THE HIERARCHY OF TEACHERS’ PROFESSIONAL NEEDS FROM PRE-UNIVERSITY EDUCATION FROM MOLDOVA

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Abstract
Teachers have diverse professional expectations, and when a balanced relationship is built between different aspects of the professional activity and teachers’ expectations on these aspects, professional satisfaction appears which effectively contributes to consistent effort for professional tasks realization. Professional needs constitute a catalyst element of professional satisfaction. This feeling is produced by the satisfaction of professional needs at the level of teachers’ expectations. This way, MHR solicits the identification of the actions for continuous professional education which could and should be realized by the system/institution to obtain individual performances. It is also necessary to understand that the organizational investment in human resources supposes the concrete actions of self-investment, as well.

Keywords: professional satisfaction, expectations, domains of professional satisfaction, professional needs, motivational cycle

Introduction
Starting from the point that each human being tries to have satisfactions while interacting with the external world, including the professional one, we underline the principle of teachers’ professional satisfaction as a key principle of human resources management in education.

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Teachers have diverse professional expectations, and when a balanced relationship is built between different aspects of the professional activity and teachers’ expectations regarding these aspects, professional satisfaction appears which effectively contributes to consistent effort for professional tasks realization. The dissatisfaction of the expectations could lead to low levels of professional satisfaction or even professional dissatisfaction, conducting to fluctuation, absenteeism, realization of activity with no satisfaction, non-involvement in the activity of the institution.

In this context, the pre-university education managers from Moldova invoke the lack of the necessary resources (cognitive, behavioral, attitudinal, and economic) to satisfy teachers’ expectations, which, in fact, primarily advance the salary as a major need (99%).

Teachers say that a more consistent salary would stimulate their activity, which will contribute to a better performance; even though remuneration does not always determine high performance. Getting better activity performance generates higher satisfaction; so money can reduce dissatisfaction, but can not motivate (Cojocaru, 2011). Moreover, improving the performance through recompenses creates an unpleasant feeling of being controlled by someone; thus reducing the intrinsic motivation, the interest in the task and the creativity (Andrițchi, 2012). We believe that practicing only economic motivation determines people to be less enthusiastic about their work. Besides, it might have a negative impact on organizational civic behavior of the employees who share the values of the organization to a smaller extent, and none of the effects on the employees who share the values of the organization to a larger extent.

**Methodology**

According to the experimental-diagnostic research, the *domains of professional satisfaction of teachers from pre-university education from Moldova* are: 1. the specific of pedagogical activity; 2. family partnership; 3. deep pupil’s involvement in the educational act and in his/her own performance; 4. formation and development; 5. evaluation, appreciation and promotion; 6. collective relationship; 7. support and concealing; 8. decision power; 9. leading; 10. insurance; 11. level of solicitation; 12. organizational well-being; 13. organizational atmosphere; 14. organizational justice. The first
three positions - the specific of pedagogical activity, family partnership, deep pupil’s involvement in educational act and in his/her own performance – represent the important domains of professional satisfaction which are valid only for the educational system (Andriţchi, 2012).

Professional needs constitute a catalyst of professional satisfaction (Cojocaru, 2011). This feeling is produced by the satisfaction of professional needs at the level of teachers’ expectations. In this context, the management of human resources in education manifests the receptivity to teachers’ explicit and implicit professional needs which are to be developed and extended to more superior level than the present ones. Thus, to obtain an optimal level of professional satisfaction, there should be provided the identification of professional needs, the elaboration of the national/institutional strategy of teachers’ professional needs, satisfaction and the allocation of the necessary resources (cognitive, behavioral, attitudinal, material, informational, economic etc.) (Andriţchi, 2012).

According to the educational activity specific, the postmodern psychological-pedagogical theories, to the state educational policies, to the diagnostic experimental results, we synthesize the following hierarchy of teachers’ professional needs, which being satisfied will contribute substantially to the qualitative education realization:

1. The need of value harmony, of value creation (the need to get a certain spiritual balance of values; the need to realize knowledge-affection-action concordance; the need of value creation);

2. The need of professional achievement/ fulfillment (the need of professional proficiency, the need of fulfillment, the need of own potential achievement, the need of competence, the need of professional performance, the need of autonomy and of individual responsibility etc.);

3. The need of quality (Actually the educational policy is based on quality in education and its insurance. To obtain the qualification “of quality”, the education calls for “qualitative” human resources with perceived and conscious needs of qualitative educational activities, of well-done work etc.);

4. The cognitive needs (to know, to understand, to learn something new, to discover, to explore, to create, to have access to recent scientific achievements; the need of continuous self-perfection; the need of continuous education etc.);
5. The need of appreciation (recognizing the didactic activity as a prestigious one; the need of respect; the need of consideration, of social status; the need of self-respect and respecting others; the need of activity participation and personal commitment; the need of correct and equitable treatment; the need of objective-based/criteria-based evaluation; given effort appreciation; continuous feed-back on professional evolution etc.);

6. The need of synergy (the need of efficient collaboration with parents; of effective parents’ involvement in children’s education; of fruitful collaboration with other educational factors; students’ active and responsible participation in their own education; the need to be a team/chair member; to participate in different work groups; the need of involvement in the institution activity; the need of collective decision-making involvement; the need of expressing ideas to the institution administration etc.);

7. Informational needs (to be informed, to know all modifications in the curriculum, in educational sciences, in child’s psychology; informing about the plans and progress of the institution; accessibility of the information on current institution/other educational domains activity);

8. Material needs (insuring didactic activities with material resources, curricular resources, auxiliary didactic materials, technical multimedia resources, an equipped and furnished classroom according to all hygienic and ergonomic norms etc.) (Andriţchi, 2012).

The experimental results demonstrate that actually the superior professional needs (the need of quality; the need of realization; the need of professional fulfillment; the need of value harmony, and of value creation) are unfortunately perceived by a very little number of didactic staff, and in an insufficient measure. This constitutes a more superior hierarchy which requires enormous efforts, or even sacrifice. The perceiving of such needs represents the condition release, and, at least, the realization of minimal personal needs which sustain the human existence.

We underline the relevance of professional satisfaction for teachers’ involvement into achieving the mission and strategic goals of the educational system/institution. To compare satisfaction with motivation, the involvement has the most direct connections with the performance. Thus, it is important to become conscious about the contribution the teachers make to achieve the strategic objectives and to develop the institution. We specify that the adequate and authentic motivation of the didactic staff by satisfying professional needs
create premises to obtain the professional satisfaction, which, at its turn, influences the implication of didactic staff in achieving the institution objectives; thus generating the individual and organizational performance. The man consciously involves himself in the activity only when being motivated (internally or externally).

So, the involvement is based on motivation and satisfaction; all together becoming elements of a whole motivational cycle which represents an assembly of employees’ needs, aspirations, expectations, attitudes, efforts, decisions, actions and behaviors. They are correlated with individual and organizational performances and with the activated, structured and customized motivations under the influence of individual, organizational and contextual variables (Cojocaru, 2011).

The motivational cycle could be schematically presented by Figure 1.

We find out that the main role belongs to the teacher, because his/her specific needs and necessities are primarily placed at the foundation of his/her motivational reactions. Depending on the specific professional needs, on the activity peculiarities, on the organizational and national context of the realized activity, each person has aspirations and a set of motivational expectations.

The aspirations and expectations are reflected in teacher’s actions, efforts, decisions and behaviors (even though, it could not be stated that there is an integral reflection on aspirations and expectations attitudes, efforts, behaviors etc., because of the fact that the individual variables of each paid employee, and, of course, the favorite and/or restricted influence of organizational and contextual variables interfere there) (Avram & Cooper, 2008). Achieving a higher concordance between individual aspirations, expectations, objectives, tasks, and other organizational elements on one hand, and efforts, decisions, personal actions, behaviors on the other hand, is essential in obtaining individual and organizational performances.

It is important to take into account that the motivational cycle under the actual content aspect differs from one person to another due to the individual needs specific, each person’s value axis, and the interactions among individual, organizational and contextual values. This way, for individual and organizational efficiency the motivation is essential, because the mode and the degree of teacher’s motivation influence the future of each institution. Definitely, only the motivated teachers make the institution more performing; thus motivation directs the human’s attention towards the aspects connected to
the set goal. So, the person develops a certain system of opinions, principles, beliefs and values. Consequently, a necessary energy is provided and the behavior is oriented towards being in harmony with the man’s needs.

![Motivational cycle diagram]

*Figure 1. Teacher’s motivational cycle*

*The fundamental difference between professional activity motivation and involvement is marked by the fact that the latter relates to a well-specified behavior that is the result of an assembly of attitudes towards work relationships.*

The effects of the involvement are much more predictable than motivation, which is easier to be managed by the manager who is interested in stimulating it.
The personal goal is to determine the involvement in the activity of the institution, which comes from inside and gives meaning to the activity. Also, through communication and collaboration the teachers realize that they are able to transform their own wishes into social programs. The process of correlation of personal goals with collective ones takes time. However, a kind of tension between personal and collective ideals will still exist, as the consolidation of a certain common vision represents a profound and solid process. It is noticeable that while modeling a common vision each member will construct his/her personal visions.

The system of MHR promotes the idea of developing an intellectual community in which everyone tries to achieve the system/institution goals, and at the same time, each one represents a complete, individual and free personality, who in different actions is determined by an autonomous will and a value system.

Besides their motivation degree, the teachers’ involvement in the educational institution strategic goals achievement also depends on the existence of the required competences. This way, MHR solicits the identification of the actions for continuous professional education which could and should be realized by the system/institution to obtain individual performances; thus creating premises for self-realization, fulfillment and professional satisfaction.

**Conclusions**

Obviously, the teacher’s performance and satisfaction in relationship with the provided activity are influenced by: the presence/absence of impediments in the efficient running of the activity (for example, the lack of new technologies, the insufficiency of auxiliary didactic materials etc.); the degree of task complexity; the number of over-tasks (which often remain unpaid); the offered/non-offered autonomy; the salary. Simultaneously, the personal responsibility and individual effort of each person remain valid. This way, MHR is focused on developing and maintaining the intrinsic motivation to achieve the organizational objectives, which become everybody’s responsibility. We believe that the culture of quality could generate a strong intrinsic motivational field which represents an essential condition to obtain satisfaction in relationship with a well-done work.
In the conditions of the educational market where the competition constitutes an obvious reality, keeping the valuable staff is/will be a challenging issue for many institutions. To attract and maintain the qualified and competent didactic and managerial staff, the managers will have to treat their employees as the most valuable capital. Thus, to have motivated personnel should become each manager’s wish and goal. So, it is clear that the institution with an efficient human resources’ motivating strategy, and the one for improving teachers’ professional satisfaction will get the qualification of a competent and competitive institution.

The actual system from Moldova does not have the possibilities and stimuli to practice strategies of increasing professional satisfaction, but as long as this happens, the quality insurance will be mostly in a declared form. The problem of achieving organizational performances still persists, based on individual performance. The last one is conditioned by professional satisfaction, as a result of the conscious involvement in the organizational objectives.

At the same time, it is also necessary to understand that the organizational investment in human resources also supposes concrete self-investment activities where the person who invests in her/himself is put in the center. This refers to the continuous extension of the professional competences, the capacities, wishes to value them, the job dedication and focus, the strong motivation for professional and personal self-development, and the continuous education.

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