ were uncovered via the use of a diagram depicting the phases that teachers traverse through their professional life, but the diagram is not included in the present paper. The specific diagram, however, is mentioned in the interview and focus-group guides (available in the appendices), the tools used to collect the data from the research participants (Konstantinides-Vladimirou, 2015).

The aforementioned weaknesses of this study specify the interconnectedness between the ‘moderators’ and ‘needs motivators’. Such an interrelationship prescribes that an elucidatory understanding of the ‘butterfly moderator model’ can be achieved via an exploration of Cypriot secondary school teachers’ ‘needs motivators’, being analysed in the current paper, and of Cypriot secondary school teachers’ ‘moderators’ (Konstantinides-Vladimirou, 2015). The ‘butterfly moderator model’ may be used in future research which might aim at achieving a comparative study on Cypriot secondary school teachers’ motivation. Such a study may explore the extent to which those teachers’ motivation levels are affected by similar or dissimilar factors or it may shed light to new ‘moderators’ and ‘needs motivators’.

Correspondence

Katerina Konstantinides-Vladimirou
Ministry of Education and Culture, Cyprus
Neapolis University, Paphos, Cyprus

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Appendix 1: Interview guide for teachers

Teacher Motivation

Before I ask you about teachers specifically, I'd like to ask you about 'motivation' as a general concept. How do you interpret 'motivation'?

.....
Please, think about specific 'motivated teachers'. What are the characteristics of a 'motivated teacher'?

.....
Do you think there are any additional aspects that characterise 'teacher motivation'?

.....
In this diagram, there are factors influencing teachers in five phases of their professional life. What other factors can you add to these?

Do you think there is a particular phase in which teachers may experience a peak in their motivation for their job?

.....

Why, do you think, they reach a peak of motivation at this point?

.....

From your experience, at what point did you reach or will you reach a peak in motivation? Why did/will it happen at this specific point?

.....

Teacher motivation, climate, and intrinsic needs

Tell me about the school climate that would motivate teachers.

.....

Can you give me an example of whether this kind of climate exists in your school?

.....

How can the school climate in your school improve so that it motivates teachers?

.....

Tell me about the intrinsic needs that motivate teachers.

.....

To what extent, do you think, motivated teachers attain these needs?

.....

How can such intrinsic needs be met more satisfactorily?

.....

What, do you think, are the strong teacher intrinsic satisfiers?

.....

What, do you think, are the strong teacher intrinsic dissatisfiers?

.....

Teacher motivation and school leadership

As you see it, how are teachers in your school given opportunities to be involved in decision-making that would lead to school improvement?

.....

Could you explain some of these opportunities?

.....

How does the leadership style in the school support these opportunities?

.....

How can the headteacher create opportunities for teachers to be involved in decision-making that would lead to school improvement?

.....

Are there ways in which others in the school could play a part in involving teachers in decision-making about school improvement? Who? How?

.....

Appendix 2: Interview guide for headteachers

Teacher Motivation

Before I ask you about teachers specifically, I'd like to ask you about 'motivation' as a general concept. How do you interpret 'motivation'?

.....

Please, think about specific 'motivated teachers'. What are the characteristics of a 'motivated teacher'?

.....

Do you think there are any additional aspects that characterise 'teacher motivation'?

.....

In this diagram, there are factors influencing teachers in five phases of their professional life. What other factors can you add to these?

.....

Do you think there is a particular phase in which teachers may experience a peak in their motivation for their job?

.....

Why, do you think, they reach a peak of motivation at this point?

.....

From your experience, at what point did you reach a peak in motivation? Why did it happen at that specific point?

.....

Teacher motivation, climate, and intrinsic needs

Tell me about the school climate that would motivate teachers.

.....

Can you give me an example of whether this kind of climate exists in your school?

.....

How can the school climate improve?

.....

Tell me about the intrinsic needs that motivate teachers.

.....

To what extent, do you think, motivated teachers attain these needs?

.....

How can such needs be met more satisfactorily?

.....

What, do you think, are the strong teacher intrinsic satisfiers?

.....

What, do you think, are the strong teacher intrinsic dissatisfiers?

.....

Teacher motivation and school leadership

As you see it, how are teachers in your school given opportunities to be involved in decision-making that would lead to school improvement?

.....

Could you explain some of these opportunities?

.....

How does the leadership style in the school support these opportunities?

.....

How can the headteacher create opportunities for teachers to be involved in decision-making that would lead to school improvement?

.....

Are there ways in which others in the school could play a part in involving teachers in decision-making about school improvement? Who? How?

.....

Appendix 3: Focus group discussion guide for students

Teacher Motivation

Before I ask you about teachers specifically, I'd like to ask you about 'motivation' as a general concept. How do you interpret 'motivation'?

.....

Please, think about specific 'motivated teachers'. What are the characteristics of a 'motivated teacher'?

.....

Do you think there are any additional aspects that characterise 'teacher motivation'?

.....

In this diagram, there are factors influencing teachers in five phases of their professional life. What other factors can you add to these?

.....

Do you think there is a particular phase in which teachers may experience a peak in their motivation for their job?

.....

Why, do you think, they reach a peak of motivation at this point?

.....

Teacher motivation, climate, and intrinsic needs.

Tell me about the school climate that would motivate teachers.

.....

Can you give me an example of whether this kind of climate exists in your school?

.....

How can the school and classroom climate improve so that it motivates teachers?

.....

Tell me about the intrinsic needs that motivate teachers.

.....

To what extent, do you think, motivated teachers attain these needs?

.....

How can such intrinsic needs be met more satisfactorily?

.....

What, do you think, are the strong teacher intrinsic satisfiers?

.....

What, do you think, are the strong teacher intrinsic dissatisfiers?

.....

Teacher motivation and school leadership

As you see it, how are teachers in your school given opportunities to be involved in decision-making that would lead to school improvement?

.....

Could you explain some of these opportunities?

.....

How does the leadership style in the school support these opportunities?
.....

How can the headteacher create opportunities for teachers to be involved in decision-making that would lead to school improvement?
.....

Are there ways in which others in the school could play a part in involving teachers in decision-making about school improvement? Who? How?
.....