

Implementation of motivational strategies between head teachers and foreign language teachers

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Abstract

There is no doubt these days that knowledge of different forms of motivation and its implementation in the work environment is a prerequisite for improving the quality of work results and subsequent achievement of organizational goals. Every head teacher meets this phenomenon. A lack of motivation is behind a number of unfulfilled tasks, unwillingness to look for efficient work practices, absence, disloyalty to their own society, refusing overtime, not accepting necessary changes, ignoring requests for assistance, and more. It is not easy to find a way to solve these problems. However, theory and practice go hand in hand and together it creates the perfect symbiosis which looks at the ailments mentioned and gradually finds answers. Where to start in order to be successful in this quest? We should first recognize the meaning and importance of motivation in the work process. The role of the head teacher is to know teachers to have a positive impact on their behaviour and entrust them with such tasks corresponding to their knowledge and skills. Work motivation is focused on carrying out a work obligation and should lead to the required working behaviour. Motivation to work is also connected to the work environment and climate in which teachers work. In general, we can say that teachers' satisfaction at work determines their personal relationships outside the workplace as well.

For this reason, we decided to handle the theme on the specifics of the process of motivation occurring in the relationship between head teachers and foreign language teachers. The aim of this paper is to analyze the issues of the specifics of the process of motivation in the relationship between head teachers and foreign language teachers.

Key words: work motivation, motivational barriers, motivation of foreign language teachers, head teachers

Introduction

Every head teacher has an interest in their employees achieving all the predetermined school targets. Performance of employees and successful execution of the tasks is the result of many factors. There are internal factors which form components of the staff characteristics and other aspects, i.e. external ones.

Both these factors interact with one another. For example, the head teacher can see a decline in the teacher's performance, so it may be necessary to increase the motivation of growing their economic interest in the school, that is by increasing the salary. The cause of decline in a teacher's performance however, can be quite different. The teacher may have health or family problems and so on. However, the head teacher may not have sufficient trust and supervises teacher activity closely. We could illustrate this very common practice with the following quote: *"Every man's behaviour and actions have two motives: one real, which conceals and the presented one, which is given"* (Majtán, 2003, p. 10).

It revealed that work performance is not related only to human motivation, but also depends on the skills and the working environment. In order for human work to be effective:

- one has to want to do (*motivation*)
- must know how to do (*ability*)
- has adequate working conditions for its implementation (*environment*).

Nakonečný (2014) expressed the relationship between these factors as follows:

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| $P \text{ (performance)} = F \text{ (factors)}$ |
| $P = M \text{ (motivation)} + A \text{ (ability)} + E \text{ (environment)}$ |

According to Mallaya (2007), the barriers that prevent employees being motivation to work include the following reasons: instructions that conflict with each other or are unclear, lack of information regarding specific tasks, repetitive operational tasks, lack of feedback from superiors, lack of appreciation, lack of financial resources for employee remuneration, inadequate leadership style, unclear communication with superiors, unproductive meetings, poor personal relationships with others, unnecessary controls, unnecessary excessive rules and regulations that do not produce effective results, inappropriate behaviour of management to employees, improper performance measurement, lacking knowledge of management strategy development, lack of preparation to perform tasks, inappropriate understanding or failure to cope with personal problems as well as mismatches, personal interests and needs, for the content of the work.

Seitlová (2013) states the barriers that may affect employee motivation in the team. These are conflicts within the team, difficulties in obtaining information, the lack of alternative solutions and sincerity, ineffective meetings, lack of self-criticism, inability of communication towards subordinates, and unprofessional leadership.

Barriers of motivation in the head teacher's work in the first instance may be external circumstances, system errors or personal factors. Among the external

factors we include overload, external obstacles and problems in the work environment. In the second situation, there may be a lack of policies and rules for time and information systemization, and a failure to use appropriate and available means. Among the personal factors that determine the head teacher's motivation, we might include concerns about certain tasks or desire for something new. The cause may be a tendency to perfectionism or omnipotence - or unwillingness to delegate tasks (Pisoňová, 2009).

A barrier that has a significant impact on motivation and work performance is also frequent disturbances at work. The cause may be serious work problems or social reasons, especially in cases where the employees want to breakaway from tasks that they do not like. These distractions do not allow employees to fulfil their tasks on time or efficiently and may be associated with the problem of poor organization of their work. Disorganization by other employees may impair the proper schedule for each employee (Pisoňová, 2009). Therefore, it is very necessary to strengthen work motivation in order to improve work performance.

Head teacher in relation to foreign language teachers

Sedlák (2012, p. 277) defines a manager as *"a person whose primary activities include the management functions by which he/she operates on objects of management; that is as a person who plans, organizes, leads and controls the human, financial and information resources."*

Pisoňová in Pisoňová et. al. (2014) completes that argument. She argues that a successful manager can be only a head teacher who consistently implements the above functions into school practice. The head teacher is responsible for directing the school, the process of innovation and change, meeting the needs of teaching and professional staff using the available resources (Pisoňová (2011), Horvathova (2010).

For the position of head teacher, typical activities are aimed at establishing work objectives, personal career goals and personal life goals as well. It is important to become aware of their own "me" which is a prerequisite for effective self-realization and self-development (Pisoňová, 2012).

Head teachers, as managers, should possess specific personal qualities which enable them to focus on managing all of the processes at school. These are directed at creating effective collegial relations in a favourable social climate of school (Manniová, 2008). In our opinion, the work of a head teacher who listens to the views of teachers of the school will capitalize on events, not only in the relationship between teachers and pupils, but also in relation to other players in school, personal life include.

Requirements for foreign language teacher

A good foreign language teacher should possess certain personal characteristics; defined by Brown (2001):

- *Technical knowledge* - understanding of the linguistic system of language such as: phonetics, grammar and others. Foreign language teachers should understand the close connections between language and culture; should possess a high level of mastering a foreign language in the areas of speaking, writing, reading and listening to that foreign language. Foreign language teachers should attend various conferences and workshops to develop their expertise and teaching skills in a foreign language.
- *Teaching skills* - foreign language teachers should use a variety of teaching methods, they should perceive the linguistic needs of students, give them feedback, encourage their interaction, cooperation and teamwork during lessons, use foreign language textbooks and other sound, visual materials so that students develop intrinsic motivation.
- *Interpersonal skills* - foreign language teachers should be aware of cultural differences, be sensitive to and respect the cultural traditions of their pupils. They should be patient when working with weaker pupils, seek opportunities to share their experience with other foreign language teachers.
- *Personal characteristics* - foreign language teachers should establish adequate short-term and long-term objectives to grow professionally and serve the high ethical and moral standards.

In our view, good foreign language teachers people who implements ethic and moral values in his work, which are needed very much these days, especially due to the fact that foreign language teachers carry out not only teaching, but also educational activities within the educational process.

For comparison, we see the requirements for good foreign language teachers according to Gruber (2008). Good foreign language teachers know a lot of teaching methods and can smoothly change between one and another, know its mutual combination. They can adapt teaching methods to the personalities of students and to the objectives the students need to achieve; can explain a complex situation in simple terms with a minimum of foreign expressions by means of comparisons and examples. Good foreign language teachers see logic and systematics, see the link between the structure of language and structure of logic, and the structure of the language system. Excellent foreign language teachers area masters of themselves - in the art of learning, especially throughout life. They also possesses the moral values of society. Good foreign language teachers do not hesitate to do things differently than everyone else around them.

Good foreign language teachers should also have personal characteristics such as empathy with students. Empathy or strength of mental unification comes from

the German word *Einführung* and at the same time also relies to the feelings of others (Cooper, 2011). In our opinion, foreign language teachers should also ensure effective cooperation among themselves, thereby encouraging the sharing of ideas and experiences within the teaching staff.

Strategy of foreign language teaching in the Slovak Republic

An urgent problem currently seems to be the need to upgrade foreign language teacher training, particularly in areas where traditional approaches to foreign language teaching have dominated. Up to now, these have not conformed to the requirements of the expanding European Union. Therefore, it is necessary to find new ways of effectively mediating the new information to foreign language teachers and create instructional strategies that are based on the latest knowledge (Lojová (2011), Lojová, Vlčková (2011), Pokrivčáková (2014), Bírová (2016), Janíková (2011), Turek (2002), Steinberg, Sciariny (2006), Križo (2015), Petrová, Duchovičová (2016), Petlák (2012).

The Common European Framework of Reference for Languages, issued by the Council of Europe, provides basic information on language syllabuses and curriculum guidelines, the design of teaching and learning materials and the assessment of foreign language proficiency in Europe. It describes how pupils have to learn a foreign language to be able to use it in everyday communication and what knowledge and skills must be developed to use language effectively in the framework of an intercultural approach in teaching. The frame of reference defines the language levels from A1 to C2. The point is that it explicitly describes the objectives, content and methods, which should ensure transparency in foreign language learning and the curriculum. In this way, international cooperation in the field of modern languages is developed (CEFR, Council of Europe).

The Strategy of foreign language teaching in the Slovak Republic approved by the Government of the Slovak Republic is based on the documents of the Council of Europe and the European Commission, which are binding for Slovakia and meet the objectives of European policy. The strategy focuses on coherence and direction to actions to promote multilingualism amongst individuals and society. It supports teaching at least two foreign languages in addition to their mother tongue. Another objective is to provide effective language learning and improves intercultural and language skills of people. The strategy emphasizes the need to adapt the curriculum in primary and secondary schools through content language integrated learning (CLIL - Content Language Integrated Learning).

According to Pokrivčáková (2004) motivation is a very important aspect of future foreign language teachers by taking advantage of the European programmes which are suitable for initial training, including practical training in foreign language didactics. This strategy also removes legal and administrative

barriers to the professional mobility of teachers. The strategy points out that the system of evaluation of language skills is based on the Common European Framework of Reference for Languages. Its mission is the promotion of national and international governmental and non- governmental organizations dealing with foreign language teaching and the development of cultural heritage. In particular, it is slanted towards understanding the way of life and thinking of other nations (The Concept of Language Teaching in Primary and Secondary Schools, 2007).

The current state of the process of motivation issue of the teaching staff in Slovakia and abroad

There was research carried out in the *Slovak Republic* in 2010, which identified the preferences of motivational factors of teaching staff during the economic crisis by Harausová (2010). It was conducted from 15 January to 31 March 2010 and was attended by 213 respondents, of which 53 were men and 160 were women from different types of schools from Prešov and Košice regions. It was aimed at finding out what motivates teaching staff to devote the required effort and deliver the expected work performance. The research also focused on finding the differences in gender motivational factors preferences (men and women) and prioritizing the following 14 motivational factors: a functional approach (opportunity for promotion), co-workers, employee benefits, work schedule, place of work, supervisor, feedback, assurance, incentives to work, working conditions, financial remuneration, employer responsibility, opportunity for training and development. The task was to decide which of these motivational factors teaching staff viewed as the most important and the least important.

Based on the responses, it was found that men prefer financial remuneration as the most important motivating factor, because it provides them the basic conditions for survival. Women considered co-workers as the most important motivational factor. They claimed that harmonious mutual relations contribute to an increased feeling of satisfaction from a job well done. Indeed, they consider them as indispensable values. The least important motivating factor, according to men is the employer and the opportunity for education. They justify the fact that in times of economic crisis, it is not important in which school they work. It is important to have a job. Women consider employee benefits as the least important factor.

The research has also found there are significant differences among men and women preferences in factors of co-workers, employee benefits, employers and learning opportunities. In other motivational factors, differences in preferences held little importance. Although the teaching staff expect feedback from the head teacher, men and women consider it of little use. It was assumed that women

would prefer employee benefits and maternity leave. This assumption was incorrect, because women chose this motivating factor last. It was also assumed that when workforce reduction occurs women and men appreciate work security, instead of relations with co-workers. This assumption also was not confirmed (Harausová, 2010).

In *Turkey*, motivation of teaching staff was researched by the Firat University, Faculty of Engineering, Department of Education, from 2006 to 2007 entitled "The Effects of Sources of Motivation on Teachers' Motivation Levels" The research sample was randomly selected from the population and consisted of 225 teachers in the city of Elazig, Turkey. The research results showed that teachers were mainly motivated by the following factors: a sense of security in the school, achievements of students, high attractiveness of the teaching profession in Turkey, the positive perception of the status of teachers in society, positive results of inspection controls, a positive climate and good relations among colleagues, effective school management, good ranking of the school in the best schools ratings, health and social security. Research also indicates negative influences that affect the motivation of teachers. Teachers in these included mutual competitiveness, insufficient material and technical equipment of schools and fear of disciplinary action (Kocabas, 2009).

In *Pakistan in 2012*, the area of Rawalpindi conducted research on "*Work Satisfaction and Motivation of Teachers of State Schools*" with the survey sample having 294 respondents. The goal was to measure the impact of praise and rewards for work, work satisfaction and to analyze an intrinsic motivation according to work satisfaction of the teaching staff. The research results showed a mutual interconnection of work satisfaction and work motivation. They pointed out that the teaching staff was pleased, interested and engaged when included in school decision-making processes as well as the tasks relating to their expertise. The teaching staff to whom school leaders had delegated task according to their expertise were motivated and satisfied with their work. The research has also shown that school leaders should continually seek to raise funds in order to increase staff salaries and various financial benefits for efficient motivation. The school management, according to respondents, should also try to be a moral support. A necessary assumption of motivated teaching staff is good, mutual cooperation and communication with the school management (Shah & Rehman et. al., 2012).

The results of these studies have also pointed out that there is the attractiveness of the teaching profession perceived as highly positive in Turkey, is in contrast to the status of teachers in Slovakia,

The results of the research were the inspiration for the realization of our research. The methodology, progress and results are described in the following part of the paper.

Methodology

For the purpose of the research, the survey used a non-standardized questionnaire designed for head teachers as well as a non-standardized questionnaire for foreign language teachers.

The questionnaire for head teachers consisted of 35 questions, of which 34 issues were close-ended questions and one question was open-ended. The questionnaire for foreign language teachers contained a total of 35 questions, of which 33 were close-ended questions and two questions were open-ended. The research sample consisted of 32 head teachers from the Slovak Republic; the number of completed questionnaires was the same. We used the available (because of convenience) selection for the research sample.

According to the identified research sample of head teachers, we focused on issues relating to their management experience in the area of head teacher, the length of teaching practice, the type of school in which they operate and the field of study in which they graduated. Participants were 24 women and 8 men in the position of head teachers'. 12 head teachers had completed a minimum of 5 years management experience and 20 head teachers had experience from 6 to 10 years. 12 head teachers had teaching practice in the range of 16-20 years and more than 21 years teaching experience for 20 head teachers. 6 head teachers lead the first level of primary school, 17 head teachers acted in the second level of primary school and there were 9 head teachers in secondary school. 18 head teachers graduated from an adequate field of study in faculties of education, three head teachers graduated from university in special pedagogy, 5 head teachers had graduated from university in economics and supplementary pedagogical study, and 6 head teachers had graduated from technical university in supplementary pedagogical study.

We distributed the questionnaires to foreign language teachers in various schools as well as at the State Language School. We collected a total of 122 questionnaires from foreign language teachers. Due to the identification of our foreign language teachers research sample, we focused on the detection of the length of their teaching practice and the type of school in which teachers of foreign languages taught. Our research sample consisted of 122 foreign language teachers, including 96 women and 26 men. 17 foreign language teachers had five years of teaching practice, 22 foreign language teachers had 6-10 years of teaching practice, 34 teachers had teaching practice ranging from 11 to 15 years. 16 teachers had experience from 16 to 20 years, and 33 teachers had achieved

teaching experience of over 21 years. There were 15 foreign language teachers teaching at the first level of primary school, 28 foreign language teachers acted in the second level of primary schools and 21 other foreign language teachers in secondary schools. There were 45 foreign language teachers at language schools acting in their teaching practice position at the time the research was carried out.

Research aims

The research aim was to find out the specifics of the process of motivation occurring in relation of the head teacher and foreign language teachers from the head teacher's point of view.

For *partial research goals* we have set: sources of work motivation of foreign language teachers in the view of the head teacher, resources of motivational barriers of foreign language teachers in view of the head teacher and motivational theories.

Specifics of the motivation process consist of the following areas of research:

- effective school management by the head teacher;
- financial remuneration;
- working conditions;
- delegation of tasks.

Results

The questionnaire was intended for head teachers and foreign language teachers. For the purpose of the questionnaire interpretation, we have defined three areas of the research mentioned above; each had thematically related questions. The questionnaire was evaluated from the perspective of head teachers and foreign language teachers, respectively.

The research consisted of a series of items, for the purposes of this post we interpret only the most interesting results.

Table 1 and 2, set out the views of head teachers and foreign language teachers to how motivation affects their work. They are also interested in how they perceive the impact of the following factors: decision-making, personal approach, head teacher's leadership style and school motivational programme.

Table 1 Views of head teachers on the importance of motivation

| | Number of respondents | | | | Percentage % | | | |
|---|-----------------------|----|-----------------|-------|--------------|-------|-----------------|---------|
| Item | Yes | No | Did not express | Total | Yes | No | Did not express | Total % |
| 1. Does my motivational strategy affect work performance of foreign language teachers? | 26 | 6 | 0 | 32 | 81.25 | 18.75 | 0.00 | 100.00 |
| 2. Do I motivate foreign language teachers to work? | 31 | 0 | 1 | 32 | 96.87 | 0.00 | 3.13 | 100.00 |
| 3. Does my leadership style influence the motivation of foreign language teachers to work? | 23 | 0 | 9 | 32 | 71.87 | 0.00 | 28.13 | 100.00 |
| 4. Does my personal approach influence the motivation of foreign language teachers to work? | 12 | 10 | 10 | 32 | 37.50 | 31.25 | 31.25 | 100.00 |
| 5. Do I motivate foreign language teachers to work by taking their views into account in decision-making? | 32 | 0 | 0 | 32 | 100.0 | 0.00 | 0.00 | 100.00 |
| 6. Am I satisfied with my school motivational programmes? | 26 | 4 | 2 | 32 | 81.25 | 12.50 | 6.25 | 100.00 |

In Table 2, from the perspective of foreign language teachers we searched how they are motivated by head teacher and how their personal approach, style of leadership and school motivational programmes affect their work.

Table 2: Views of foreign language teachers on the importance of motivation

| Item | Number of respondents | | | | Percentage % | | | |
|---|-----------------------|----|-----------------|-------|--------------|-------|-----------------|---------|
| | Yes | No | Did not express | Total | Yes | No | Did not express | Total % |
| 1. Does head teacher's motivational strategy affect my work performance? | 69 | 24 | 29 | 122 | 56.56 | 19.67 | 23.77 | 100.00 |
| 2. Am I motivated by the head teacher? | 68 | 25 | 29 | 122 | 55.74 | 20.49 | 23.77 | 100.00 |
| 3. Does the head teacher's leadership style affect my motivation? | 67 | 32 | 13 | 122 | 54.92 | 26.23 | 10.65 | 100.00 |
| 4. Does the head teacher's personal approach affect my motivation? | 70 | 34 | 18 | 122 | 57.37 | 27.88 | 14.75 | 100.00 |
| 5. Am I motivated when the head teacher reflects my views in decision-making? | 74 | 33 | 15 | 122 | 60.66 | 27.04 | 12.29 | 100.00 |
| 6. Am I satisfied with the head teacher's motivational programmes? | 52 | 35 | 35 | 122 | 42.62 | 28.69 | 28.69 | 100.00 |

According to Tables 3 and 4, we sought the views of foreign language teachers and head teachers for financial remuneration for a job well done, strengthening the motivation by financial remuneration, the impact of variable salary components on the motivation of teachers, a sense of fairness in treatment in remuneration, leadership and control by the head teacher.

Table 3: Views of head teachers on the effects of financial motivation

| Item | Number of respondents | | | Total | Percentage % | | | Total % |
|--|-----------------------|----|-----------------|-------|--------------|-------|-----------------|---------|
| | Yes | No | Did not express | | Yes | No | Did not express | |
| 1. Do I demotivate foreign language teachers to work not giving them adequate financial remuneration? | 20 | 6 | 6 | 32 | 62.50 | 18.75 | 18.75 | 100.00 |
| 2. Does financial remuneration influence the motivation of foreign language teachers to work? | 30 | 2 | 0 | 32 | 93.75 | 6.25 | 0.00 | 100.00 |
| 3. Do I motivate foreign language teachers to work by variable salary components, e.g. assessment of individual performance? | 22 | 5 | 5 | 32 | 68.76 | 15.62 | 15.62 | 100.00 |
| 4. Does the consciousness of the head teacher's fair approach to assessing increase foreign language teachers' motivation to work? | 24 | 6 | 2 | 32 | 75.00 | 18.75 | 6.25 | 100.00 |

Table 4 Views of foreign language teachers on the effects of financial motivation

| Item | Number of respondents | | | Total | Percentage % | | | Total % |
|--|-----------------------|----|-----------------|-------|--------------|-------|-----------------|---------|
| | Yes | No | Did not express | | Yes | No | Did not express | |
| 1. Am I demotivated not getting adequate financial remuneration? | 67 | 45 | 10 | 122 | 54.92 | 36.88 | 8.20 | 100.00 |
| 2. Does financial remuneration affect my motivation to work? | 67 | 44 | 11 | 122 | 54.93 | 36.06 | 9.01 | 100.00 |

| | | | | | | | | |
|--|----|----|---|-----|-------|-------|------|--------|
| 3. Do variable salary components, e.g. assessment of individual performance motivate me to work? | 88 | 25 | 9 | 122 | 72.13 | 20.49 | 7.38 | 100.00 |
| 4. Does the consciousness of the head teacher's fair approach to assessing increase my motivation to work? | 87 | 26 | 9 | 122 | 71.31 | 21.31 | 7.38 | 100.00 |

Tables 5 and 6 show we asked head teachers and foreign language teachers on issues related to their motivation to work by creating adequate working, spatial, material and technical conditions.

Table 5: Views of head teachers on motivation through working conditions

| Item | Number of respondents | | | Total | Percentage % | | | Total % |
|--|-----------------------|----|-----------------|-------|--------------|------|-----------------|---------|
| | Yes | No | Did not express | | Yes | No | Did not express | |
| 1. Do I motivate foreign language teachers to work by creating good working conditions? | 32 | 0 | 0 | 32 | 100.00 | 0.00 | 0.00 | 100.00 |
| 2. Do I motivate foreign language teachers to work by creating adequate material and technical conditions? | 26 | 0 | 6 | 32 | 81.25 | 0.00 | 18.75 | 100.00 |

Table 6: Views of foreign language teachers on motivation through working conditions

| Item | Number of respondents | | | Total | Percentage % | | | Total % |
|--|-----------------------|----|-----------------|-------|--------------|-------|-----------------|---------|
| | Yes | No | Did not express | | Yes | No | Did not express | |
| 1. Am I demotivated because favourable working conditions are not created? | 64 | 37 | 21 | 122 | 52.46 | 30.33 | 17.21 | 100.00 |

| | | | | | | | | |
|--|----|----|----|-----|-------|-------|-------|--------|
| 2. Am I motivated to work because favourable working conditions have been created? | 81 | 21 | 20 | 122 | 66.39 | 17.21 | 16.40 | 100.00 |
|--|----|----|----|-----|-------|-------|-------|--------|

Discussion and conclusion

The above data show an interesting fact that we summarize and evaluate in this part of the article.

We found that all the head teachers, who constituted a representative sample, in their opinion, motivate foreign language teachers to work by *taking into account their views in decision-making*. This means that head teachers apply mostly democratic ways of decision-making that leads to quality teamwork. That argument is supported by the other results of the questionnaire concerning *the application of leadership style, appropriate motivational strategies and a motivational school programme*, which are drawn up by the head teacher in collaboration with the teaching staff. Those head teachers' assertions are also similar to foreign language teachers' ones, although we saw a high incidence of non-response to this question. Very similar results were also observed in responses to questions concerning *the application of leadership style, adequate motivational strategies and motivational school programme*. In all these cases, we saw a higher number of teachers who did not express opinions on those items of the questionnaire.

Further results show quite often discussed issues relating to the impact of the *financial remuneration* to improve the work motivation of teachers. While head teachers consider financial remuneration of teachers as very important, variable salary components are less important for the teacher's work. In the case of teachers, there is an opposite garde. They consider variable salary components to be more significant. However, these answers of respondents require deeper and more detailed investigation because for many teachers, financial benefit is perceived as confirmation that their work is done with high quality no matter if their reward is financially adequate.

As part of the research, we also wonder if the working conditions at the school motivate or demotivate foreign language teachers to a higher performance. In our research, we included the material and technical conditions, which consists of a suitable working environment in the classroom (proper lighting, ventilation capability, safety criteria, etc.), as well as school equipment - didactic technology, teaching materials and so on. Results indicate that the working environment have a significant impact on teachers. This is also confirmed by head teachers' statements, who claim they provide appropriate working conditions, including material and technical equipment of the school.

The above results indicate that the head teacher should identify and understand the factors that activate the motivation of foreign language teachers and, secondly he should develop a system of measures for its improvement. The first and second issue found its theoretical elaboration as the characteristics of individual motivational factors which appear in the working process and can be affected mostly by motivational tools, such as (Nakonečný, 2014): *motivational leadership style and motivational programmes*.

The results of the research confirm that respondents understand motivational leadership style as *relation-motivated style and task-motivated style* (Fiedler, 1967). The research has shown that respondents seem relation-motivated leadership style as an essential motivating factor, which comprises of good interpersonal relationships in the workplace.

The primary role of the head teacher is therefore to build a good personal relationship with employees and create a space for employees to give their opinion and influence the handling of the workload. Relation-motivated schoolmasters evaluate employees with regard to the relationships that this assessment may impair or enhance. However, in this evaluation, often the elements of subjectivism may occur, but may be tolerated by teamwork.

Task-motivated managers see the main motivating factor in the development and application of all possible methods and conditions to perform their workloads. Good working environment, excellent organization and work sharing, appropriate working conditions, good financial remuneration – that is what motivates employees.

Task-motivated head teachers evaluate employees depending on the extent to which they are able to contribute to the successful solution of a group task, regardless of the change in relations that such an approach can bring.

Both styles of leadership can exist in the role of motivators only under certain conditions. A critical factor is that the style needs to be applied *in accordance with motivating profile of staff and socio-psychological climate in the working group*.

Eger et al. (1998) recommend implementing the following principles for successful motivation in practice. According our research we modified them as follows:

1. *System of rewards and punishments is a good motivation for teachers with medium level of morality.*

The head teacher does not need to control this system so often because the teachers know that for good results of the work gain reward. It is actually a trade - employee sells his work, the head teacher gives an appropriate reward for it.

2. *The best teachers are rewarded by manifestations of respect, trust and participation.*

They do not need supervision and control should be only minimal. They can appreciate recognition in which the head teacher expressed them confidence in their abilities and interest in their opinions.

3. *The higher the level of working skills, the more freedom the teacher should get.*
A beginning teacher will appreciate help and advice from the head teacher. Vice-versa, an experienced teacher requires scope for deciding and autonomy with minimal intervention by the head teacher.
4. *Personal example of director is particularly strong motivational tool.*
The director can barely expect initiative and high performance of co-workers, as long as he access to his own work benevolently. His persistence, proactive approach to problems and consistency on the contrary, become a model for other educators.

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