

School Teachers: Motivation Direction And Strategies Of Behavior In The Conflict Situation*

Natalya N. KALATSKAYA, Marina M. SOLOBUTINA
Kazan State Federal University

Abstract. *It is no secret that high pedagogical results are achieved by teachers with high professional motivation. It is very important that the teachers get pleasure from working with children, strive for personal and professional growth, have motivation for success and flexible motivational sphere. It is also important for them to have conflictological training, to be able to manage school conflicts, using constructive methods and techniques.*

Study objective: to study what strategies of behavior in conflict situations are chosen by teachers with different motivational orientation?

The study was attended by teachers from the schools of Kazan. We used the questionnaire "Motivation for Success and Fear of Failure" (A.A. Rean), questionnaire "Diagnosis of Partial Orientation of the Teacher's Personality", questionnaire "Diagnostics of Motivational Tendencies in the Self-Concept of Personality" (S.M. Petron) as the diagnostic material.

In order to evaluate the statistical significance of difference between the sample arithmetic mean of two data distributions, we used the statistical Student's t-test in our study.

We obtained the following results. The teachers focused on success often use the tactics of "cooperation" and "compromise" in a conflict situation. The strategy of "competition" is the least used by the teachers. A typical strategy of teachers focused on avoiding failures is the strategy of "avoidance", the second position is occupied by the "adaptation" strategy.

The teachers with a motivation for success are labor-oriented, they try to overcome difficulties in their work, they are guided in their work by accomplishing their tasks through overcoming difficulties, treat people positively and appreciate kindness in people.

The teachers with motivation to avoid failures do not believe in well-being in life, adhere to pessimistic fatalism, do not seek self-development and self-improvement. With a high degree of probability, we can argue that the respondents of the second group tend to avoid trouble with the outside environment, threats, dangers, think always about themselves.

Key words: school teachers, motivational orientation, conflict situation, strategy of behavior.

Introduction

The problem of motivation is a key one in domestic and foreign psychology. The problem of motivation of school teachers is of particular interest.¹ Under the motives of pedagogical activity, it is customary to understand the "motives associated with its implementation; internal needs to work in the field of this subject; the need to work with people, based on the realization of own pedagogical abilities; necessity, which led to forced choice of profession" (12). Motivation for the teacher's profession is called pedagogical orientation.

The problems of motivating teachers are considered by scientists from different angles. For example, the issue of relationship between the motivation of

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¹ A. Bishay, "Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method," in *Journal of Undergraduate Sciences*, III (1996), p. p. 147-154; C. A. Czubaj, "Maintaining Teacher Motivation," *Education*, CXVI (1996), no. 3, p. 372-379.

teachers and their professional self-study was addressed by a group of scientists:², Lia M. Daniels (2017). Skaalvik, SidselSkaalvik, Einar consider the problem of motivation and emotional burnout of teachers in their studies. The motivation of math teachers was studied.

The formation and development of professional orientation of teachers was studied by³ and others.

Despite the fact that the problem of motivating specialists, including school teachers, has been studied for a long time, the relevance of this topic does not exhaust itself. In our opinion, this is connected with the social mission of the teacher's profession. Pedagogical activity renders teaching and educating influence of the teacher on the pupil with the purpose of his personal, intellectual and activity development". The motivation, which determines the content, direction and character of an individual, his behavior, is determined in the structure of pedagogical activity. If we talk about the motivational orientation of the individual as the main characteristic of the labor motivation of a person, it is divided into two types: "Motivation for success and motivation for avoiding failure".⁴ Motivational orientation is predetermined by various factors. For example,⁵ proved in his works that the effectiveness of teacher-educator depends on the presence of creative motives in the motivation structure. The works of⁶ presented the results of studies in which it was experimentally proved that the motivation of teachers influenced the effectiveness of teaching and educational process, leading to an increase in school performance.

Thus, the strength and structure of the teacher's professional motivation determines the productivity of pedagogical activity. It is very important that the teachers enjoy the work with children, strive for personal and professional growth, being motivated by their success, self-actualization. The learning process will be effective only if the teachers working in this school have a high degree of motivation for achievement, flexible motivational sphere, high conflictological training, are able to manage school conflicts, find effective ways to prevent and overcome them, interact constructively with the participants in the educational process.

² L. Tracy, T. L. Durksen, R. M. Klassen, L. M. Daniels L. M., "Motivation and collaboration: The keys to a developmental framework for teachers' professional learning," in *Teaching and Teacher Education*, LXVII (2017), p. 53-66.

³ S. V. Kulnevich, "Personality Orientation of the Teacher's Methodological Culture," *Pedagogika*, V (1997), p. 108-115; V. A. Slastenin, *Diagnostics of Professional Suitability of the Model for Pedagogical Activity*, Moscow, Publishing House of the MGPI, 1991, p. 102..

⁴ N. N. Kalatzkaya, Drozdikova-Zaripova Kostyunina, "Motivational peculiarities of schoolteachers in Russia," in *Life Science Journal*, XI (2014), no. 55, p. 243-247.

⁵ A. A. Derkach, *Acmeological Foundations of Professional Development*, Moscow, Publishing House of the Moscow Psychological and Social Institute; Voronezh, Publishing House of the NGO MODEK, 2004.

⁶ C. J. Brumback, *The Relationship Between Teacher Job Satisfaction& Student Academic Performance*, *Unpublished Doctoral Thesis*, Georgia State University, 1986; M. L. Maehr, "Meaning and motivation: toward a theory of personal investment," in R. E. Ames, C. Ames (eds.), *Research on Motivation in Education*, New York, Academic Press, 1984, p. 115-144.

Despite the fact that a number of scientific works are devoted to the problem of motivational orientation of the teacher, the choice of constructive strategies of behavior in conflict situations, it can be asserted that it has not yet been solved to the end. Therefore, we set the following objective: to study what strategies of behavior in conflict situations are chosen by teachers with different motivational orientation?

Methods

Our study was attended by 68 teachers from the schools of Kazan. The age of the respondents is from 23 to 45 years old.

We used a survey method in our study. We used three methods to study the motivation of teachers' professional activity. To study the motivational orientation of teachers, we used the questionnaire "Motivation for Success and Fear of Failure".

The second method is "Diagnosis of Partial (lat. - partialis, partial, part of something) Orientation of the Teacher's Personality". There are five scales in the methodology - sociability, organization, focus on the subject, intelligence, motivation for approval (deception scale). If the respondent has one factor, then we will talk about the monodirectionality of the teacher's personality. If there are several factors, then this fact is interpreted as the polydirectionality of the personality.

We used the technique "Diagnostics of Motivational Tendencies in the "Self-Concept" of Personality" (S.M. Petrov) to study the motivational sphere of the teacher's personality. The polymotivational "self-concept" of the personality was represented by 16 paired motivational tendencies: "acquisition (material) motivation, hedonistic motivation, optimistic motivation, communicative motivation, cognitive motivation, labor motivation, normative motivation, moral motivation, humorous motivation, pugnic motivation, motivation for positive attitude towards people, motivation for avoiding troubles, motivation for individualization, egocentric motivation, altruistic motivation expressing an orientation toward others, a desire to think about others even to the detriment of oneself, or an orientation toward oneself, a desire to think about oneself, even to the detriment of others".⁷

The types of behavior strategies in conflict situations were studied using the technique "Behavior Tactics in Conflict" (K.U. Tomas). There are five typical strategies in this questionnaire: competition, cooperation, avoidance, adaptation, compromise.

In order to evaluate the statistical significance of difference between the sample arithmetic mean of two data distributions, we used the statistical Student's t-test in our study.

⁷ N. N. Nikitina, *Introduction to Pedagogical Activity: Theory and Practice*, Moscow, Publishing Center "Akademiya", 2007.

Dependent variable is represented by the strategies of teachers' behavior in a conflict situation. The motivational orientation of teachers is an independent variable.

Results and discussion

The survey result according to the method of A.A. Rean allowed identifying the following trends. 60% of teachers participated in the survey were motivated for success. Such teachers formed the first group (Gr. 1). The respondents of this group may be characterized as self-assured and confident in their own strengths, responsible, initiative and active, purposeful and persevering in achieving the goals.

33% of teachers surveyed are motivated for avoiding failures. They are characterized by fear of a possible failure, they often think about the ways to avoid this hypothetical failure, and not about the ways to achieve success, are not sure of their abilities. The respondents of this group are characterized by increased situational anxiety combined with a very responsible attitude. The teachers with motivation for avoiding failures made up the second group (Gr. 2).

7% of teachers are not adequately motivated. The respondents of this group were subsequently withdrawn from the survey.

Then we attempted to study what the motivational sphere was for the teachers of each group. To do this, we studied the motivational trends in the "Self-concept" of a person (the method of S.M. Petrova) and the partial orientation of teachers of both groups.

The teachers of the first group are characterized by the following polymotivation tendencies in the Self-concept. 40% of teachers in this group are focused on material well-being. They are guided by material rewards during their work. The profession is most likely a mean of achieving material well-being, high incomes, etc. for them.

37.5% of respondents had egocentric motivation. The teachers with this motivation are distinguished by the desire for self-affirmation, personal achievements and goals. Pedagogical activity for such teachers gives recognition from others, authority, fame, opportunity to build their professional careers.

37.5% of respondents in this group who have labor motivation are satisfied with the very process of pedagogical work. Such teachers are not afraid of difficulties, they are taken without fear for solving any pedagogical tasks.

32.5% of teachers have cognitive motivation, which is characterized by a heightened interest in acquiring new knowledge. The teachers with this motivation are distinguished by the desire to develop cognitive abilities, a constant craving for new knowledge. Teaching activities allow them receiving satisfaction from intellectual activity.

Motivation for a positive attitude toward people is expressed in 25% of teachers in this group. This motivation is characterized by the fact that the respondents are positive about people, believe in kindness and a good beginning.

15% of teachers are guided by the observance of moral norms, strive to live in truth, in conscience, in fairness.

Other motivational tendencies in the "Self-concept" of the teacher's personality are presented to an insignificant degree or are not formed at all.

The teachers with motivation to avoid failures (Gr. 2) expressed the following poly-motivational tendencies in "Self-concept" of the individual.

91% of teachers have pronounced acquisition (material) motivation, they are attracted by the material side of life.

73% of respondents expressed pessimistic motivation, which reflected a passive expectation of well-being in life, pessimistic fatalism.

- 82% of respondents expressed the motivation to avoid trouble, avoiding trouble with the outside environment, threats, dangers.

- 55% of teachers have no moral motivation, presupposing observance of moral norms, such teachers do not want to live in truth, in conscience, in fairness.

- 50% of respondents have no desire for improvement.

- 41% of teachers have the motivation opposite to communicative, expressed in the absence of needs for communication, friendship, and focus on interaction.

- 36% of respondents are characterized by the motivation of individualization, expressed by the desire to focus on themselves.

According to the second method (the method of S.M. Petrova), we found reliable differences in such indicators as "pessimistic motivation" ($p \leq 0.01$), "cognitive motivation" ($p \leq 0.01$), "anti-cognition motivation" ($p \leq 0.01$), "labor motivation" ($p \leq 0.01$), "anti-moral motivation" ($p \leq 0.01$), "anti-abusive motivation" ($p \leq 0.05$), "motivation of a positive attitude toward people" ($p \leq 0.05$), "avoidance of trouble motivation" ($p \leq 0.01$), "egocentric motivation" ($p \leq 0.01$), "altruistic motivation" ($p \leq 0.01$).

The next step in the study was our study of partial orientation of teachers in the schools of Kazan with different motivational orientation. The study results are presented in Tables 1, 2.

Table 1- Distribution of teachers with motivation for success by types of a particular orientation (number of people)

Form of field-specific education	So ciability	Organiz ation	Orientation for subject	Int elligence
norm	30	33	27	27
below norm	6	3	5	2
above norm	4	4	8	11

Table 2 - Distribution of teachers with motivation for avoiding failures by types of a particular orientation (number of people)

For m of field-specific	So ciability	Organiz ation	Orientation for subject	Int elligence
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education				
normal	12	18	15	14
below norm	8	2	3	5
above norm	2	2	4	3

The results indicate that the majority of teachers have all the indicators within the norm in both groups. 95% of teachers of the first group have a strong emphasis on intelligence and organization (92.5%). Such people are characterized by high moral qualities, aspiration for self-education. The teachers of the first group tend to adhere to a clear order, discipline, and to allocate the time resource in detail in their work.

As for the teachers of the second group, 91% of them have orientation towards organization and 87% - are guided by their subject.

The statistical treatment did not reveal any significant differences in the "partial orientation" parameter.

Then we tried to identify what behavior strategies are chosen by the teachers in conflict situations, if they are motivated for success. We revealed that the teachers of the first group are dominated by the "cooperation" tactic. The second place is occupied by the "compromise" strategy. The strategy of "competition" is the least used by the teachers.

The teachers with the motivation for avoiding failures, according to the results obtained, have the following behavior strategies in conflict situations. A typical strategy in this group of respondents is the strategy of "avoidance", the second position is occupied by the "adaptation" strategy. The strategy of "cooperation" is the least used by the teachers.

We have found reliable differences between the indicators of "cooperation" ($p \leq 0.01$), that is, the teachers with motivation for success most often adhere to the cooperation strategy in conflict situations.

Summary

The obtained results allowed formulating the following conclusions.

1. According to the results, the majority of respondents are striving for success. Such teachers are distinguished by medium and low level of risk, the person shows a higher level of activity for achieving success.

2. The teachers with a motivation for success are labor-oriented, they try to overcome difficulties in their work, they are guided in their work by accomplishing their tasks through overcoming difficulties, treat people positively and believe in people's kindness.

3. The teachers with motivation to avoid failures do not believe in well-being in life, adhere to pessimistic fatalism, do not seek self-development and self-

improvement. We can assume that the fear of failing forces them sometimes to act dishonestly. Due to various circumstances, they lack faith in the good, in the people's kindness. With a high degree of probability, we can argue that the respondents of the second group tend to avoid trouble with the outside environment, threats, dangers, think always about themselves.

4. The teachers of the first group most often use the tactics of "cooperation", "compromise". The strategy of "competition" is the least used by the teachers. A typical strategy of teachers with the motivation for avoiding failures is the strategy of "avoidance", the second position is occupied by the "adaptation" strategy.

It should be noted that the results obtained cause some concern. According to the specialists it is important to learn how to apply all five tactics for resolving conflict situations. However, the teachers of both groups do not master the same tactics to the same extent. Perhaps, it is necessary to think over the organization of training sessions with teachers. The training program will be focused on teaching teachers using all tactics of behavior in conflict situations, depending on the specific conditions. It is important to orient the teachers towards more constructive tactics and behavior strategies in conflict situations.

5. We are also concerned with the fact that there were no sociable teachers in both groups (15% - from GR-1, 36% - from GR-2). 12.5% from GR-1 and 13.6% from the second group are not focused on the subject. These results suggest that the teachers with these motivations will experience difficulties in their professional activities. We need further work to improve the professional competence of these respondents.

Conclusions

The aim of the author of this article is to reveal what behavior strategies are used by the school teachers oriented to success and failure.

Experimentally, we revealed that the teachers oriented to success most often use the tactics of "cooperation" and "compromise". The teachers focused on failure in conflict situations most often use the tactics of "avoidance". In addition, we studied the motivational sphere of teachers of both groups.

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