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Cochava Farjun

THE INFLUENCE OF EMPLOYEES' MOTIVATION ON THEIR CAREER DEVELOPMENT WITHIN THE EDUCATION SYSTEM

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Scientific Conductor: **Dandara Otilia**
University professor, doctor habilitat

Author: **Cochava Farjun**

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Cochava Farjun

INFLUENȚA MOTIVAȚIEI ANGAJAȚILOR DIN SISTEMUL DE ÎNVĂȚĂMÎNT ASUPRA DEZVOLTĂRII CARIEREI

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Conducător ştiințific: **Dandara Otilia**
doctor habilitat profesor universitar

Autor: **Cochava Farjun**

Chişinău, 2016

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ADNOTARE

Autor: Cochava Farjun

Tema: Influența motivației angajaților din sistemul de învățământ asupra dezvoltării carierei. Teză de doctor în pedagogie, Chișinău, 2016

Structura tezei: Introducere, trei capitole, concluzii generale, intervenție şi recomandări. Bibliografia include 143 surse din care 6 sunt website-uri, 24 anexe, în total de 125 pagini text de bază, 11 figuri şi 11 tabele, adnotare în limbile română, engleză, rusă.

Publicații: La tema tezei au fost elaborate şi publicate 4 articole în reviste de specialitate; 2 articole în cadrul materialelor conferințelor internaționale, organizate în Republica Moldova.

Cuvinte cheie: Motivație, carieră, dezvoltare personală, motivație intrinsecă, motivație extrinsecă, mediu organizatoric, dezvoltare în carieră, oportunități ale carierei, traseu de carieră.

Domeniul cercetării: Teoria generală a educației

Scopul cercetării: constă în prezentarea fundamentelor teoretice şi metodologice a modelului pedagogic de formare a motivației profesorilor pentru dezvoltarea carierei.

Obiectivele cercetării:

1. Elucidarea concepțiilor motivației angajaților cu privire la dezvoltarea carierei în sistemul educațional
2. Identificarea factorilor din mediul şcolar, ce provoacă lipsa motivației profesorilor
3. Reflectarea caracteristicilor unui comportament motivat al profesorilor, predispoziția acestora de a stagna în statutul profesional inițial
4. Examinarea impactului mediului organizațional şi a responsabililor de politici educaționale, precum şi a administrației asupra dezvoltării profesionale
5. Elaborarea şi validarea experimentală a modelului pedagogic de formare a motivației cadrelor didactice, pentru dezvoltare profesională, precum şi menținerea nivelului înalt al motivației pedagogice.

Noutatea şi originalitatea ştiințifică rezidă în conceptualizarea fenomenului de epuizare profesională şi prevenirea acestuia, identificarea caracteristicilor şi nevoilor profesorilor în cadrul sistemului educațional existent, stabilirea rezultatelor ce țin de stagnarea acestora în poziții nesatisfăcătoare inițiale, analizarea modalităților de înarmare a profesorilor cu instrumente motivaționale pentru dezvoltarea profesională, sugerarea metodelor alternative pentru dezvoltarea motivației.

Problema ştiințifică soluționată în cadrul investigației noastre este: determinarea aspectelor epistemologice a lipsei motivației pentru dezvoltarea carierei şi proiectarea unui model pedagogic pentru dezvoltarea motivației de a avansa în cariera pedagogică.

Semnificația teoretică rezidă în elucidarea argumentelor ştiințifice cu privire la importanța motivării profesorilor pentru dezvoltarea carierei profesionale, identificarea factorilor şi indicatorilor dezvoltării carierei pedagogice, generalizarea experiențelor de auto-realizare prin intermediul avansării în cariera didactică. Modelul elaborat în cadrul investigației noastre poate fi utilizat de sistemul educațional şi de diverse contexte de formare profesională ca prototip psiho-pedagogic pentru:

– dezvoltarea atelierelor de consolidare în spiritul „Roots and Wings”
– evaluarea şi îmbunătățirea impactului mediului organizațional asupra diversificării strategiilor de dezvoltare profesională
– utilizarea principiilor teoretice ce fundamentează atelierul „Roots and Wings”
– identificarea mijloacelor şi activităților de formare potrivite pentru diverse contexte şi nevoi personale, în scopul implementării strategiilor de consolidare a poziției profesionale.

Valoarea aplicativă a cercetării constă în :

- Stabilirea corelației dintre factorii motivaționali ai profesorilor şi indicatorii concreți de avansare;
- Proiectarea, implementarea şi validarea modelului pedagogic de motivare pentru dezvoltarea carierei didactice;
- Formularea recomandărilor pentru profesori, manageri şcolari, Ministerul Educației, direcționate spre consolidarea avansării în carieră;
- Oferirea unui model strategic pentru consolidarea atelierului „Roots and Wings”
- Oferirea unei baze de sarcini operaționale în dependență de necesitățile unice;
- Furnizarea unui sistem de criterii care poate fi utilizat întru obținerea feedbackului cu privire la impactul atelierului asupra atitudinilor față de dezvoltarea personală.

ANNOTATION

Cochava Farjun, THE INFLUENCE OF EMPLOYEES' MOTIVATION ON CAREER DEVELOPMENT WITHIN THE EDUCATION SYSTEM, PhD dissertation in Pedagogy, Kishinev, 2016.

Thesis structure: Introduction, three chapters, general conclusions, intervention and recommendations. The bibliography includes 143 sources of which four are websites, 24 appendices, a total of 125 pages basic text, 11 figures, and 11 tables. The annotation is presented in English, Rumanian, and Russian. The core text is exposed in 6 scientific works (4 articles in specialized journals and 2 papers at international and national conferences).

Key words: Motivation, career, personal development, internal motivation, external motivation, organic environment, career driven, career opportunity, career guide.

The field of the study: Theory and methodology of enhancing teachers' motivation for their career development

The goal of the study: The theoretical and methodological foundation of the teachers' motivational model for their career development**.**

The research objectives: to elucidate the concepts of the employees motivation in the educational system on their career development, to identify the factors of teachers' lack of motivation to develop within the organizational environment and its outcomes, to reflect teachers' motivational characteristics ,their predisposition to stagnate in their initial status, to examine the impact of the organizational environment at its various levels- policy makers, supervision, administration on the employees professional development, to find preventive ways of development stagnation and suggest alternative advancing avenues for teachers, to elaborate, experiment and validate the teachers' motivational model for career development and maintaining high degrees of pedagogical motivation

The research novelty and innovation: lie in conceptualizing the professional burnout phenomenon of teachers and its prevention, identifying teachers' characteristics and unmet needs within the existing educational system, establishing the outcomes related to their resulting stagnation in initial unsatisfactory positions, examining ways to equip teachers with motivational tools for career development, suggesting systems and alternative ways for enhancing the motivation to develop.

The scientific problem solved in the research: determining the epistemological aspects of lack of development motivation and projecting an applicative model of coping with the issue of advancing in the pedagogical career. The theoretical significance is marked by the elucidation of scientific arguments concerning the importance of motivating teachers to pursue personal career development, the identification of factors and indicators of pedagogical career development, the generalization of experiences of self fulfilment through advancing in the pedagogical career**.**

The practical value of the research consists in ascertaining the correlation between teachers' motivational factors and the concrete advancement indicators, projecting, implementing and validating the teachers' motivational model for career development, formulating recommendations for teachers, school managers, Ministry of Education, targeted towards enhancing the pedagogical career nourishing.

Implementation of scientific results. The results of the investigation were approved in the frame of scientific conferences, symposiums and educational journals and were tested in Israeli schools between 2014-2015.

АННОТАЦИЯ

Диссертации на степень доктора педагогических наук: *„Влияние мотивации работников системы образования на развитие карьеры”,* **автор:** Фаржун Кокава, Кишинэу, 2016.

Структура диссертации: диссертация состоит из введения, трех глав, заключения и рекомендации, библиография (143 источников), 24 приложения. Диссертация включает в себя 125 страниц основного текста, 11 рисунков, 11 таблиц. Результаты исследования отражены в 6 научных публикациях и участии в национальных и международных научных конференциях.

Ключевые слова: мотивация, личностное развитие, внутренняя мотивация, внешняя мотивация, профессиональная среда, возможности профессиональной карьеры, развитие карьеры,

Область исследования: Теория воспитания.

Цель исследования является теоретическое и практическое обоснование педагогической модели формирования мотивации развития карьеры.

Задачи исследования: теоретический и концептуальный анализ мотивации развития карьеры работников образовательной системы, идентификация демотивирующих факторов школьной среды; анализ поведения мотивированного преподавателя, предосположность остаться в инициальной профессиональной позиции, анализ влияния школьной среды и школьной администрации на профессиональном развитии преподавателя, мотивации преподавателей, для профессионального развития, а также поддержание высокой мотивации к преподавательской деятельности.

Научная новизна и оригинальность исследования состоит в разработке и экспериментальном обосновании *педагогической модели формирования мотивации преподавателей к развитию карьеры, концептуализация феномена профессионального истощения преподавателей и профилактика, выявление поведенческих характеристик и потребностей преподавателей, выявление причин стагнации в изначальных профессиональных позиций, предложение альтернативных методов для развития мотивации.*

Теоретическая значимость исследования: психопедагогическое обоснование значения мотивации для профессионального развития преподавателей, идентификация факторов и индикаторов профессионального развития, научное обобщение результатов эксперимента в виде автореализации средством педагогической карьеры. Выработанная педагогическая модель, может быть использована в различных контекстах профессионального развития, при помощью:

– развития и консолидации семинаров/лаборатории в духе „Roots and Wings”;
– оценивание улучшение влияния школьной среды на профессиональном развитии;
– использование теоретических принципов и практических методологий ателье „Roots and Wings”;
– идентификация научных средств и действий для различных контекстов и личных потребностей, с целью использования стратегии консолидации профессиональной позиции.

Практическая значимость исследования заключается в:

- установлении взаимного влияния между факторов мотивации и конкретные индикаторы продвижения в карьере;
- проектирование, внедрение в практику и проверка достоверности педагогической модели мотивации преподавателей к педагогической карьере;
- формулировка рекомендаций для Министерства Образования, школьных менеджеров, преподавателей, ориентированных на мотивацию работников системы образования;
- предложение стратегической модели для развития ателье „Roots and Wings”;
- предложение конкретных задач профессионального развития, в зависимости от личных нужд;
- формулировка и предложение системы индикаторов для оценивания влияния ателье на отношения преподавателей к профессиональному развитию.

Внедрение результатов. Результаты исследования были апробированы на научных конференциях, симпозиумах и в журналах об образовании, а также были тестированы в школах Израиля в периоде 2014-2015 годах.

INTRODUCTION

The research theme relevance

At the turn of the millennium the educational system is incessantly confronted with new challenges, impelling it to re- innovate itself in order to adapt itself to the dynamic universe which keeps developing in front of our eyes. Accordingly, teachers' as key figures of the system are forced to adjust themselves to the new reality and seek ways of developing themselves in order to realize themselves professionally and fit the needs of their pupils who do not look up to them any more only for the sake of attaining information since this can easily be found independently, but as models who are in charge to supply them adequate support to become themselves significant human beings. The phenomenon of teachers' lack of motivation which could until recently be easily ignored without having to shatter the whole educational system drastically must be re-considered and new solutions must come into the field. A most recently emerging approach considers teachers' burn-out phenomenon which is strongly related to the gradual decrease in motivation, as an expression of disappointment which is often experienced being unexpectedly faced with the gap between initial expectations for professional success and the harsh crash with concrete context of the educational organization culture.

It can be said that the burn-out process may take place whenever one's dreams of professional impeccable functioning crash and the employee is left with a hurtful sense of lack of confidence, frustration and despair, feelings that might finally lead to burn-out- or actually to the known gap between *"the expected"* and *"that what is practically been observed"*, [64, p.595-606].

In many demanding professions let alone teaching the phenomena of a shocking crash between a previous idealized distorted image and the effects of being practically on the spot after the training period is over, is often realized and hence it has adequately been addressed by various authors. As to teachers' burnout, the burnout issue had been treated from different angles, involving impacting factors within the educational system both in Israel and across the world. Nevertheless, this wide spread problem has been usually dealt only in connection with the didactic process of learning challenges and its disparity has mainly been mentioned when it has a devastating effect on students, while its direct devastating effect on teachers themselves as main service suppliers, had been usually ignored. Although the problem of lack of motivation touches all the involved parties within the educational system it is less acknowledged in the research as a critical damaging problem amongst teachers no matter how burned out these systemic key factors may actually feel. Burn-out is the known expression that is used when

coming across teachers who have lost their enthusiasm to teach or do what they once loved, filling them with pride and believed they will do so all their life.

The behavior of burned-out teachers is characterized by a reduced work ethic and a low level of performance, frequent non-attendance or being late to work, high employee turnover, supplying a deficient service and indifferent addressing the fellow people filled with hostility [53, p.400-410; 54, p.140-144; 62].

Actually, the familiar phenomenon of decrease in motivation or as it is termed in the research literature – the phenomenon of burnout amongst teachers, causes concern not due to that group of teachers who leave teaching but due to those who choose to stay despite the lack of satisfaction and hurt the quality of the educational services delivered by them.

Since teachers' burnout can have far-reaching impacts behind the practical defective professional functioning of teachers, addressing the phenomenon and its prevention has become a major problem of the education system all over the world and especially in Israel. Teachers' present burnout, affects the essence of the educational system reaching the pupils who are in their charge and their learning motivation which in turn is due to bear further implications upon their functioning when becoming themselves adults who have to cope with various demanding contexts.

The description of the situation in the research domain and the identification of the research problems

Most recent research points out that teachers' motivation level is an unstable element which tends to decrease over years and is hardly impacted by burnout [53, p.400; 54, p.141; 90, p.170; 132]. The permanent contact with the harsh reality of over-crowded classes, endless discipline problems and lack of mental and financial compensations including the fact of low status and salary, let alone the over burden of additional tasks due to the frequent "reforms" that are enforced every now and then by each new education minister may also contribute a great deal to this unwelcome phenomenon. The burnout phenomenon which begins at the very moment any young idealistic teacher enters the educational system territory, increases drastically over years so that many of the older teachers feel unchallenged when having to confront once and again the same dull monotonous hours. Consequently, teachers start doubting whether their initial professional choice is still right for them while their pedagogical performance becomes less and less effective and the option of leaving the educational profession does not seem unreasonable any more [63]. Nevertheless, the critical implication of the teachers 'burnout as it has been proved by this study, is not only the hurtful decision to leave teaching which had been until recently a pride source, but the even worse "choice" of those teachers who decided to keep

staying within the educational system, causing damage to the quality of the educational services that are in their charge, including frequent unmotivated non-attendance, limited significant contact with pupils or even hostile patterns. When burnout prevails, teachers avoid praising competent or striving pupils let alone those ones who are more challenging, being less sensitive to their emotional and physical needs, tending to adopt a total critical strict approach. As a result, pupils self-image as competent learners, their trust in their teachers and the whole educational system under grows a devastating decrease. Eventually, the decrease in intrinsic motivation does not stop here but may impact their future academic process including initiative and creativity avenues.

Since motivation is a critical element of achieving goals in the pedagogical field and beyond it, it can be assumed that a most relevant aspiration of the educational system is opting for teaching out of motivation. Besides, nowadays teacher's present role has undergone a demanding metamorphosis in the face of the rapid access to the vast media, being impelled to move beside providing information which had become practically almost redundant in the Google era, to more challenging up to date educational aspects such as stimulating pupils motivation to learn, their curiosity to look independently for relevant information and eventually, facilitating their will to aspire to self- realization. In an age when parents must work long hours for making a living and children spend precious time in front of computer screens, when human direct relations have become limited, teachers have become even more significant as models, and there is no substitute for their catching enthusiasm for learning and opting for development. Hence, we can claim that empowering teachers to opt for self- development has become an indispensable must. Moreover, since work has become a legitimate means of self-accomplishment and not just a way of making a decent living, looking for avenues of innovation and self- development has become a relevant way of filling one's life with significance. Self-development which is concretized by self- realization can turn teaching into a more significant satisfying role which in turn can return the lost motivation into the educational system.

The theoretical and methodological aspects of the current research are based upon the classic humanistic need theories deriving from Maslow's human motivation approach which maintains that-" man is a perpetually wanting animal" and when the most relevant goal is realized, the next higher need emerges, moving gradually to the newer ones which acknowledge the role of adopting coping strategies that enhance self-direction, responsibility and involvement.

We also consider Bandura's approach [28, p.91] who positions the concept of perception of personal ability at the center of behavior, based on the assumption that an individuals' behavior is

mediated by cognitive processes that develop in a process of social interaction and eventually as a key approach of our study.

A most recent powerful and significant approach that led this research, is the newer "self-direction"/life- long theory of Ryan and Deci [114] and Ryan and Netta [115] which fit the spirit of our dynamic era, claiming that the source of motivation is a product of three basic psychological needs inherent in human life which definitely cannot be ignored:

The complex problem of dealing effectively with burn-out had been addressed by the following leading authors at its different aspects:

- The complex problem of dealing effectively with burn-out had been addressed by several leading authors at its different aspects: Dedrick, C.V.L. & Raschke, D.B. [44]; Eilon, E. & Lahad [49]; Friedman I. A. [64]; Șova T. [12, 13]; Borozan M. [1, 2].
- *The issue of motivation* has been researched by: Carlson [34], Bar Haim, Vardi & Hofstater, [29], Ryan & Deci [114], Ministry of Education [99], Budden, [139], Ofoegbu [103], Wagner & Manor [132], Malach-Pines [91], Tzabar Ben Yehoshua [131], Friedman & Gavish [63], Maslow [95], McClelland [97], Alderfer [18], Locke [86]), Adams [16], Bandura [28], Ryan & Neta [114], Katz [82], Eilon & Lahad [49], Harpaz [73]; Guțu Vl. [9]; Poștan L. [11] .
- *The issue of career* was studied by Bar Haim, Vardi, & Hofstater [29], White [136], Aviram [26, 27], Lavi [84], Nahman [100], Fuller [66], Super [126], Driver [47], Schein [117]; Dandara O. [6, 8].
- *Personal development* was researched by Maslow [96], Rogers [112], Frenkl [61], Glazer [69], Seligman [122], Ben Shachar [31]; Kaplan [78]; Dandara O. [7]; Cojocaru V. [3-5].
- These three concepts entail differentiation in conceptualization as regards their historical and epistemological development.

Motivation for professional development - has been studied by researchers who connected motivation for personal development and burnout.

Researchers noted a connection between the lack of opportunity for professional advance amongst teachers and burnout, and the existence of a connection between professional advancement and teachers' motivation. The connection exists due to the fact that professional advancement is perceived as one of the significant factors that offer teachers a sense of self-realization.

Additionally, teachers without motivation are characterized as those seeking means of reducing interactions with pupils; they are less sensitive to the mental and physical needs of their pupils. They minimize the transference of information and awarding praises to their pupils tending to reduce their support.

The importance of personal development in teaching is reinforced in light of the reality of post-modern life [40, 53, 56] is characterized by lack of stability and multiple changes, a reality in which the term "career" gets a different meaning. Not one career any more, which is steady throughout life but a dynamic and changing career. A reality in which the working week shortens and there are more leisure hours. In a reality in which employees are not obligated to go to the workplace but can also work from home, work should receive a different meaning than before. Today, people see in work a place that enables personal development and self-realization. Therefore, the characteristics of the post-modern reality should also find their expression in the education system. The teaching profession should include a developmental horizon that would be expressed in the advancement courses of teachers to prevent functioning in conditions of dissatisfaction, to create motivation amongst teachers and to create an optimal functioning.

An examination of teachers' burnout phenomenon in the research literature with its factors and way of prevention, can shed light on the issue of motivation for their professional development since many of the factors that might lead to burnout of teachers constitute, in fact, motivational factors for the professional development of no small number of teachers.

As it may be concluded from existing research**,** the conceptualization of motivation reveals that the term encompasses diverse fields in a person's life.

Nevertheless, the changes that have taken place over the years in conceptualization of motivation, lead to a distinction between two dominant paradigms: the modern and the post-modern paradigm. In each of these two periods, motivation receives a unique meaning according to the spirit of times. In the modern period motivation is perceived by theoreticians as a basic biological mechanism aimed at survival and achieving basic needs for survival [41, 43, 53, 56, 57]. In contrast, in the post-modern period, motivation is perceived as a directed and conscious mechanism that operates out of consciousness and choice [16, 18, 26, 40, 43, 54].

The theories presented as a theoretical background of this research offer a representative sample of the most dominant approaches to the conceptualization of. Despite a century of research in this area there is apparently no agreement among theoreticians, researchers and writers regarding a uniform definition of the term. A great variety of definitions exists in this area, which emphasize different aspects (emphasis upon impulses, needs, learning, goals, achievement, social background, etc.).

The dependence upon reality, world view and culture arises from the perceptions of the term of motivation. In a reality characterized by stability and the absence of changes and alternatives, people have been doing what has been demanded of them in order to fulfill their existential needs. Out of this reality of life which has become anachronistic in the post-modern

area, a world view has emerged that assumed that the source of motivation is the fulfillment of basic needs. However, this pragmatic assumption cannot be valid any more in a highly dynamic reality with many leisure hours, when people are autonomous in constructing their reality as they please. This reality is highly relevant for the educational system and especially for teachers who are in charge of shaping the future of new generations.

The scientific problem solved in the research: determining the epistemological aspects of lack of development motivation and projecting an applicative model of coping with the issue of advancing in the pedagogical career. The theoretical significance is marked by the elucidation of scientific arguments concerning the importance of motivating teachers to pursue personal career development, the identification of factors and indicators of pedagogical career development, the generalization of experiences of self fulfilment through advancing in the pedagogical career.

The research goal: consists in providing the theoretical and methodological foundation of the teachers' motivational model for their career development.

In order to realize this goal, the following **objectives** have been proposed:

1. to elucidate the concepts of the employees motivation in the educational system on their career development,
2. to identify the factors of teachers' lack of motivation to develop within the organizational environment and its outcomes,
3. to reflect teachers' motivational characteristics ,their predisposition to stagnate in their initial status,
4. to examine the impact of the organizational environment at its various levels- policy makers, supervision, administration on the employees professional development.
5. to find preventive ways of development stagnation and suggest alternative advancing avenues for teachers,
6. to elaborate, experiment and validate the teachers' motivational model for career development and maintaining high degrees of pedagogical motivation.

Stemming from the theories of Vroom [134] and Locke [86] we may consider that professional development in career is an outcome of a lack of ability of an employee to achieve the goals he has set for himself similarly to a lack of ability to realize expectations. As goals are personal and unique, there are diverse reasons in relationship to employees' goals or expectations and eventually development in the professional career can stem from different goals or expectations that might not usually been realized in the workplace.

The following **two main hypotheses** of the research were formulated on the basis of the above mentioned theories:

1. Personal development would occur amongst teachers with inner motivation
2. The implications of personal development would be expressed in an increase in the level of motivation, i.e., teachers who developed in their professional careers would have a higher level of motivation than those who remained in their positions as teachers.

The basic research periods: The research had been carried out from 2012 to 2014 and included 4 periods:

1. The first period (February 2012-May, 2013) – orientational: We studied the literature related to motivation in general and its various aspects including ways of enhancing it in employees and particularly in teachers.
2. The second period (June 2013- January 2014) – design: projecting the management methodology model for identifying defective functioning and enhancing coping strategies.
3. The third period (February 2014-July 2014) – experimental: further elaboration of the motivational model for enhancing teachers' coping strategies of developing the educational career , fulfilling the pedagogic experiment to define the efficacy of the motivational methodology model for empowering teachers.
4. The fourth period (August 2014-July 2014) – summarizing and concluding and reaching recommendations based on the current research and implications for further research: working out the research findings, i.e. analysis, generalization, systematization, summarizing, and description of the experimental research results; studying connections between the theoretical and empirical conclusions.

The research novelty and innovation: lie in conceptualizing the professional burnout phenomenon and its prevention, identifying teachers' characteristics and unmet needs within the existing educational system, establishing the outcomes related to their resulting stagnation in initial unsatisfactory positions, examining ways to equip teachers with motivational tools for career development, suggesting systems and alternative ways for enhancing the motivation to develop. The scientific problem solved in the research: determining the epistemological aspects of lack of development motivation and projecting an applicative model of coping with the issue of advancing in the pedagogical career. The theoretical significance is marked by the elucidation of scientific arguments concerning the importance of motivating teachers to pursue personal career development, the identification of factors and indicators of pedagogical career development, the generalization of experiences of self fulfilment through advancing in the pedagogical career.

The practical value of the research consists in ascertaining the correlation between teachers' motivational factors and the concrete advancement indicators, projecting, implementing and validating the teachers' motivational model for career development, formulating recommendations for teachers, school managers, Ministry of Education, targeted towards enhancing the pedagogical career nourishing.

Theoretical and methodological aspects of the research

My initial drive to investigate the motives underlying teachers' professional development are basically personal, stemming from personal experience wishing to understand why professional development is not an ambition amongst all the teachers in the education system.

For twenty years I was a teacher in the education system. After working for several years I felt burned out, and reached the conclusion that I had fulfilled my role as a teacher, urging to find innovation and renewal. Although I changed three organizational environments, I did not find any applicative solution in any of them. Eventually my personal development stemmed from the education system which I found to be an external factor rather than from the familiar organizational environments in which I initially worked.

Starting from the **personal experience** and my close attachment to the field I looked for appropriate theoretical and methodological aspects to deal with the current research problem finally defining the following humanistic and social approaches mentioned above to constitute its praxiological basis because they seemed to fit the essence of my **research problem** which deals with meeting teachers' unsatisfied needs :

- The need for autonomy – an individual's need to feel that his behavior stems from him and expresses his needs and authentic inclinations;
- The need for capability – an individual's need to feel that he has the ability and is capable of realizing aims that hard to attain;
- The need for connection and belonging – an individual's need to love and be loved

– seeking to discover the environmental conditions that might encourage or rather impede teachers' development, aiming to characterize, explain and enhance teachers' motivation to advance in their career by means of seeking significance and self- realization;

In the process of the implementation of the research I employed the following methods:

1. Theoretical – scientific literature, analysis of the phenomenon of burnout and of professional advancement, correlations, verifying variables and systemic analysis.
2. The research section entailed questionnaires that included closed and open items and an in-depth questionnaire.

3. The experimental stage entailed paying attention to variables, training, evaluation and assessment, the experiment itself, beginning and concluding evaluation questionnaire (use of the "impressions of a professional career", collecting findings, evaluation and self-assessment of the workshop participants.
4. Interpretation – the scientific methods, quantitative and qualitative analysis, analysis of the data using diagrams

The scientific problem that is solved in the current research emanates from the theoretical and practical basis of several pedagogic benchmarks on which it was possible to conceptualize the training in the empowerment workshop "Roots& Wings", so that these strategies will be able to contribute to a rise in the level of motivation for personal development in the teaching career.

The theoretical value of the study lies in it providing a psycho-pedagogic basis for training in strategies that are manifested through:

1. Defining the concept of the empowerment workshop "Roots& Wings"
2. The impact of the organizational environment on taking strategies for professional development
3. Identifying the theoretical principles underlying the workshop "Roots& Wings"
4. Identifying training tools and activities underlying the workshop
5. Conceptualizing the pedagogic model

The applied value of the research

1. Providing a basis for transition strategies through the empowerment workshop "Roots& Wings"
2. Providing a basis for the strategy of training skills
3. Providing a basis for modular and operational tasks dependent on unique needs.
4. Providing a system of components that can be used to obtain feedback regarding the impact of the workshop on attitudes to personal development is applied through theoretical and experimental studies, comparative analysis of the experimental values.

The research findings were evaluated by quantitative analysis of the questionnaires before and after the workshop

Statements offered for defense

1. There is a positive correlation between the organizational environment and the motivation for personal development.
2. There is an impact of self- ability awareness and motivation for personal development.
3. Teachers that have advanced in their professional career experience a greater self-satisfaction than their colleagues that did not advance.

4. The indicators of the teachers' attitudes about personal development: such as acquired available self-efficacy, intrinsic motivation for personal development and occupational aspirations enable to monitor the empowerment process within the educational environment.
5. Integration of the professional development methodology model of ROOTS& WINGS workshop for preventing burnout, elaborated at theoretical and practical levels, in correlation with burnout factors, principles and forms of education, factors of education and burnout preventive strategies and methods, create the premises for the self-acknowledging of teacher's hidden abilities and transform them into available competence indicators which can be constantly accessed and improved.

The implementation of the scientific findings was conducted in a voluntary framework. I addressed teachers I knew who had more than eight years of seniority in the education system and asked for their agreement to participate in the workshops. Thereafter I asked them to direct me to other teachers with at least eight years of seniority as teachers and asked for their agreement.

The volume and structure of the thesis:

The research had been exposed in 125 pages of core text.

The introduction to this study presents theoretical benchmarks that afford the relevance and the importance of the subject as regards the goal, hypotheses and research objectives. Similarly, the theoretical importance of the study is explained, transferring the consequences into practical strategies by implementing the Motivational Model into the ROOTS& WINGS workshop .Eventually the practical value of the experiment was estimated by distributing again the initial questionnaires after which the results were obtained and verified.

Chapter one - The epistemological benchmarks of motivation on professional development o teacher, presents the historical and epistemological development of the term *motivation* in various periods and its changing direction till the post- modern era, discussing the emergent implications in general and eventually the way it may impact teacher's motivation in particular .

Chapter two - The conceptual context of the teachers' motivation for professional development- examines the historical and epistemological development of the concepts *career* and *personal development of teachers.* A review of the issue of motivation for teachers' personal development is presented from the perspective of the two defined eras, namely the modern and the post- modern one, concentrating on the challenges and disparities of the post-modern era ; similarly, theoretical and practical benchmarks of researching motivation for professional

development are identified and analyzed, trying to elaborate adequate strategies for enhancing coping with the burnout phenomena.

Chapter three - The research methodology /The experimental validation of the pedagogical model of motivation for career advancement amongst teachers identifies and conceptualizes the key theoretical and practical benchmarks of enhancing teachers motivation to become aware of their hidden potential and further urge to develop in their career ,offering adequate coping strategies through the pedagogical motivational model “Roots& Wings” with the goal to provide the needed empowerment for teachers who remained in the educational system after eight years in spite of various challenges. The considerations, objectives, the implementation of the workshop and findings are presented. Similarly, the way in which the research results were obtained and verified are described.

1. THE EPISTEMOLOGICAL BENCHMARKS OF MOTIVATION ON PROFESSIONAL DEVELOPMENT OF TEACHER

1.1. Motivation-conceptual delimitations

The term motivation is derived from Latin – motivus, which means “a driving force”. In essence, this is a personal phenomenon which establishes, to a large degree, an individual's abilities to achieve his personal goals. It is also a school manager resource to realize one's needs and expectations. Hence, motivation is a term which describes behavioral drives and as such, it is a key concept of this research which deals with improving teachers' functioning with a broad perspective to the future of next generations [40].

It is customary to distinguish between intrinsic and extrinsic motivation [91, 114, 117, 122, 111].

Intrinsic motivation is performing an activity for the sake of satisfaction that is inherent within it, rather than for the sake of other outcomes .

Extrinsic motivation is performing an activity as it leads to a certain outcome.

While moderate levels of motivation tend to improve a person’s functioning in most tasks, In contrast, very low levels of motivation do not necessarily encourage a person to action, and too high levels of motivation might invoke apprehension that would harm his functioning [57, 58, 97].

The importance of researching the issue of motivation rises in light of the fact that motivation fills an important and significant role in all aspects of a person's life, as a phenomenon that determines the ability to achieve personal purposes and realize needs and expectations. It constitutes both a means and a purpose for human behavior. As a means, motivation is a condition for action as there is no action without motivation for action. As a purpose, motivation can stem from various reasons – in order to gain an award, to avoid punishment, to impress others, as it is important, as it is interesting, as it is pleasurable.

Following, a conceptualization of motivation will be reviewed in order to follow up on the different motives underlying behavior.

Throughout the course of the development of psychology as a field of knowledge and research, many explanations of human conduct have been formulated. Some theoreticians have claimed that when the balance of psychological energy is disrupted it leads to behavior. Others have claimed that behavior is an outcome of planned learning which operates via rewards and punishments. There are those who have focused on intrinsic needs of man, whereas other

theoreticians emphasized the goals an individual sets and works towards achieving. There are also those who have pointed to the cultural and environmental influences which define short term goals and behaviors of an individual [27, 35, 41].

The literature which specifically interests us, is that which emphasizes the change in the conceptualization of the source of motivation. While early approaches conceptualized motivation as a basic biological mechanism, which is aimed at survival and the achievement of basic short-term goals for survival purposes (from attaining food or self-defense to love and socialization) this perspective is today considered at least anachronistic. Until the first half of the 18th century, it was assumed that the individual operates instinctively and is unaware of his want and the fulfillment of his needs. The assumption was that motivation occurs via physiological processes (that are non-conscious), as in other animals [18]. These perceptions have observed people as being "programmed" to seek pleasure and avoid suffering. From the second half of the 18th century, the more accepted assumption has been that man operates out of awareness and rationally attempts to avoid suffering and produce pleasure [16, 17; 39; 40; 55; 107; 115; 122; 128; 134]. These advanced perceptions, as opposed to previous ones, conceptualize motivation as a directed and aware mechanism, and see an individual as possessing awareness and choice.

It can be stated that the unifying factor between these two periods is the hedonistic principle (the principle of pleasure), which means, an aspiration to attain pleasure on one hand and a fear of suffering on the other hand, but are the basis for any motivation. However, what differentiates between the paradigms of these two periods is the power source which is behind the desire to achieve pleasure; the traditional paradigm indicates an individual's needs as the source of power. Such an example is found in Maslow's theory [96], which states the need for socialization: an individual will associate with others either to satisfy the need for a connection with others or in order to avoid being alone. On the other hand, the novel paradigms indicate *consciousness and thought* as the source of power. For instance, external motivation, which is a prototype in Ryan and Deci's theory [114], indicates execution of actions out of pleasure from the execution itself: a pupil will learn due to the pleasure of the learning process and not in order to receive a reward or reinforcement. Hence, motivation for learning stems from the intellectual process and its source is in choice.

Each one of these periods – modern and post-modern – has its own life reality with its unique characteristics: stability versus flexibility, uniformity versus change, work as a necessity versus work out of choice, dictated reality versus constructed reality.

Following is an elaboration for each of these characteristics:

1. Stable reality versus dynamic reality: the dynamism characterizing the post-modern era, is expressed, amongst other things, in changes and technological developments taking place every now and then, in personal development versus stability and continuity which have characterized the modern period.
2. Unity versus change: unity, which has characterized modernism and has been expressed in an aspiration to describe all natural phenomena through one unified theory, was replaced by the aspiration for a multi-faceted, unexpected explanation of post-modernism.
3. Work as a necessity versus work out of choice: during the modern era, a major part of an individual's life is dedicated to providing a livelihood. Work has been perceived as a vital condition for a good life. In the new society, work has been the result of an autonomous choice, made by taking into consideration areas of interest and the main goal of the individual's life, as well as out of the aspiration for profitability and as pleasant conditions as possible, so that individuals are autonomous to practice it from their free will.
4. Dictated reality versus constructed reality: a reality of vast potential leisure in post-modernism following the shortening weekly work hours and the increase of leisure hours. These are a direct outcome of the optimization and mechanization process based on telecommunications and sophisticated knowledge, which has created a social reality that encourages development and the realization of autonomy. Consequently, people have become autonomous in controlling their activities and constructing their situation, as opposed to the modern period in which the crucial part of an individual's life has been dedicated to activities for the provision of a livelihood [16; 18; 57; 58; 69; 114].

There are many theories which attempt to explain the phenomenon of motivation and predict the level of individual's willingness to invest effort. The common denominator for most of them is the assumption that motivation relates to internal processes in a person, through which he raises his own and external resources and translates them into an effort. The second assumption is that motivation is a uniform phenomenon on a gradient scale that ranges from a low to a high level of motivation. The theories differ from one another in that each gives a different explanation as to the mechanism of raising resources for action [114].

Bar-Haim, Vardi, and Hofstater [29] and Ryan and Deci [114] differentiate between content-focused and process-focused theories. This differentiation between the two is meant to distinguish between the questions of “what” motivates people and “how” they are motivated. Content-focused theories describe the awakening of an individual's needs and factors which drive him to act in a particular manner, and they explain the satisfaction of an individual's needs and impulses. On the other hand, process-focused theories describe the manner in which the

awakened motivational behavior is fulfilled and they explain how motivation is formed and what sustains it.

Following, a number of older theories will be presented which stem from the needs approach. In this, an individual of any culture has basic mental needs he must fulfill in order for people to invest in actions which contribute to their welfare and the welfare of others and do so qualitatively. The investment must satisfy these needs [107, 112, 136].

It appears that the study of motivation for learning stems from the assumption, that is apparently clear to every teacher, that when pupils lack motivation it is practically impossible to teach them. Based on this assumption, the question arises whether the existence of motivation for learning is determined in its entirety outside the class framework and may be even outside the school walls? Does a teacher have the responsibility to attempt to teach the best he can in light of the motivational condition in which his pupils find themselves? Regarding the current study, the question arises whether the amount of motivation of pupils and its quality do not depend to a large extent upon the circumstances a teacher creates in a class? Many studies respond “yes” with a capital “Y”, as teachers’ motivation for teaching constitutes a key factor for their professional effectiveness. Studies [44; 50; 69; 88] indicate the positive implications of teachers’ motivation on the education system .

Teachers' motivation has been found to affect achievement in school, their desire to participate in the educational process and its promotion, and their behavior [43; 46; 49]. Highly motivated teachers can create a good social, psychological and physical climate in a class and integrate professional knowledge, knowledge of content in the field of knowledge, interpersonal knowledge and intra-personal knowledge [29; 42]. High motivation for teaching leads to high motivation for learning by pupils and vice versa [62; 67; 137]. The research literature [91; 104; 120] presents a scenario according to which the level of teachers' motivation is a changing component throughout their professional careers. In the course of the teaching career there is a decrease in their motivation. This phenomenon arouses an extensive public and professional interest in many different countries and is termed in the research literature as 'burnout.

Motivation and self-direction [103; 107; 115]: This study proposes a new reading of a school from the standpoint of the “self-direction” theory [115]. [The practical meaning is cultivating internally directed, autonomous motivation, through the satisfaction of basic human needs on the part of education personnel in every activity

In the US, just like in Israel, the issue of motivation has been studied from diverse aspects such as :

1. Intrinsic and extrinsic motivation – new directions [66]: This study presents the theory of self-direction according to which there is no dichotomous distinction between extrinsic and intrinsic motivation. The self-direction theory identifies a large variance in the extent of autonomy of extrinsic motivation.
2. The relation between the type of motivation (intrinsic/extrinsic) and study assignment [25]: A distinction was found between pupils with intrinsic motivation and those with extrinsic motivation in relationship to executing study assignments. Pupils who are intrinsically-directed tend more to execute challenging assignments while pupils who are extrinsically-driven tend to be satisfied with less complex and less challenging assignments .
3. The relationship between teachers' teaching methods and motivation for the pupils' learning [26]: The findings of the study emphasize the importance of teachers' skill in managing a class as another necessary component, however insufficient, in creating a class environment that would support the positive motivation of pupils .
4. Adjustment between ways of motivation and the reality of our times [47; 53; 54; 58; 66]: This study attempts to claim that "carrots and sticks" are to be replaced as extrinsic factors of motivation by intrinsic factors of motivation such as autonomy, space for development and growth. The purpose of change in the method of motivation is to prepare the youngsters for the world of today and tomorrow. Pink [107] avers that the work people perform presently is different is character and complexity. People nowadays have drives additional to the biological drive such as the drive to direct our lives by ourselves and improve things that are important to us.

Motivation as a drive

Earlier research and theories have granted importance to needs in understanding human motivation .

Need is defined as a demand for something an individual requires and wants.

A need arises within an individual when an imbalance exists between an intrinsic mental state and a desired state, which provides an individual with a desired and attractive outcome. Need can be translated to drive, to purposeful behavior and relieving the need [96].

Maslow views need as a congenital element. His approach is based upon a hierarchy of needs: a series of purposes an individual has, which constitute his basic needs. Some of them are needs of "deficiency," such as, physiological needs of hunger or psychological needs of self-worth and belonging; some of these needs stem from "growth," which drives an individual to develop his intrinsic potential.

The hierarchy stems from the principle that needs, at every level, must be fulfilled before the need of the next rung on the ladder is activated. The more the physiological and security needs are fulfilled, the more the intensity of the need will decrease and the driving force of belonging, recognition and self-fulfillment will increase. As opposed to previous needs, the need for self-realization has no bounds for satisfaction.

An attempt was made [18] to correct and improve Maslow's theory by decreasing the number of categories of needs to just three. This theory has been labeled as the ERG Theory, according to which

1. Existential needs are parallel to physiological and safety needs ;
2. Relatedness is parallel to social needs in Maslow's [96] hierarchy ;
3. Growth is parallel to the need for appreciation and self-realization

The similarity between these two theories lies in the fact that satisfaction of a need at a lower level leads to a desire to satisfy a need at a higher level. However, Alderfer [18] as opposed to Maslow [40], maintains that needs do not operate in one direction only (from low to high), but rather operate through reciprocal relations with no set order.

The improvement made by Alderfer [18] in Maslow's [96] theory is expressed in a mechanism which operates according to a process of "compensation" that is termed frustration-withdrawal.

McClelland, [97], in his theory of achievement, like his predecessors, assumes that the source of motivation is needs, but contrary to them, he integrates two additional dimensions: learning and environment. He believes that an individual internalizes, through a learning process, needs defined by the cultural environment in which he lives. This approach states that motivation draws its power from a psychological need for achievement, which is a subconscious need according to him.

Accordingly, an individual has three groups of needs: achievement, connection and power .

So far, content-focused theories have been presented. These theories, that have considered the source of motivation in needs and their satisfaction as the fundamental activities of a motivated individual, are congruent with the traditional perception predominant in modern times .

Below, theories, known as *process-focused* theories that represent perceptions which have gradually evolved from the second part of the 18th century till now and are significantly relevant for our research, will be presented. These theories stress the cognitive process, which influences the levels of drive and satisfaction .

The most prominent theories of this approach are :

1. Expectation theory [134];

2. Goal–oriented theory [86];
3. Fairness theory [16, 17];
4. Direction theory [43, 53; 56; 66; 67];
5. Goal achievement theory [86].

Motivation, as a product of evaluation, embraces a number of theories which represent the term motivation as a product of evaluation processes of different aims and goals. Vroom [134], in the expectation theory, considers the source of motivation as an individual's expectation that his behavior will attain the desired results.

At its basis is the assumption that an individual's behavior is derived from considerations of expediency, while comparing the alternative means whose purpose is to achieve the desired goal. This model is comprised of three variables which determine the level of an individual's motivating force to invest his efforts: expectation, purposefulness and value. Expectation is an individual's belief that he would achieve the result through the effort invested. Purposefulness is any actual outcomes of the effort invested. Value is the value or importance an individual attributes to the primary purpose of his activity.

Like Vroom [134], Locke [86] in his goal oriented theory, view behavior and human activities as mainly directed by conscious thought processes. Hence, motivation is a mechanism which connects awareness and purposeful activity, aimed at achieving conscious, definite goals.

These above two theoreticians see the source of motivation in *setting a purpose and its essence it achieving it*. Both assume that an individual's behavior stems from considerations of expediency while comparing alternative means whose purpose is achieving a desired goal. These two theoreticians indicate the existence of a comparative process which an individual makes in relationship to himself. He considers the alternatives at his disposal, when the guiding line is which way would lead him to attaining the goal he has set for himself. Henceforth, motivation will exist where there is a way that would lead to attaining the goal. In contrast, the author of the Theory of Fairness [16, 17], makes a different comparison. Fairness is explained as a comparison of the ratio between the investment of an individual in the reward he receives and between those of others with whom he has direct or indirect reciprocal relationships. The ratio between the outcomes and rewards of an individual may be greater, lesser or equal to those of other individuals. The individual compares what he receives for his investments and what he thinks others receive for similar ones. A state of unfairness is characterized by an individual's sense that the ratio between his investments and rewards is different than that of others. According to the working assumption of the theory of fairness, there are two types of unfairness: one stems from "absence" and the other from "excess". The first exists when the ratio of rewards is lesser than

that of others, in which case motivation is diminished. The second exists when the ratio between rewards and an individual's investments is higher than that of others; this will encourage an individual to make greater effort and as such, it is mostly significant for the goal and objectives of this research.

Learning theories present various mechanisms of understanding behavior as a series of acquired responses, theories derived from the behavioral approach which focuses upon the environmental influence on an individual's behavior.

Behavior which leads to a positive reinforcement experience is likely to foster this behavior more frequently, while behavior which results in a negative experience will more likely occur less frequently. The foundation of this theory is the "law of influence," according to which repetition or cessation of a behavior is conditional upon positive or negative outcomes. Bandura [28] positions the concept of perception of personal ability at the center of the cognitive social approach, which is based on the assumption that an individuals' behavior is mediated by cognitive processes that develop in a process of social interaction. The basic assumption of this approach is that the environment, the person's cognitive processes and behaviors mutually influence each other and that an individual attempts to understand his environment. The term self-capability describes the perception of an individual of himself as capable to successfully perform the tasks at hand.

According to Bandura [28] "the individual's learning" is a process of taking personal responsibility and control, which can be influenced by the environment. He avers that two important factors influence an individual's behavior:

1. Self-regulation: the individual has the possibility of regulating the influence of the social environment on him and determines the direction of his behavior in light of the goals he set himself. In his opinion, it is a product of extrinsic (environmental) and intrinsic (individual) processes.
2. Self-capability: deals in knowing that an individual is capable of executing a certain task.

It can be seen that significant weight is assigned to cognitive processes [28]. He describes them as affecting human behavior and being affected by it. A person's ability to regulate the effects of environment to determine a certain behavior according to purposes and be able to estimate the level of success in fulfilling the task are behaviors that express the idea that the cognitive process affects the levels of motivation. The changes that have taken place over the years in conceptualization of motivation, lead to a distinction between the two dominant paradigms: the modern and the post-modern paradigm [58]. In each of these two periods, motivation receives a unique meaning according to the spirit of times. In the modern period

motivation is perceived by theoreticians as a basic biological mechanism aimed at survival and achieving basic needs for survival [18; 95]. In contrast, in the post-modern period, motivation is perceived as a directed and conscious mechanism that operates out of consciousness and choice [16; 17; 31; 40; 53; 66; 73; 80].

The dependence upon reality, world view and culture arises from the various complex perceptions of the term of motivation. In a reality characterized by stability and the absence of changes and alternatives, people had been doing what has been demanded of them in order to fulfill their existential needs. Out of this reality of life a world view had emerged that assumed that the source of motivation is basic need. However, in a highly dynamic reality which demands constant readiness to grow and develop one's abilities, with many leisure hours, people are autonomous in constructing their reality as they please.

Thus far two groups of theoreticians have been presented. Each group was identified with one of two periods – modernism and post-modernism. So far, it can be assumed that the two groups of theories which conceptualize motivation are dichotomist in their conceptualization of the phenomena. In accordance with a group of theoreticians who present a "content focused theory," the source of motivation is need. In addition, according to theoreticians who present "process focused theories," a cognitive process is the source of motivation. Most theoreticians have regarded motivation as a complete term, which stands on its own, without distinguishing between the level and type of motivation. In later research [114; 134], which deals with the conceptualization of motivation, there is no differentiation between need and desire and no clear-cut distinction of whether or not motivation exists. Rather, there are tendencies, and proportionality and motivation are referred to as distinguished and discerned terms and as a person-contingent and even specific situation-contingent. Following are theories, which deal with motivation, as appeared in the latest studies:

Ryan and Deci [114] and Ryan and Netta [115] consider, with regard to the **self-direction theory**, that the source of motivation is a product of three basic psychological needs inherent in human life :

1. The need for autonomy – an individual's need to feel that his behavior stems from him and expresses his needs and authentic inclinations ;
2. The need for capability – an individual's need to feel that he has the ability and is capable of realizing aims that hard to attain ;
3. The need for connection and belonging – an individual's need to love and be loved .

These researchers aver that satisfaction of these needs could lead to a profound and quality involvement, whereas, suppression or prevention of their satisfaction will damage the quality of

motivation. This is an expression of needs, as revealed in the traditional paradigms; however, there is a distinction here between two types of motivation - intrinsic and extrinsic. Intrinsic motivation is described as the execution of activities out of pleasure and satisfaction from its mere execution. Extrinsic motivation is described as the execution of activities whose goal is to achieve some distinguished result. This distinction integrates needs with desire, while the source of extrinsic motivation is need and intrinsic motivation stems from desire, choice and a rationalistic process.

No dichotomous distinction is made by Ryan and Deci [114] between these two kinds of motivation but rather, two opposite poles on a continuum, which relate to the extent to which activities are perceived as autonomous and significant. There are motivating behaviors which are on the intrinsic motivational pole and those which are on the extrinsic motivational pole; and there are other motives that are on various points in the sequence between the two poles .

In his Achievement Goal Theory Locke [86] addresses motivation in the field of learning. He defines motivation according to a goal which the student attempts to achieve while performing a learning-achievement assignment. He distinguishes between various types of motivation, emphasizing there are three central goals, each of which presents a different type of motivation: The goal of development of expertise, the goal of demonstrating attitude ability and the goal of demonstrating an avoidance ability motivated by a desire to avoid situations in which he might receive a negative evaluation regarding his capabilities.

The Theory of Self-efficacy [28] makes reference to motivation as a differentiated and distinguished process on the level of an individual. In this theory, motivation is perceived as a process that is focused on an individual's personal beliefs as an ingredient which predicts his behavior, meaning, motivation in personal terms and also situation-dependent. "Self-efficacy" is defined as a process of personal judgment regarding the ability to execute tasks, at the end of which estimation is made as to how an individual thinks, feels and operates. Self-efficacy influences the choice, effort, perseverance and durability before obstacles or failures. It is influenced by personal experiences, learning from imitating other's performances and by physiological and emotional conditions.

The branching out of motivation into different types, as is shown in later studies, connects to the post-modern idea which negates every absolute and universal idea and respects difference and pluralism [58, 53, 66]. In these theories, no dichotomy exists between desire and need, and motivation cannot be discussed in terms of existence, but rather in terms of proportionality on an existing sequence.

The understanding that motivation cannot be identified as being a single dimension, but rather as a variety of types unique to different circumstances is the most adequate prevailing approach in the contemporaneous conceptualization. It is possible to explain this tendency towards a multitude of dimensions that underlie motivation and explain human behavior, by the fact that the more an individual's needs multiply and advance, the less the dimension of cognition is capable of supplying an answer to all, and therefore the newer models have to be holistic to maintain the complexity of the concept which cannot make do with basic needs any more.

In spite of the relationship between reality and world view, the inclusion of four components independent of the spirit of the era in the definition of the term motivation appears to be possible.

1. Action: the ability to determine the existence of motivation is intrinsic in the action performed. While motivation is concerned with individual intrinsic processes, an individual recruits through them personal and environmental resources and translates them into an effort which is expressed by a certain action .
2. Need and/or desire: the differentiation between the two is their starting point. Need is derived from necessity. Desire, on the other hand, is derived from choice and awareness. It is possible that behavior stems from both satisfying a need and desire.
3. Striving to achieve a purpose: action has some purpose. This purpose can be the fulfillment of a need or the satisfaction of a desire, or both. An action void of any accompanying purpose is unfathomable.
4. Sense of capability: choosing a behavior is the outcome of identifying and recognizing personal capabilities, which enable the achievement of a purpose.

1.2. Motivational premises in the career evolutional process

Teachers enter the world of teaching equipped with high motivation. However, upon entering the profession, there is a significant decrease in their level of motivation. This phenomenon is explained on the background of a disparity between expectations from the profession and reality. Teachers start their teaching career expecting challenging, significant work that is pleasurable and beneficial. However, they discover a reality that is characterized by problematic pupils, lack of suitable rewards [including salary], time and task pressure at work, and a routine [53, 62, 64, 66, 91]. There is agreement amongst researchers that novice teachers experience a track that leads from heaven to reality through hell. The teachers start high, collapse and finally climb slowly up. Three stages of a teacher in a teaching career are described [107]:

1. Enthusiasm;

2. Crisis;
3. Acceptance.

Thus far the importance of motivation in general, and motivation for teaching and learning in particular, has been discussed, various issues have been reviewed that have been studied regarding motivation in Israel and the US, and a scene has been presented regarding motivation of teachers for teaching. From this review, it appears that motivation comprises a central resource in the work of teachers due to its effect on the systemic and personal professional functioning as well as the achievements of their pupils.

The literature review offers various models that deal with the term career [91; 101; 117].

Career is a term that relates to moving up the ranks of a scale of occupational duties that are organized in hierarchical sequences of authority, status and rewards. Career, as motivation, has undergone changes in perception since its invention and until now.

The literature review indicates a difference in the conceptualization of career, between the modern and post-modernism periods, in each of which there is a difference in the perspective of its conceptualization. In the modern period, 'career' has been conceptualized from the standpoint of an organization. It has been perceived as a course of progression in a linear and known scale of ranks, according to a clear schedule, and the responsibility for promotion lay in the hands of the organization. The time periods between ranks, pay scales and the opportunities an employee has have usually been a function of his position on the scale and only to a lesser degree of his performance, abilities and skills. The responsibility for promotion lay in the hands of the organization, and in fact, the employee has been very dependent in the development of his personal career [40]. Thus, it should be said that the characteristics of career in the modern period are unified, stable and permanent over the years; career, as a mechanism which stems from existential needs such as residence, food and clothing, and its purpose, is expressed in the satisfaction of those needs.

Presently, the conceptualization of career is done from the standpoint of an individual, his experience, needs and occupational aspirations for development and progressing at work. Career is identified with personal success that is expressed by either progress on the organizational scale of ranks, by advancing and acquiring a reputation in the profession or by self-development through various experiences. From this perception it can be seen that an individual is the driving force of career and he is the one responsible for its maintenance and evolvement. He must adjust career to environmental changes and adopt high adjustment ability and constant improvement of personal skills. Thus, the characteristics of career in the post-modern period are: uniqueness,

dynamism and change throughout life. Career is a mechanism whose origin is in choice and autonomy and whose purpose is self-realization and fulfillment.

It can be said that the difference in conceptualization of career, as in the conceptualization of motivation, stems from the fact that in each reality flourishes a different world view, as each reality has its unique characteristics.

As mentioned earlier, at the heart of the term career in the modern period is the organization. The responsibility for promotion and development of an individual at work has lain in the hands of the organization alone, whereas the individual has had no influence whatsoever. A literature review that deals with the characteristics of modernism raises the fact that work has occupied a focal position in the career of an individual in that period, and gained a significant part of the "good life". The reality was that a crucial part of one's life has been devoted to activity for the provision of livelihood. The predominant perception had been that work is a condition for human survival and for the activity of man in almost all of his waking hours [35; 40, 54; 66; 92].

On the other hand, at the heart of the term career in the post-modern period, has been the individual, and this includes his experience, needs and occupational aspirations.

1.3. The premise of personal development as a key condition of career evolution

A literature review that deals in post-modern characteristics reveals that work conceptualization seems today essentially different. In such a reality, the crucial part of a person's life is not devoted to making a living. On the contrary, there is a significant and continuous limitation to work without damaging welfare. Reduction of weekly working hours leads to much potential leisure, a fact that encourages the development and realization of autonomy. In this era, an individual is autonomous to choose his work out of interest and preference, and not out of necessity and consideration of choice to secure pleasant working conditions in addition to their being profitable [35, 39; 47; 54; 55; 66]. In this era, according to the prevalent approach, career management by an individual is solely his responsibility. An individual has responsibility for his happiness. Personal choices based upon personality and attributes of character receive significant importance in the deliberations and choosing a certain career course .

The distinction between the two paradigms, the traditional versus the novel, has been found in relationship to career conceptualization – personal development as observed in the conceptualization of motivation and of career. As the main purpose of current study is to examine the factors that motivate teachers for professional development in their teaching career,

I intends, in this section, to follow the principle dimensions of motivation for professional development .

The main topic to be explored in this study is why are people not satisfied with needs that allow for their existence and make changes/innovations in various areas of life, whereas the transition brings about an abandonment of all that is familiar and safe towards the new and the unknown. More specifically, what motivates teachers to professional development in their teaching career? This question is examined through questionnaires and interviews with teachers who have advanced professionally in their teaching careers.

From the research literature, which deals with personal development [42; 47; 66] we can learn that this aspiration stems from the inherent tendency to personal development and self-realization. In the literature, the term 'personal development' is defined as a betterment process a person undergoes throughout his entire life. While physical existence is common to all human beings, personal development is unique to each individual, according to his aspiration of progressing towards realizing achievements to achieve goals he has set for himself. In practice, self-realization is a powerful motivator of a person for his enhancement and the improvement of his lot. The level of self-realization is a function of the realization of a person's goals in an area of life that is focal for him, be it studying, family, leisure or work. Several school manager facts arise from the above. First, personal development is a positive phenomenon that is beneficial for a person. Second, it is a congenital phenomenon that lasts for the person's lifetime; and third, personal development changes from person to person according to his aspirations .

From these facts, it could be hypothesized that people who have advanced in their career have done so in order to improve the reality of their lives.

As the current study deals with motivation for professional development of teachers in their careers, it could be assumed that teachers who have advanced in the teaching careers have done so in order to improve their careers and attain their best selves. This assumption will be examined later on, through questionnaires and interviews with teachers who have advanced professionally in their teaching careers.

This section will deal with the term 'personal development' as defined by various theoreticians who discuss the subject in general and through particular models of teachers' development .

The literature review finds that a difference has occurred between the two paradigms – the novel as opposed to the traditional - in the perception of this term as well as of previous terms of motivation and career. Although these two paradigms perceive the term of personal development as an optimization process to which a person aspires, the origin and purpose of this process

differ. According to the traditional paradigm [17; 18; 57; 58; 96], personal development is perceived as an optimization process which stems from the principle of hedonism aimed at pleasure and satisfaction of immediate goals only. On the other hand, the novel paradigm [57; 58; 61; 64; 66; 80] perceives personal development as a basic need of a feeling that combines both present and future gains. This means that in order to improve the quality of life a person needs to find both meaning and pleasure, i.e., both find the sense of purpose and also experience positive emotions. The difference in the reality of life in these two periods has brought about world views that are different from one another. In actual fact, the interest in, and review of, a good life exceeds the boundaries of location and time. Everywhere, since time immemorial, people have been looking for the secret of happiness. However, in the post-modern era that is characterized by a rise in the level of material abundance as compared with the previous era, it would be expected that this issue of search for the quality of life would not be part of the agenda that wealth can bring about happiness but not withstanding wealth and abundance.

Super [126], in his life-long model, compares the career and the physical and mental life cycle of the employee. The central concept of the model is that people undergo phases in their professional career during which they experience changes in needs, attitudes towards the profession and the organization in which they work when they go through the phases of life of childhood, maturity and old age. The personal career is dictated by the organization and an employee depends upon it. Super [126] divides the development of working life into five stages :

1. Childhood – until the age of 11: a stage of fantasy, being interested and examination of abilities (“growth”);
2. Adolescence – age 15-24: a stage of choosing from possibilities, exploration of reality and experiencing (“discovery”);
3. Early adulthood – age 25-38: motion from one place to another until becoming stabilized in an occupational field, development of specialization and stabilizing ("establishment”);
4. Adulthood – age 45-57: stage of creation, career peak (maintaining achievement);
5. Old age – age 56 and above: retirement /descent .

Fuller [66], like Super [126], describes the development of an individual in professional life circles starting from pre-service till the career exit. In both models, the principles of stability, continuity and unity are cited, which characterize the modern period :

These symptoms are common characteristics that follow a repetitive activity without introducing change and innovation .The indication of stages in the model shows that the transition from one stage to another is a dimension of time alone. There is no expression of individual personality, aspirations and abilities allowing progression towards a more advanced

stage. The transition between stages is fixed and unified for all without any distinction of uniqueness. Career stages model also presents the principle of continuity and unity that characterize the modern paradigm. The idea behind this model is the existence of three stages in any career: early, middle and late stages .

In the early stages, an individual develops the foundation and the means for constructing a career by acquiring suitable education, skills and experience. In these stages, the first experiences in the occupational world occur and they are used for self-examination and evaluation of ability and personal limitations. In the middle stages of a career there is occupational stabilization, both in the profession and the permanent work organization. In these stages, an individual is accepted as a full member in the professional or organizational ranks and functions independently. In fact, this is a period of top personal productivity, and occasionally also the peak of the career. In the latent stages of his career, an individual enjoys the advantages of seniority: senior jobs, instruction of others and rich experience .

Nonetheless, in these stages there are various signs of a decline in productivity, professional knowledge becoming obsolete as well as other relative disadvantages as compared to younger employees.

Despite the existence of three fixed stages in the principles of unity and continuity as can be seen in the traditional paradigm. Neapolitan's approach [86], which is especially significant to our research, indicates a novel paradigm. The model states that in the mid-career stage after an individual has developed work skills and has specialized in his field of occupation, he has the possibility of rotating to a new job. This opportunity arises from a mid-life reality in which an individual lets his emotions free. The fact that there is a possibility for changing work, out of personal considerations and personality adjustments, indicates a choice whose origin is in autonomy that characterizes the novel paradigm. The rotation that is expressed in the mid-career stage and also the establishment of activities outside the organization in the latent career indicates a dynamic and changing reality that also characterizes the novel paradigm.

Driver [47] delineates four career types in his model. The classification of career can teach about a gradual connection to the novel paradigm. The fact that there is a variety of types cancels out the principle of unity existing in the modern period. There are first signs of matching between an individual and work in this model. Nonetheless, there is one type of career in this model that expresses the principle of stability that typifies the traditional paradigm, which is a stable career – a career pattern that is characterized by an early occupational decision of a person in his youth that does not change throughout his working life. The only motions that can be traced are changes in income and skills.

The next three types of career encompass the characteristics of the novel paradigms :

1. Changing career – a career pattern that is characterized by many transitions from one occupation to another and from one profession to another with no pre-set pattern while the occupational changes are usually accompanied by a change in social status. Those with such a career pattern are characterized by a motif of independence and flexible style. From this career pattern arises the fact that people choose to change career out of an aspiration to autonomy, although a transition from one occupation to another is usually not accompanied by a change in social status .
2. Linear career – a career pattern that is characterized by a definite plan of progress on a certain hierarchical, managerial or professional track – from its lower levels to higher levels. The motif that characterizes this career pattern is achievement and hierarchical style. It indicates people's choice as it is characterized by a pre-set plan for progress on a certain hierarchical track. Thus, elements of choice and autonomy are realized as an individual is the focus – with his wishes and aspirations, elements that characterize the novel paradigms .
3. Spiral career – this is a combined pattern of linear and circular motion. Every five-seven years an individual changes his occupation and transfers to an adjacent or different field. The motif characterizing this career type is the need for growth and the cognitive style is integrative. This style can be conceived as indicating the purpose of career in the novel paradigm. Personal development, as expressed in such occupational change, reflects the congenital need in people for self-realization and fulfillment. The change in occupation stems from a logical choice to improve one's condition. Additionally, the occupational change can teach about an individual's aspiration to construct his life reality by deciding for himself on the type and quality of his work – an element that characterizes, as well, the novel paradigm .

Schein [117] in the career anchors model present a typology of personal career, however, the career types are different from one another. Schein [117] has characterized types according to an individual's aspirations.

This preference stems from choice regarding existing alternatives and choice indicates autonomy. Thus it can be said that a logical process of consideration has been conducted that takes into account personal familiarity with its abilities and skills and the familiarity with an organization and its terms. Hence the choice of one activity over another stems from a desire and an aspiration to match activity/occupation with a personality type. There is a division into six personality types in this model that prefer different types of activities .

The various types of persons are attracted to different working environments that fit their personality. Therefore, he suggests distinguishing between six different working environments

that are parallel to the six personality types. The shorter is the distance between two characters or two working environments the more psychological similarity there is between them. These working environments are: operational, investigative, artistic, social, enterprising and conventional .

In Schein's career anchors model, there is an expression of the element of choice towards a professional job. According to him, a career anchor is affected by our skills, motives and values. It is comprised of self-perception of talent and abilities, basic values and a sense of motivation and needs as realized in a career .

It can be said that the complex of components in Schein's [117] career anchor model indicates a logical choice where an individual is in the center. Autonomy in career choice is an essential characteristic in the post-modern era, as in it people aspire to structure the reality of their life. He thus expresses the lack of unity and the existence of uniqueness that characterizes the novel paradigm. The 8 career anchors which constituted a key benchmark of the ascertaining and the formative phase of the research experiment are presented bellow :

1. Management anchor – the motives of a person are his desire to be a manager; his aspirations to progress so that he is amongst those leading the designing of policy, making decisions and the success of the organization .
2. Professional specialization anchor – the motives of a persona are his talent and satisfaction in his field of expertise, based on a unique specialization in the field .
3. Security anchor – it is important to a person to know that his career is secured and organized and he can be relaxed regarding the future. Permanent relation with the employing organization reduces uncertainty .
4. Autonomy anchor – a person's motives are the need to do things his way, according to his standards, not be bound by regulations, procedures, schedule, norm or any other limitation .
5. Creativity and enterprising anchor – the motives of a person are the need to establish his own business, develop/produce products or services independently .
6. Challenge anchor – the motive of an individual is a desire to successfully cope with great difficulties, solve problems and overcome barriers .
7. Service anchor – a person's motives are social values; it is important for him to do things for the benefit of all, take care of the welfare of society and act in the interests of "humanity ."
8. Life-style anchor – the ability to integrate his needs, the needs of his family and of the job he holds, is of importance to a person .

Despite the difference in conceptualization of career between the two central periods, modern and post-modern, a slightly generalized, but integrative, definition of career shall be adopted,

that would guide current study throughout. Career is the ability of an individual to sustain a continuous sequence of experiences while taking personal responsibility and striving at significant experiences out of interest and choice which essence is self-realization.

Although Maslow and Rogers who had preceded their time talk about personal development through self-realization which is defined as the realization of potential, embedded in a person, the way they relate to this term is different from the post-modern approach. The tendency towards self-realization is defined as a biological power that operates at all levels of functioning of an organism, and not just at the level of conscious planning and intention. The tendency to self-realization constitutes a foundation for any human behavior. In his opinion, this tendency is congenital and drives a person to develop his skills and abilities, to create and be productive and to choose directions and situations that allow for a continuation and enhancement of his positive functioning in the future as well .

This tendency is characterized by a drive which brings about an increase in tension. In his opinion, there is a force in a person which drives him forward towards new stimuli while coping and struggling with difficulties and barriers. Realization [100], is not a condition to be reached, but a force that drives a person throughout his life towards achievements and various purposes. As a purpose is fulfilled, or a certain way to fulfillment reaches its peak, a person is confronted with new purposes and new ways .

The most important ingredient in Rogers' [111] personal development theory is the term self, which means the way a person perceives himself. "The good life is a process not a condition. It is a direction and not a target" [111, p.186].

To the question, who is a person who fulfills himself and functions with his full abilities and skills? Rogers [111] responds that few reach the aspired fulfillment. The attributes and characteristics of such a person are :

1. Positive unconditional self-esteem – a person who fulfills himself does not feel threatened by external experiences, and does not employ defense mechanisms in order to justify his actions .
2. Openness to experience - a person who fulfills himself is aware of his emotions and acknowledges them. He does not attempt to twist them or deny them ;
3. Organismic trust – a person who fulfills himself, makes decisions regarding directions of his activities according to his inner feelings. This is in contrast to most people who make decisions and take courses of action affected by external factors, such as, opinions of others, what is accepted, etc .

Maslow's theory [80] is in essence a motivational theory, i.e., a person's congenital tendencies are phrased in terms of needs that motivate his behavior. As opposed to Rogers [111]

who attributes the tendency towards self-realization to all human behaviors, Maslow [96] attributes it to the level of conscious planning and intention. In contrast to Rogers' [112] theory, that the tendency to self-realization is a single congenital motive, Maslow's [81] theory describes a variety of congenital motives that are organized in a form of five-level pyramid. His school manager distinction is between two types of motives: motives of deprivation and motives of growth .

The point of distinction between these two types of motives is the origin of the satisfaction. Deprivation motives operate to decrease unpleasant tension and restore the person to a condition of homeostasis. These motives are satisfied by external sources such as food, sex, physical security and financial security, social needs of belonging, love and more. Growth motives differ from person to person, as they entail fulfillment of the unique nature of each individual. In order to satisfy them a person draws on his inner strengths and is not dependent upon external sources .

Self-realization [96] is not static; it is characterized by movement and change that stem from an internal drive for growth and enhancement and not from external pressure of the environment. The appearance of self-realization needs will occur in a person at an adult stage of life, after all other needs have been reasonably fulfilled. Those who have fulfilled all of their needs, except for the needs for self-realization, might feel alienation, boredom, absence of joy of life and lack of purpose in their lives .

Glazer [69], in his choice theory, determines that each person has the power to change life for the better as a result of choices he makes .

As opposed to Maslow [95] who attributes the tendency for self-realization only to the level of conscious planning and intention, Glazer [69] maintains that the origin of any behavior out of the totality of behaviors of human beings is in choice, aiming at personal responsibility regarding human behaviors.

In relation to this research question, one may conclude that teachers who wish to make changes and innovations in their teaching careers, must take personal responsibility for their behavior and choose sensibly in order to achieve what they want in the field of their career. He further determines that the purpose of any behavior, of the totality of behaviors of human beings, is to provide one or more need from the five basic needs in order to feel happy and successful:

1. Survival power, love, freedom and fun stating that people work best when they enjoy work or find challenge in it.

All behaviors comprise four components :

1. Action;
2. Thinking processes accompanying the action;

3. Emotions related to the action;
4. Physiology – bodily responses to what takes place (heart rhythm, digestion problems and headaches.

Similarly to Maslow [95], Kaplan [78] maintains that in a reality of deprivation and conditions that encumber physical survival, the search for happiness focuses on the satisfaction of most basic needs in the pyramid of human needs. As in a poor world, all an individual could ask to be happy was having enough to feed his children. However, as opposed to Maslow [96], who maintains that only a few would make it to self-realization, Kaplan [78] maintains that in the post-modern period, as the basic needs are satisfied by the Western person more rapidly, he aspires to reach self-realization as a default. He states that in satisfying conditions the following ingredients must be present: challenge, skill, concentration, involvement, activity out of will and not duty, control. Seligman [122] generally defines happiness as a subjective experience created out of an accumulation of renditions of personal reality.

He indicates two main components that fill a person with joy: pleasure and satisfaction. Satisfaction, contrary to pleasure, according to Seligman [122], has a tendency to survive over time. Its experiential power does not reach a peak which brings about pleasure and its fading is not fast. This component is related to the inner meaning expressed in a sense of fullness as different from pleasure in the sensual sense .

When one learns to live for the day and also for tomorrow Seligman [122] maintains that it is possible to create a balance between immediate personal needs and long-term goals and fully enjoy life – this is the secret to sustainable self-realization. He relates to a certain aspect of the experience of satisfaction which is the phenomenon of flow. This experience is an expression related to the sense of time passing, in which a person is engrossed to the extent that he 'forgets himself' for a period of the subjects that people are skilled in give them satisfaction and flow and these then invite an enhancement of that strength and so repeats itself .

The idea of the central influence which life possesses together with the meaning of happiness [122], connects with one of Frenkl's [61] concepts in his book "Man in a search for meaning", when he says: "those who have a 'why' to live for would be able to bear almost any 'how'. He believes that people who do not find meaning and purpose in life are in a condition that is termed 'existential void'. In the post-modern era that is characterized by a multitude of leisure and conditions of boredom following the modernism and automation, the existential void finds its expressions .

Ben-Shahar [31] defines happiness as a combination of pleasure and discipline. In his opinion, happiness is an unlimited resource with no end.

The combination of pleasure and discipline, according to him, must be created in every area of life, be it at work, study or intimate relations. There could be situations and limitations in which one cannot achieve pleasure and discipline together, however, it would be considered happiness as long as it is an exception and not the rule. In addition to the questions, one must, according to Ben-Shahar [31], set oneself goals that match one's personality, targets the journey which gives joy, those stemming from a desire to express oneself and not to impress others.

As mentioned, personal development is a function of the realization of one's aspirations in an area of life, which is focal for him. As the current study deals in motivation for the professional development of teachers, their personal development will be examined through their professional development in their teaching career.

As mentioned earlier, in the reality of life, an answer to the following question can be found for -what do people search beyond basic needs? In the past, in a reality of financial shortage, people have been consumed by the satisfaction of their needs and therefore, believed that they would be able to live fulfilling lives, if and when their basic needs would be guaranteed. Due to this fact, it has been easy for them to explain the absence of satisfaction. People could explain that they are not happy as they lack basic needs; they have been consumed with fulfilling them. Thus stems the traditional paradigm, according to which personal development is an optimization process aimed at pleasure and immediate satisfaction.

Presently, while the basic needs of many are guaranteed, there is apparently no excuse for lack of satisfaction, as they are free from being occupied with survival. However, it turns out that in a reality where people are not satisfied despite the fact that they have the basic survival needs, they seek a way to resolve the paradox that money brings misery instead of happiness. The literature review thus indicates that in current era, people are not satisfied with pleasure and they aspire to find a sense of purpose in addition to the experience of positive emotions. Thus stems the perception of personal development as a betterment process in the sense of experiencing positive emotions together with the location of purpose according to the novel paradigm.

1.4. Conclusions of Chapter 1

The difference in world views regarding the conceptualization of motivation can be perceived through the difference which occurs in the reality of life. On the one hand we can place the group of traditional perceptions which based their presumption that the source of motivation is a necessity, as the reality of life has been permanent and lacking in changes and alternatives and people doing what they needed and had to do. This approach matched the fact

that a major part of one's life has been devoted to activities to provide a livelihood and his world view which has directed thoughts and actions, considering work as a vital condition for good human life. On the other hand, the recent research approaches that are typical of the novel paradigm and are in strong concordance with our research, indicating motivation out of awareness and choice stem from the new reality of life being very dynamic and changing, as individuals are autonomous to control their actions and construct their condition.

Considering the two key conceptual paradigms of motivation-the traditional stable paradigm and the contemporary dynamic one, we can infer the premise referring to career development in general and to pedagogical career in particular. In strong concordance with the present dynamic reality ,the employment issue is a matter of choice and interest and not just a matter of obligation and thus it is legitimate and warmly suggested by career counselors to make changes even in the middle of the career .The stable and permanent career format that was characteristic of the traditional paradigm is considered today anachronistic since it is unfit to the challenging pace of changes that continuously impels people to opt for on-life development.

As a result of these considerations we can deduce that teachers' career development is an ultimate must which demands new theoretical and practical solutions. Like any other professional, teachers will not see themselves complete their pedagogical career in the identical position in which they started as young unexperienced practitioners but will probably aspire to advance. The motivation for personal development can be explained by the fact that professional advancement is usually followed by a reinforcing sense of self-accomplishment and full potential exploitation. Hence, it can be concluded that the educational system has to focus on the issue of personal development as a legitimate need so that teachers would be enabled to realize themselves by the means of professional advancement. Starting from the above mentioned considerations, we were faced with the need to examine the role of the pedagogical environment in the process of teachers professional development and as a result of this, appeared the need to conceptualize adequate strategies for teachers training in order to enhance their potential and hidden abilities and translate them into concrete steps for professional development.

2 .THE CONCEPTUAL CONTEXT OF THE TEACHERS' MOTIVATION FOR PROFESSIONAL DEVELOPMENT

2.1. Employee motivation

Based on the theories dealing with the three concepts of motivation, career and personal development, a reciprocal relationship has been found between the three terms regarding professional development. Each both affects and is affected.

The literature review [66; 69; 82; 103] finds that the term "motivation" is central to labor sciences from three aspects:

1. As the vitality of an organization depends upon motivation of its employees, motivation causes people to do something, to want to persist therein and make an effort for this purpose [62];
2. Highly motivated employees express high satisfaction both with their duty and the organization, and as a result they express a high commitment to the organization, perform better and more effectively, and execute a variety of voluntary behaviors beyond what is required in their job [116]. A lack of motivation causes a direct damage to the quality of work in general and an employee in particular;
3. Motivation affords the possibility of finding what really interests a person and with which operational orientations he identifies [31].

The centrality and vitality of motivation in the labor world is expressed in diverse definitions in the research literature. From these definitions it can be understood that employees' motivation affects the quality of their work and is therefore motivation considered to be of interest both to the organization and its employees.

Leading authors like Vroom [134] Bar-Haim, Vardi and Hofstater [29]

Define motivation at work as a necessary condition, without which an employee would not invest effort there and as a result, the purposes of the organization would not be achieved. This fact indicates the effect that employees' motivation has on the quality of their work. Bar-Haim, Vardi, and Hofstater [29] maintain that the revelation of the matter is a necessary condition, however it is not sufficient.

The review of definitions of the term of motivation and work indicates that there are reciprocal relationships between employee motives and the organizational purposes. Employees' motivation affects the achievement of organizational purposes and the work environment affects employees' motivation. The insight derived from this relationship is that the work environment

has the power contributing both the organization and employees. A work environment that supplies the driving factors of its employees generates high motivation amongst them, which leads to the achievement of the organizational purposes. The practical meaning is that in order for an organization to achieve its purposes it must make sure that there are factors in the work environment that would motivate employees. The assumption underlying the current study is that employees who have developed professionally, have done so due to the fact that the organization in which they have been working has not supplied them with required factors for their motivation in their work environment.

This assumption is supported by Frenkl's [61] theory according to which man's primary driving force is his desire to find meaning in life. He claims that every person has a duty and a mission in life and every situation in life is a challenge he must confront. Life, according to him poses for every person the question of what meaning does he assign it, and entrusts him with the responsibility for his choices and his path. The striving towards finding a meaning can explain the phenomenon of personal development. People who are not satisfied with their work place leave it for another workplace in order to find meaning. These people show responsibility for their lives and strive towards finding meaning. The fact that many people leave their workplace where they have been well paid and had convenient working conditions provides the explanation that people search for meaning at work beyond existential needs.

Consequently, it seems that there is a deep linkage between identity and work. Work comprises a source of pride and the finding of meaning and when it does not exist in the workplace, we then search for another workplace. Further on, the factors that drive an employee would be presented as they stem from the various theories dealing in the subject of motivation at work. In order to enhance employees motivation, a new approach of dealing adequately with employees is needed which means that mere managing does not suffice any more and real leadership is needed.

Sergiovanni [118] distinguishes between four school manager leadership strategies, from which the quality of relationship between a leader and those he leads can be derived:

1. Leadership by bartering – a strategy according to which a leader and those he leads arrive at an agreement by which the leader awards those he leads with something they want and in return they give him what he is interested in. This leadership responds to basic personal needs such as simple physical needs, the need for security, social and ego needs. From this strategy it can be realized that the essence of the nature of leader-follower relationships is supplying one thing for another. One side satisfies desires and needs in exchange for cooperation and compliance of the other side.

2. Leadership by building – a strategy according to which the leader creates a warm and supportive work environment, and exhibits a favorable attitude towards the people he leads, and thus allows them to fill the personal need and reach achievements, take responsibility, realize their ability and gain appreciation. This leadership responds to psychological needs such as the need for achievement and gaining appreciation, the need for autonomy and the need for expressing personal abilities and self-realization. From this strategy it can be understood that the nature of the leader-follower relationships can create conditions that allow for experiencing satisfaction from work and realize their personal and professional potential.
3. Leadership by bonding – a strategy that emphasizes common ideals, beliefs and values, and is based upon these in order to invoke in teachers a linkage and commitment to their work. This approach treats them as supporters that take part in the efforts. The authority exercised from this leadership is moral authority, based mainly on common norms, beliefs, values and ideals.
4. Leadership by banking – this strategy emphasizes the sense of commitment for realizing common purposes and the linkage to common ideas and ideals.

From the above, a relationship can be observed between leadership style and leadership strategy: transactional leadership takes the image of leadership by bartering – by the leader offering positive reinforcements for the proper execution of work and bonuses. In return for excelling at work he promises to supply the needs of his subordinates conditional to them fulfilling his requirements and obeying him. Transformational leadership takes the image of leadership by building – as the leader creates the conditions that instigate his followers to realize their personal and professional potential. He allows for satisfaction of their higher level inner needs and motivates them to higher levels of commitment and functioning. The insight derived from the two leadership styles is that in order to motivate employees at the workplace a leader has to satisfy their needs be they internal or external.

The factors that motivate an employee to exert effort at work will be presented through content-focused theories, through process-focused theories, and through theories that consider work as a driving potential. Following are the theories:

1. Content-oriented theories, as noted above, deal in the question of what motivates an employee to exert effort at work? These theories consider the needs as the factor that motivates an individual to action and their satisfaction as a purpose [18, 26, 27].

Review of the theories reveals that the called-for leadership for motivation to be created and maintained amongst employees is transactional leadership that adopts the strategy of bartering and according to the principle of reward is a condition for execution. In this type of leadership a

leader promises to provide the needs of his subordinates as long as they fulfill his requirements and obey him.

2. The theories of motivation of needs stem from the assumption that people have numerous needs originating at least from two human desires:
   a. Avoidance of pain, barriers and difficulties;
   b. The desire to grow and evolve to realize personal potential.
3. Maslow's pyramid of needs [80] proposes five groups of needs that motivate an employee and the reason for his effort at work:
   1. Physical
   2. Security
   3. Social.
   4. Appreciation
   5. Self-realization

Maslow's ideas create a large part of the foundation for the exchange between a leader and followers when each side requests satisfaction of his needs. In the world of labor just as in all areas of life, an employee needs his needs to be fulfilled, and therefore a work environment is required to satisfy the needs of an employee. This starts with his basic needs and ends with the needs for growth in order for an employee to fulfill his part in the work to the satisfaction of an employer.

The lack of satisfaction of needs can serve as an explanation for professional development amongst employees. The assumption is that employees whose work environment does not satisfy their needs would look for an environment that would respond to the needs that require satisfaction. Given that work environments are different from one another, it can be supposed that the reasons for personal development would be diverse as well. In other words, different people undergo professional development in their careers for different reasons.

According to Pink [107], if basic rewards are not satisfied or are not fair, an employee would focus on the injustice of his condition and on the problematic circumstances and then there would be low motivation. It can be concluded that the physical conditions in the work environment constitute a necessary condition for the existence of motivation amongst employees.

The meaning of McClelland's [97] insights form a large part of the basis for barter between the leader and those led, wherein each side wishes for an answer to his needs, whose independence in the world of labor is that each employee would aspire to satisfy a different need in his work environment. In order for an exchange to take place between an employee and an

employer, the employer must satisfy the needs of an employee so that he would perform his duties. The assumption is that when a work environment supplies his needs, an employee would be satisfied and imbued with motivation. When the work environment does not supply his needs he would aspire to seek their satisfaction in another work environment.

Sergiovanni [118] claims that if leaders do not handle the factors of motivation, their followers would not be motivated to work. In his opinion, they would perform at a certain level that is considered satisfying, however, they would not exert effort to work beyond that level.

Asor's theory of internal motivation [25], discusses the desire to invest even if it entails difficulties, high costs and failures. He suggests evaluating motivation through verbal reports and monitoring expressions of behavior, such as, exertion of effort, time, attendance, punctuality, perseverance, effort in spite of difficulties, accepting challenges and fulfilling commitments. In his opinion motivation has two main dimensions:

1. Power – the meaning is the level of desire of an employee to put in effort at work;
2. Sense of autonomy – a sense related to the existence of choice and meaning at work, understanding it and identifying with it.

The above theory avers that factors that motivate an employee are satisfaction of needs for security and affiliation and a sense of ability and self-realization. It can be assumed due to this theory regarding personal development, that non-satisfaction of those needs would motivate an employee to look for his satisfaction in another occupation.

Process-focused theories deal, as mentioned above, with the question of "how motivation is created and what sustains it", emphasizing the cognitive process that affects the level of motivation of an employee and his satisfaction.

Bandura [28] has shown that learning processes at work are mainly psycho-social processes that are affected by the environment and certain conditions in which learning takes place. A "learning person", in his opinion, is a process of assuming responsibility and self-control that is also affected by the environment. According to him, two main factors affect a person's behavior:

1. Self-regulation: a person has the possibility of regulating the effects of the social environment upon him and determining the direction of his behavior in light of the goals he has set for himself. Behavior is the outcome of external processes (environment) and internal processes (the individual). The outcomes of judgment invoke a sense of satisfaction or disappointment, and these motivate him to repeat his behavior or avoid it.
2. Self-capability: deals with the realization that a person is capable of perform a certain task. A person believes in his ability to cope. High self-capability entails a high investment of efforts for the achievement of the purpose and vice versa.

The expectancy theory [134] maintains that the motivational mechanism is a chain of factors. An individual's efforts lead to a required performance, that in turn leads to the reward of an organization that satisfies personal goals of an individual. From this theory stems the fact that a person would choose to put in effort at work only if he estimates with high probability that he would be able to achieve the secondary goal of his work that leads to achieving a significant primary goal. Vroom's ideas [134] constitute a foundation for transformational leadership style when a leader creates a warm and supporting work environment that allows for employees to fulfill their personal need for achievement, to assume responsibility and express their ability. Thus, a lack of satisfaction of the need for realization of expectations can explain professional development. From this stems the assumption that personal development stems from a work environment that does not allow realizing expectations. It can be supposed that out of employees who have performed such personal development there are those whose work environment has not allowed them to realize their expectations and that would look for a different work environment, one that would allow this for them. As employees' expectations are different, it can be assumed that the reason employees embark on personal development would be different as well. Different employees consider such a step due to different reasons stemming from different expectation and the current research is trying to elucidate the essence of these inner conceptions and translate them into practical available reality.

Locke's goal setting theory [86] supposes that in an effort to realize an expectation, similar evaluation mechanisms are in operation, contingent upon the estimation of an individual of his abilities and willingness to stick with the goal or the anticipation. It implies that when there is a goal with potential to achieve something desirable, it invokes motivation .

The two main factors responsible for the development of goals or anticipation and the creation of commitment for them [35] are :

1. The perception of employees as legitimate and as having the professional and personal authority in the eyes of superiors, who usually set goals for their subordinate employees ;
2. The level of involvement of employees in defining their goals, the design thereof and reaching an agreement in their regard. The more employees are perceived as legitimate and as having the professional and personal authority and the greater the cooperation between leaders and followers in the process of decision making, the level of commitment to goals will rise .

From the theories of Vroom [134] and Locke [86] it can be concluded that in order to motivate employees towards effective behavior, a transformational leadership style is required. For this purpose, superiors would be required to actually put into practice these identified

indicators- reinforce their sense of self-capability, their ability to give and receive feedback, to analyze data and draw conclusions. The experience of satisfaction from work would be expressed by achieving the goals like in realization of expectations in Vroom's theory [134].

The assumption stemming from this is that professional development in career is an outcome of a lack of ability of an employee to achieve the goals he has set for himself similarly to a lack of ability to realize expectations. As goals are personal and unique, the hypothesis is that there will be diverse reasons in relationship to employees' goals or expectations.

Also Adams [16, 17] in the theory of fairness, defines motivation as a response to the reciprocal relations between performance and rewards, as a response to the sense of justice or injustice entailed in these relations. Motivation is dependent upon the way an employee perceives the relation between effort he invests and the actual pay and reward he receives. Therefore, motivation of a person to work would increase when he finds out that there is fairness between his investment and return, and the investment of his colleagues and their return for their work It can be assumed that there is a high probability that a lack of fairness in the workplace would be amongst the reasons to lead people to professional development.

From the theories reviewed above, it is obvious that the factors that drive an employee are the interests he aspires to achieve in his work environment. For example, realizing expectations, achieving goals and striving for fairness in relation to other employees. Employees who are in a work environment that allows them to realize their interests would be motivated to work. The assumption is that a lack of realization of employees' interests leads to personal development.

2.2. Employees' motivation

1. Outstanding leading researchers [86; 73; 91; 103; 110], maintain that when an employee experiences these psychological conditions, he feels fine and executes well – he has internal motivation to work. From this theory it can be concluded that an employee that considers his work to be important and worthy and considers himself responsible for the outcomes would be satisfied with his workplace and would be motivated to work.

Thus, the hypothesis arises that personal development is a step taken due to the fact that employees do not assign significance to their work and do not consider themselves responsible for the outcomes of their actions.

2. Flow theory: This theory is offered by Csikszentmihalyi [40] as a way of understanding the potential of work itself as a source of motivation. The meaning of this is that an employee satisfied by the fact of his occupation at work will be motivated to operate. The flow is

related to motivation that comes from within. In order for motivation to be realized, two conditions must exist:

a. Facing challenge – when work is challenging, an employee is motivated to act. In such a reality an employee is guaranteed a complete settlement in his work.

b. Compatibility – this condition is related to the challenge condition and means facing challenges whose level of difficulty is such that it gives a person pleasure on one hand and develops his ability, security and skills on the other hand.

This means that in order for an employee to be driven in his workplace there needs to be an optimal level of challenge, which is not too difficult and not too easy. A balance between the level of skill and challenge contributes to motivation and flow. When this type of balance is maintained, a complete settlement at work is guaranteed. The idea behind this compatibility of challenges is to prevent boredom by low level challenges and prevent a sense of anxiety by too high a level of challenge. From this theory, it can be assumed that a lack of motivation from within, leads to personal development steps. The hypothesis is that amongst employees who have performed changes in their career there would be those that have experienced boredom due to easy enough challenges and there would be those who have experienced anxiety due to too difficult challenges. Both kinds search for a work environment in which there is an optimal level of challenge.

3. De Charms [43] in the theory of an employee as "origin" and "pawn" also considers work as a primary factor that motivates an employee at his workplace. An "origin" has a feeling that the source of the outcomes in his natural environment is within him. On the other hand, a "pawn" characterizes a person who considers his behavior as determined by external forces, beyond his control. According to him a "tool" senses that random forces beyond his control, personal forces in other people or forces in his physical environment are what determine his behavior. From this theory it is evident that a workplace where employees take an active part in the decision making processes and affect events and conditions in their environment would consider themselves as "origin" and be satisfied with that and settle in their workplace. However, a workplace in which decision making is the duty of leaders only, whereas employees only execute the decisions, employees would perceive themselves as "pawns" as they have no ability to affect what goes on. The assumption stemming from this is that self-perception of "pawns" constitutes the reason for professional development. Therefore, the hypothesis arising from this is that amongst employees who have developed professionally in career would be those who took the step as a result of their perceiving themselves as "pawns".

4. The leading post-modern motivational methodology of Ryan and Deci, which is also compatible with the term of personal development, [114] claims that a person has three inherent psychological needs: authority, autonomy and affiliation. When these needs are fulfilled, we are filled with motivation, are productive and happy and vice-versa: when the needs are not fulfilled, motivation, productivity and happiness plunge.

From the reviewed theories, it is obvious that occupation constitutes a motivation for work. The conditions for occupations to become a motivation are discipline, responsibility, complete focus on work (flow), facing challenges and perception of work as "origin". People who work in a significant occupation would be motivated to work. On the other hand, people who work in meaningless occupation would be amongst those who search for a meaning in another occupation, and for that purpose would seek personal/professional development. The assumption is that a lack of significance at work leads to professional development. The correlation between the significance of work and personal/professional development is presented in the diagram below.

So far, diverse motivational theories have been reviewed with the purpose of following up on the factors that drive an employee to act at his workplace. From the review thereof, is appears that the factors motivating employees stem from three different sources:

1. Needs.
2. Interests.
3. Occupation.

While the two first factors are based on the principle of viability and on the fact that the process of decision making for involvement is based on considerations of profit and utility are opposed to the third factor that indicates the significance of occupation as a driving factor.

In addition, it can be derived that the driving factors of an employee are as follows: autonomy, meaning, personal responsibility, personal causativeness (origin) that exist in the character of work. In order to follow up on the factors which drive an employee at his work, two management styles have been reviewed:

1. Transactional leadership style that emphasizes basic needs and drives;
2. Transformational leadership style that emphasizes internal and exalted drives and needs [118].

In addition, various theories have been reviewed, including content-focused theories [126; 136; 137] it appears that the factors entail those needs he seeks to satisfy in his work environment (see figure 2.1).

From the process-focused theories [16, 17] it appears these are the interests an employee aspires to achieve in his work environment (see figure no. 3).

From theories that consider work as a driving potential [on-the-job- enhancement theory, flow theory, "origin" and "pawn": Sergiovanni, [118] it appears that the factors that drive an employee are autonomy, meaning, personal accountability, personal causativeness (origin) that lie in the character of work (see figure no. 4).

From all the above, it appears that the factors that drive an employee stem from three sources:

1. The employee's needs;
2. The employee's interests;
3. The work itself.

Thus, it should be assumed that employees in a work environment that does not satisfy their needs and/or does not allow for achievement of their interests and /or their work, lack a potential for motivation that would advance professionally in favor of a position where they would be allowed to satisfy their needs and/or achieve their interests and/or be in an occupation that has potential for motivation for them.

*The correlation between the driving factors for personal development is presented in figure no.3. 5.

2.3. Teachers' motivation

In the previous part, two leadership styles have been presented: transactional and transformational. The first style supplies the basic needs of employees through external rewards and the second supplies employees' internal needs through the creation of conditions that allow for an experience of satisfactions and self-realization. Additionally, in the first chapter, four school manager strategies have been presented that these leadership styles adopt. These leadership strategies are at the disposal of school managers in their direct daily work with teachers:

1. Leadership of bartering – this strategy expresses the relationship of give and take between the school manager and the teachers – one side supplies the needs and wants in exchange for cooperation and compliance of the other side. This approach is effective [118] when a school manager and teachers have no common goals or interests – when each party exhibits interest in different areas and different aspects of the school system.
2. Leadership by building – this strategy expresses a warm and supportive school relationship. In contrast to the previous strategy where a relationship of give and take was discussed, this

strategy emphasizes the creation of suitable conditions that would allow for teachers to experience satisfaction with their work and realize their personal and professional potential.

3. Leadership by bonding – this strategy expresses the nature of their relationships between the school manager and the teachers in a school based on common values. What lies before them is the school image as a community of colleagues characterized by caring, cooperation, mutual assistance and group cohesion underlying which are duties and mutual commitment. It can be concluded that as compared to the other two, this approach is not focused on what a school manager supplies to his teachers but on the sense of commitment and duty that teachers sense towards each other.
4. Leadership by banking – this strategy expresses a relationship of theoretical and moral partnership, and in a unanimity regarding the system goals, and those of teaching and learning in it, and the reciprocal relations between its people and their moral commitment to each other. From this approach it is evident that teachers act autonomously and manage their business on their own.

From the review of the theories and the styles and strategies of leadership it can be concluded that each one of these strategies indicates a different relationship between a school manager and his teachers and the characteristics of the work environment from which the driving factors that motivate teachers for the teaching occupation can be identified.

Teachers as employees in other organizations have needs and interests that drive them in their work. The teaching occupation, similarly and even more than other occupations entails the potential of occupation as motivation.

Since teaching is usually considered by young teachers who enter it not just an occupation but also a significant life mission, initial motivation is guaranteed but it decreases gradually when they realize that the satisfaction of their needs and interests is ignored by the system . The assumption that underlies the current study is that teachers in a work environment that does not satisfy their needs and/or does not allow them to achieve their interests and/or the teaching occupation, lacks the potential for motivation. Thus they would seek professional advancement where they would have the opportunity to satisfy their needs and/or achieve their interests and/or have an occupation with motivational potential for them.

From theories presented thus far, the needs, interests and the work itself have been identified as factors that motivate an employee in his workplace. Thus, the assumption arises that teachers bring along certain needs and interests to work, that are translated into goals and expectations and they are driven to work for their accomplishment. This assumption is supported by factors of attrition of teachers related to goals and expectations they have had when they started their

teaching career [56; 53; 62; 69; 82; 100]. She maintains that the goals of teachers that begin their professional course were to educate pupils, affect them and inspire them and their expectations were of a challenging, pleasurable and beneficial occupation. When the expectations of teachers are failed and experience and meaning are missing, they lose, in her opinion, the motivation with which they have arrived to the profession, and they wear out.

In Maslow's view [80] the emphasis is that in order to realize a higher need in the pyramid, the needs below it have to be realized. From over twenty years of teaching experience, this researcher assumes that amongst the reasons teachers do not realize themselves in the teaching career is the lack of satisfaction of their basic needs.

An example of this is the need for belonging: my experience was that most teachers do not feel belonging to the school. I assume that it stems from the fact that management forces, requires and demands of teachers without their participation in the decision-making process, and from the fact that teachers have no autonomy in their work. Curricula, schedules and locations of classes are determined for them, the study environment goes through the supervision of a school school manager, and they need to be to his satisfaction. The character and timing of social events the likes of parties and trips are determined by the school manager. These and other reasons create an alienated work environment the outcome of which is teachers with low motivation for work.

Thus, the hypothesis arises that the professional development of teachers stems from a work environment that does not satisfy the basic needs they require.

From McClelland's [97] theory of needs it can be concluded that the circumstances of the teacher's work is the key to motivation and it can be supposed that a lack of accord between a school work framework and between the deep drives of teachers leads to personal development. In other words, when teachers find themselves in work frameworks that do not allow them to express that drive, their motivation potential weakens. Thus, the probability is higher that they would seek other frameworks that would allow for an expression of that drive. As mentioned above, McClelland [97] has found that the three drives exist in all people, however not at the same level. Given that the drives differ from one person to another, it can be hypothesized that the reasons for which teachers would develop in their professional careers would be different. For some a school environment has not matched the drive for belonging, while for others it has not matched their drive for power.

The factors that contribute to motivation at work (drives) have been identified as being separate from those contributing to the lack of satisfaction at work (hygienic). In the teaching occupation, factors related to work hygiene include reciprocal relations with pupils, teachers and

supervisors. The quality of supervision, policy and management, work conditions and private life, and the factors driving at work are achievements, the work itself, responsibility and promotion [118]. According to the theory, if school managers do not handle the factors of motivation, teachers will not be motivated to work; however, they would not be dissatisfied. They would have a certain level of performance that is considered to be satisfactory, but would not exert effort to work beyond that level. Sergiovanni [118] indicates two options of teachers' functioning in the educational system: one option is "participation" according to which teachers would perform what is required of them at the most minimum level, in order to receive "fair pay". In this case the "pay", according to him, is usually external and is focused on the work conditions, such as salary, convenient schedule, etc.

The second option is "performance". Teachers would function beyond what is mandatory for fair pay. The "pay" in this case, in his opinion, is internal (achievements, interest, thrill and challenge). From his theory it can be learned that teachers function beyond what is mandatory; the second performance would be one that stems from motivation to work. Thus, the hypothesis is that professional development would be performed by teachers who do not have a sense of achievement and growth, whose work is not appreciated by the school school manager and whose work environment is not challenging.

From the above theories the transactional leadership style can be derived that adopts the strategy of exchange between a school manager and teachers. A school manager, for his part, makes sure his school meets the required minimum standards and achieves a basic level of functioning, skill; and teachers, for their part, seek the satisfaction of their needs. In order for these goals to be achieved, the school manager and the teachers reach an agreement, according to which the school manager awards the teachers something they desire and in exchange they give him what he is interested in. Additionally, it can be derived from these theories that the factors that drive teachers in their work are the needs they aspire to satisfy in their work environment, such as, fair treatment on the part of the school school manager and the teachers' team, appreciation and feedback on the part of a school manager for his work and achievements, a sense of belonging and security.

In order for the school goals to be achieved a school manager and/or supervisor is required to identify the teachers' needs and supply them with a work environment in which they would be satisfied. When these needs are not satisfied they seek professional development. The practical meaning is that these teachers would seek a work environment in which they find satisfaction for the needs they have been lacking in their previous work environment. In actuality, different teachers would seek different work environments as the needs they attempt to satisfy are also different.

In Locke's goal setting theory [86] and in Vroom's expectancy theory [134] goals and expectations are identified as factors that drive an employee in his work. This means that the goal and/or expectancy that have the potential to achieve something desired and this motivates teachers in their teaching occupation. These factors are supported by one of the primary reasons for attrition and dropping-out of teachers from teaching, which is the lack of possibility to realize the goals and expectations with which a teacher arrives at the teaching profession.

Thus it can be hypothesized that a lack of ability of teachers to achieve their goals and realize their expectations would be amongst the reasons to lead them to professional development in the teaching career. From Adams' fairness theory [16, 17] it is evident that motivation is the response to reciprocal relations between performance and rewards.

The sense of unfairness amongst teachers appears in the study by Malach-Pines [91] regarding the factors of attrition and drop-out of teachers. In her study she finds that amongst the factors that lead teachers to attrition and dropping out from the teaching career are lack of appropriate rewards, including pay, as compared to the burden of responsibility, pressure, time, tasks, lack of fairness, and inequality in work conditions. It can be hypothesized that teachers develop professionally due to the sense of unfairness in their workplace and an aspiration for fairness in another workplace.

From these theories the transformational leadership style can be derived that adopts a structuring strategy. A school manager creates a warm and supportive work environment in the school and shows a sympathetic attitude towards teachers, thus enabling them to fulfill their personal need to reach achievements, assume responsibility, express their ability and gain appreciation. Additionally, it can be derived that the teachers' motivating factors in their teaching occupation are the interests they seek to realize, such as goals, expectations and striving for fairness in the work environment. Thus it can be learned that in order for school purposes to be fulfilled, a school manager and/or supervisor is required to identify the interests of teachers and call for a work environment in which they would be able to realize them. The assumption is that teachers would seek a work environment in which they would find a possibility to realize their interests that have been lacking in the previous work environment. In actuality, different teachers would seek different environments as the needs they wish to fulfill are also different.

As mentioned above, the theories of work potential as a drive consider work itself as the driving factor of an employee in his work. Sergiovanni [118] states that three conditions must be present in order for strong drive conditions to exist:

1. Meaning – when teachers find meaning, purpose and reason in their work life and when they think that work itself is worthy and important. This condition is supported by the study of

Kremer and Hoffman [in 107] who interviewed teachers who dropped out from teaching and have found that one of the factors to dropping out is the low professional status of teaching. Teachers who have dropped out made statements such as: "I sensed questions in the society regarding the fact that I am a teacher. I have not sensed appreciation for my work". Another factor that supports the importance of meaning in work arises from the study by Fridman [in 62] that one of the factors due to which teachers have dropped out from teaching is the expression of negative attitudes towards the duty of a teacher.

2. Control – when teachers have reasonable control over their work and business, and when they have reasonable ability to affect events and circumstances at work .Teachers indicated that they dropped out of teaching due to weariness from the pressures of management and the strict framework.
3. Personal accountability – when teachers experience personal accountability for work and are personally responsible for the outcomes. This condition is supported by the study by Kremer and Hoffman [in 69] that indicates the absence of freedom and authority to act according to their personal ways as a factor for dropping out from the teaching career.

Teachers keep claiming that "they have been constantly under the inspecting eyes" of management. Malach-Pines [92] claims that prevention of teachers' attrition depends upon the ability of those in charge of the educational system to comprehend the attrition factors and create a work environment in which the professional and personal dreams of teachers would be maintained, developed and realized. The proposals by Malach-Pines [92] for preventing attrition amongst teachers, on the correlation between attrition and motivation as the factors that prevent attrition are identical to the employees' driving factors which have arisen from the various theories.

Thus it can be hypothesized that teachers who have developed professionally, have done so as they have not found meaning in the teaching occupation and as they have felt that they have no ability to affect the circumstances of work and its outcomes. These characteristics are identical to the characteristics of employees who function as "pawns" that would be presented further on, regarding teachers.

Sergiovanni [118] distinguishes between two types of functions of teachers. Each one of these functions, according to him, has an effect upon their level of motivation. The first type is "origin" – teachers who function out of a sense of meaning, control and personal accountability. The leadership of teachers, for example, who are partners in the process of phrasing goals, targets and school vision and teachers who are autonomous to choose a study program and teaching methods that are suitable for them, is reinforced. They sense personal causation or

origin. The other type is the "pawn" – teachers whose functioning is determined by external forces beyond their control.

Sergiovanni [118] maintains that teachers who function as "origin" rather than "pawns" have high motivation, with these teachers perceiving themselves as having free choice. The distinction between the teachers' functioning reveals that personal causativeness (origin) is an important dimension of motivation and leads to the hypothesis that teachers who function as "origin" would settle in their workplace as opposed to teachers who function as "pawns" who would not be satisfied. Amongst them will be those who seek a work environment in which they would function as "origin" – a fact that can explain the reason for professional development amongst teachers.

Thus, Sergiovanni [118] claims that school managers have the responsibility for maintaining management and supervision that promotes the feelings and behaviors of "origin" in teachers. In the flow theory, the occupation itself is identified as a source of motivation. In order for a teacher to sense a flow he needs to find the right balance in the teaching occupation between the level of skill and the level of challenge. This balance contributes to motivation, according to him. From the flow theory stems the fact that flow as a complete settlement in an occupation would exist when compatibility between challenge and skills would be found. Thus, it can be hypothesized that professional development of teachers has occasioned when they have not sensed a flow in their workplace, or when they compatibility between challenge and skills in their previous workplace. It might be that the reason for a transition in coping with difficult challenges, that surpass greatly the level of their skill so that teachers have had a sense of anxiety, and it might be that the reason for that is coping with a challenge and a level of skill that are not too high – a fact that has caused indifference and lack of interest at work for the teachers.

Three psychological conditions have been identified in the on-the-job enhancement theory, that result in high motivation for work, as well as high performance quality, great satisfaction and low absence amongst teachers; meaning, responsibility and knowledge of outcomes. These psychological conditions are expressed in the teaching occupation as follows:

1. Teachers would have a significant and essential influence over their lives or the work of other people (meaning of mission);
2. Teachers would have substantial freedom, independence and direction in determining the order of their work and in deciding organization and teaching procedures in the class (responsibility-autonomy);
3. Teachers receive direct and clear information on the outcomes of their performance (knowledge of outcomes-feedback);

4. The teaching work includes various activities and requires a wide variety of talents and skills of a teacher (meaning).

From these theories, a transformational leadership style can be derived that adopts a cohesive strategy. According to this the school manager and the teachers mutually take upon themselves the commitment to an array of ideas and values that unite and unify them into a united group that operates as one person. Teachers have the autonomy to manage their business by themselves, teaching is perceived as significant for them as it influences their personal lives and/or the lives of other people.

Thus, it can be assumed that teachers who perceive their teaching work as meaningless would seek alternatives by professional development in their career and search for another occupation that would be meaningful for them.

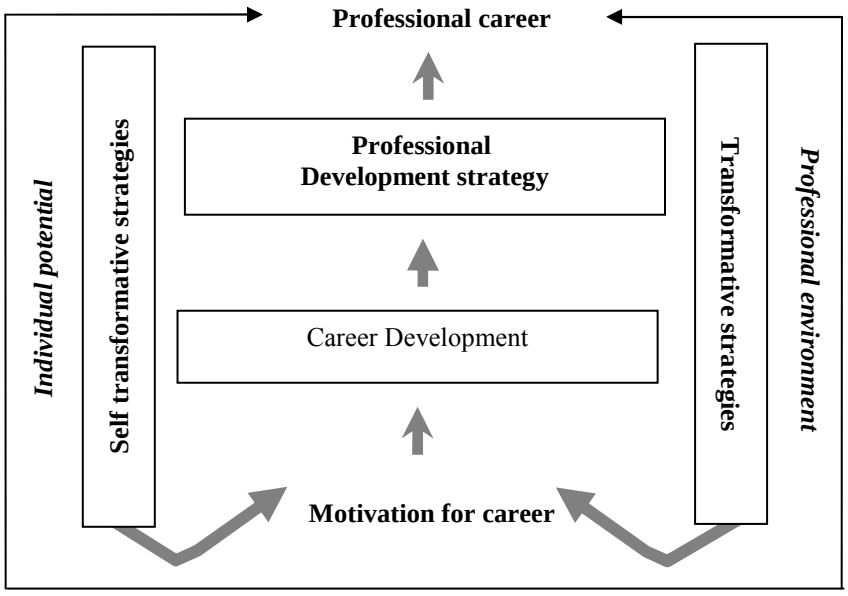


Figure 2.1: Motivation and profession

The external axis of the model in figure 2.1 represents a connection between motivational theories for professional development and professional pedagogical career. The current study will examine the impact of external or intrinsic motivation on professional career since motivation is known to be the heart of personal development [114]. The current study will try to find which type of motivation is mostly correlated with success in teachers' career development- either the intrinsic one which depends on a developed sense of self-awareness or the external one which highly depends on the ability of the environment to supply them the adequate needed empowerment.

The impact of environmental organization on teaches, is enabled by the application of adequate transitional strategies by means of-individual couching , elaboration of tailored made

empowerment programs to suit teachers emotional and academic needs and paying special attention to the creation of supportive containing empowering environments. These approach is based on the idea of increasing teachers' self-ability awareness that in turn will bring to an increase in motivation for professional development. When teachers demonstrate a high degree of motivation for professional development ,it is the right time to adopt the needed strategies in order to attain the goal of nourishing the professional career .It is obvious that the above discussed model had been used as the praxiologial basis for the' Wings and Roots' program which had been further elaborated through the experimental stage of the current study .Since teachers who operate in a challenging educational environment are continuously impelled to cope with un-expectable changes having to access motivational sources within or without them, there appeared the need for identifying the accurate source of motivation and empower those teachers who are externally motivated by helping them to access their self- direction and self –ability sense, so that they will further opt for professional pedagogical development.

2.4. Conclusions for Chapter 2

The conceptualization of career and personal development as well as the conceptualization of motivation have undergone change over the years. The two dominant paradigms :the modern paradigm and the post-modern one have been designed in strong conformity with the prevailing values of the respective periods, modern and post-modern, each of these terms receiving a special meaning.

Regarding the issue of motivation for teachers' professional development, which constitutes the center of the current study, it can be stated that there is a reciprocal relationship between the three terms of motivation, career and personal development. Teachers with motivation for professional development would manage to motivate their career, and career can drive teachers for professional development regarding the motivation they possess.

From the definition of the term of motivation, its importance has arisen due to its being a motive for behavior. In the current study, motivation receives a special meaning as there are reciprocal relationships between an employee and an organization. Each of the two is both affecting and being affected: employees' motivation affects the achievement of organizational goals and it is affected by the work environment and vice versa. The derived insight from this relation is that there is a force in the work environment that contributes both to the organization and the employees. This means that a work environment that supplies the factors which motivate its employees brings about a high motivation amongst them – which leads to the achievement of

organizational goals. The practical meaning is that in order for an organization to achieve its goals it has to make sure that there are factors that motivate employees in the work environment. The main question is: what are the factors that drive an employee in general and what are the factors that drive a teacher in particular?

Teachers, just like employees in other organizations, have needs and interests that drive them at their work. Because teaching contains the specific element of life mission, even more than other occupations, it entails the potential of work as motivation. Teachers as other post-modern employees seek to satisfy their needs and realize their interests. The assumption underlying the current study is that teachers in a work environment that does not satisfy their needs and/or does not allow for the achievement of their interests, and/or that the teaching occupation lacks the potential for motivation, would develop professionally in favor of a position where they would be allowed to satisfy their needs and/or achieve their interests and/or be in an occupation that has a potential of motivation for them. These principals constitute the core of the experimental phase of the research as it will be proved in the further chapter.

3. THE EXPERIMENTAL VALIDATION OF THE PEDAGOGICAL MODEL OF MOTIVATION FOR CAREER ADVANCEMENT AMONGST TEACHERS/THE RESEARCH METHODOLOGY

The experimental stage of the research includes three main parts: 3.1. the initial diagnostic procedure of the teachers' motivation to advance, 3.2. the formative part of the experiment which presents the practical Motivational ROOTS&WINGS model and 3.3. the final diagnostic procedure of the teachers' motivation to advance which includes the analysis of the formative workshop and the concluding findings .

The three research tools employed in the current study are:

1. Questionnaires with closed items analyzed by the quantitative method.
2. Questionnaires with open items analyzed by the qualitative method.
3. In-depth interviews analyzed by the qualitative method.

3.1. The initial diagnostic procedure of the teachers' motivation to advance

In order to implement the study, I employed the following methods:

1. Theoretical – scientific literature, analysis of the phenomenon of burnout and of professional advancement, correlations, verifying variables and systemic analysis
2. The research section entailed questionnaires that included closed and open items and an in-depth questionnaire
3. The experimental stage entailed paying attention to variables, training, evaluation and assessment, the experiment itself, beginning and concluding evaluation questionnaire (use of the impressions of a professional career ,collecting findings, evaluation and self-assessment of the workshop participants
4. Interpretation – the scientific methods, quantitative and qualitative analysis, analysis of the data using diagrams.

The research procedure

In the first ascertaining stage of the research, a broad study was conducted (using the mixed method of a quantitative and qualitative process) through questionnaires and interviews .

The first section in the questionnaire for both groups of teachers dealt with burnout and the second section with the component of motivation. These two sections aimed to examine whether there is any difference in the level of motivation between teachers who have advanced in their professional careers and those who have remained in their position as teachers. The data of the

research subjects in this section were analyzed using the quantitative method. Third section of the questionnaire includes different statements for each of the groups of teachers and they have been analyzed using the qualitative method.

Analysis of questionnaire answers finds that the quantitative data and the qualitative data apparently do not coincide. The statistical data reveals that a high level of burnout exists amongst teachers who have advanced in comparison to those who have remained in their position and that high motivation exists amongst the two groups of teachers with no significant difference. In contrast, the qualitative data in the statements reveal a scenario that shows that a substantial percentage of teachers who have advanced have been highly satisfied from their current position as compared with teachers who have remained in their position. Additionally, teachers who remained in their position reveal low satisfaction amongst a significant percentage of teachers as opposed to those who advanced professionally, where no expression of satisfaction has been found. The complex results that occasionally seemed contradictory indicate the need for further study, which could be done using in-depth interviews with ten teachers who have advanced in teaching careers. These would explain, from the viewpoint of the research subjects, the results of statistical data on burnout of teachers who have advanced and to understand the effect of the different variables on their satisfaction in the way they see and interpret them .

The research quality in the quantitative and the qualitative component are examined according to different standards. Regarding the quantitative part, this is a study that employs objective tools enabling a claim of reliability and validity. The questionnaire has been validated by other researchers [78; 92].

Due to the fact that qualitative research does not attempt to reveal some kind of a comprehensive scientific 'truth', but rather to test the context-meaning question, much attention should be given to the explanation of methods of interpretation. Therefore, trusting a study is related to the way of handling, gathering, analyzing and reporting by researchers. Is' awareness of research stages and the attendant effects, and its clarity to the readers, are that which builds the research quality. As has been said before, the term 'objectivity' in a qualitative study, that is so substantial to a quantitative-positivistic research, is replaced with the term 'perspective', meaning the achieved perspective by which a researcher looks at and examines the researched phenomenon .

Therefore, *qualitative reliability* shall be examined by an ability to return and look at the searched phenomenon in a researcher's declared perspective. Validity shall be examined by the extent of existence of a coherent correlation between the achieved perspective of the study to the research data and its conclusions. The quality of the qualitative study is therefore related to the

way we treat, gather, analyze and report data. Generalization had be examined by the ability of my community and readers to find meaning in the research data and its conclusions and to relate it to other phenomena .

A condition for research quality marks the border between research and non-research and it is hidden in the extent of the process transparency, meaning, exposing the data-base and the processes of data gathering and analysis, in the enacting of distance relation, examination and reflecting and the enacting of the analytical skills of a researcher. The term "validity" deals with the question of the extent to which Is have researched what they wanted to research and the term "credibility" deals with the possibility of repeating the same research processes and obtaining the same results.

In order to insure the current study qualitative validity and reliability, it has been conducted in a form assuring the process clarity and data availability

a. A transparent process of data, tailored to a qualitative research categorical analysis and enabling safeguarding and documentation of products in each stage. At any stage it is possible to easily examine the analysis process and the research development. This exposure enables a search of new analysis directions when requested.

b. The existence of a data base as a way of assuring clarity of the research data, including complete transcription of the interviews and observations, enabling me, colleagues and readers to reexamine the data.

c. During the whole research process, my assumptions, data and findings are revealed to colleagues and readers in a non-stop dialogue, to obtain a response that would aid in examining the analysis and conclusion process.

d. The claim of generalization in the current study, as in other studies, is related to three generalization possibilities: population generalization, generalization from one incident to another and theoretical generalization. In the quantity section of the study, a population generalization can be maintained since it is a relatively large population of 100 research subjects, who have been selected randomly, in a way that compares two defined populations. Hence, the findings of the current study can also be valid to other populations. A theoretical generalization can also be claimed, since the research tool is based on a definite theory, with similar theoretical conditions that can be claimed to be generalized.

.I considered my duty as a researcher, to give the basis for examination of the extent of generalization. On this basis, it is possible to claim that the current study which is based on in-depth interviews meets the criterion of generalization from one incident to another and that of theoretical generalization.

Since this part of research is based only on ten subjects which in qualitative research terms it is not little, this limited framework cannot be claimed to represent broad population generalization. Nevertheless it adds depth to the qualitative section based on statements, where generalization to the population can be obviously claimed, since it embraces 100 research subjects. Theoretical generalization can also be maintained, but of course, a generalization from one incident to another cannot be claimed.

The decision to use the mixed methodology combines the advantages of the quantitative research allowing for asking questions and raising specific hypotheses that objectively reflect reality with those of the qualitative research approach emphasizing the holistic understanding of the burn out phenomena and its importance within the context of the educational system and their interpretation.

The basic assumption behind the interviewing method lies the existence of a connection and an importance between the occurrence of events and the interpretation teachers assign them. Analyzing the inner experience and the behavior of research subjects, both by me as the researcher and by the research subject, enabled a profound understanding of their conduct as humans and professionals .The decision to adopt this qualitative research method is trying to acquire direct subjective data I could not obtain through the questionnaires for a profound study of the teachers' authentic, holistic perspective, of the burn out phenomena, in accordance with the specific location, time, unique pedagogical culture and typical action patterns [104, 131].

By the means of the interviews, generalization of incidents and local suggestive situations had been also enabled, although I kept in mind the limitation of the generalization as being attached to definite contexts [121].

The combination between the two approaches is considered to be an advantage, as a balance between the breadth of the research to its depth is created [122] and because of the fact that the advantages of one method compensate for the disadvantages of the other and thus, a more complete picture is received [104; 131].

The research population

The research population in Israel numbered 100 participants, 50 of whom are primary school teachers with eight years of experience at least who have remained in their position from the beginning of their professional career. Fifty of the researched subjects are former teachers who have advanced in their professional careers.

The selection of teachers in Israel was conducted in two phases. First, teachers from both groups were selected from my familiarity with the educational system and with primary school. In the second stage, I appealed to educational personnel who referred me to additional teachers

who have advanced in professional career and to teachers who have remained in their position as teachers [118]. Ten teachers in Israel who have advanced in their professional careers participated in the interviews. The selection of teachers was conducted from acquaintance with position holders in the education system who were teachers in their past.

The questionnaire

A closed questionnaire composed of statements interviewees have been asked to rank according to a predetermined scale had been elaborated for the objectives of the current research. The teachers' answers were encoded on a numerical or a value scale.

The questionnaires (appendices nos. 1, 2) opened with an explanation of the research purpose regarding the importance of a teacher's feelings at work and as a result of work. In order to increase the rate of response and to prevent diversion, it was explained and emphasized to the teachers that the findings would be used for research purposes only. Moreover, in order to intensify interviewees' feeling that the questionnaire was anonymous, the use of an online questionnaire was determined, where the interviewees were not asked to identify themselves at all, as appears in the following links: a questionnaire for teachers who have remained in their positions as teachers] and a questionnaire for teachers who have advanced in their professional career.

In the two above-mentioned questionnaires the first, second and fourth sections are identical.

The first section includes statements measuring a teacher's feelings at work and as a result of work. The interviewees were asked to relate to the question of how often they have had the feeling described in the statements, and to rank the extent of their agreement with a statement on a scale of 1-6, when 1 = never and 6 =always. This part was taken from a questionnaire by Fridman [63] dealing with measuring a teacher's burnout. This questionnaire included 11 items, in which three sub-scales were found in them through factor analysis: five items in the component of exhaustion, five items regarding non-realization and four items regarding de-personalization (finding fault in students). The questionnaire is just like the original questionnaire that examined teacher burnout according to three scales: physical and mental exhaustion, personal and professional non-realization and de-personalization (finding faults in students) and included 11 statements.

The second section of the questionnaire included statements measuring teaching motivation. The interviewees were asked to rank their level of agreement with statements on a scale of 1-6, where 1 = never and 6 = always. This section was taken from a welfare questionnaire regarding teachers' training [53] measuring student teachers' feelings of welfare in the professional field. It includes nine statements indicating viewpoints of teaching studies and teaching work.

In factor analysis three factors were found:

a. Teaching motivation;

b. Teaching self-capability;

c. Satisfaction with studies.

In order to examine teachers' feeling in the teaching work, the attitude to the study has been omitted and teaching as an occupation has been retained.

The fourth part of the questionnaire includes details about the questionnaire respondent, with the background questions presented as closed items, while teachers were asked to choose the correct answer out of the possibilities presented in each item. The examined subjects were asked to indicate a figure regarding the items of age and years of experience.

In fact, the difference between the two questionnaires is in the third section – the statements. In the questionnaire for teachers who remained in their position as teachers the emphasis is on questions testing the causes and factors that led them to remain in their position, the sensations and feelings following their remaining in a teacher's position and their attitude regarding a permanent continuous career. This section includes six statements that the examined subjects were asked to complete.

In a questionnaire for teachers who have advanced in their careers the emphasis is on questions examining the reasons why they have advanced in their professional career, their sensations and feelings following the professional advancement, and their attitudes towards a career characterized by professional development and advancement. In this questionnaire, the two words "teaching work" have been replaced with the three words "my current work". This is due to the fact that the questionnaire is designated for teachers who have advanced in their professional development and therefore researched subjects might be located in a teaching component that is not primary in their work. Therefore, attitude to the teaching work is not relevant for them.

The third section in the questionnaire includes five statements the researched subjects were asked to complete.

The interview

By the interview use, I gathered the information on the spot, with the help of direct investigation of informants .In order to deepen the perspective obtained at the quantitative stage of the research, I decided to use an in depth interview to make place for personal face-to-face discourse, bearing in mind the purpose to understand the teachers' professional career development experience and the meaning they attribute to it.

As an interviewer, I have focused on several predetermined issues, but have also responded to unexpected things raised by the interviewees and has enabled each of them to tell their story freely, in their words and in their personal way. At the end of each interview, the interviews were transcribed, non-verbal signs included, such as coughs, laughs, intonation, noises and so forth.

The teachers were asked to describe the experience of their development in the teaching career and to reveal their pedagogical theories. The qualitative data underwent thematic (subject) analysis and in ordered stages, to understand the things as they are presented by the interviewees .The first stage was the primary analysis, in which the interviews were divided into sections with each relating to the contents of things, as presented by the interviewee. Each section was defined with a name reflecting its contents. In the second stage, the mapping analysis, the different sections were organized into categories common to all the interviews. This way, a single categorical picture for all the interviews was obtained. In the third section, the focusing analysis, I focused on those categories which seemed substantial and the research purpose.

The research field

The research field is the physical or the human site a researcher wishes to study and understand. In Israel the questionnaires were sent to the homes of the research subjects by means of an online questionnaire..

The interviews were held in the homes of the researched subjects with their consent.

The findings of the ascertaining phase of the research

The research findings as arising from the data analysis performed using quantitative methods will be presented below.

The research hypothesis avers that the level of burnout amongst teachers who have developed in their professional careers (hereinafter “advanced”) would be lower than that of teachers who have remained in their occupation as teachers (hereinafter “remained”). In order to examine this hypothesis, T-tests were conducted for independent samples, and compared between two groups of teachers regarding each one of the three indicators of burnout and regarding the total burnout score.

The outstanding finding that the interview elaboration had disclosed-showing that 80% of the teachers had chosen to develop themselves professionally because of an external impact, and only 20% did so out of intrinsic motivation made me want to explore the essence of the differentiating factors. The comparison analysis between the two main groups of teachers indicated substantial differences in a number of indicators. The main common element which characterized all interviewees and provided the base of the interventional strategies of the Roots& Wings workshop was that teachers who had developed professionally after being

impelled by an external factor, had initially low degrees of self- efficacy as compared to those who developed out of intrinsic motivation. A main reason of this dispersion in teachers' sense of self-efficacy as it turned out from the interviews was the lack of self- awareness to their abilities -a fact that is in strong concordance with existing research of Bandura and Katz [28; 82]. This differentiating characteristic led me to assume that empowering remaining teachers to acknowledge and eventually connect to their potential will cause a renewal of self-efficacy and to practical steps in the service of professional advancement.

The results received in the comparison analysis, are furtherly presented in table 3. 1.

Table 3.1: Comparison between two research groups regarding burnout indicators

Group statistics					
	Group	N	Mean	Std. Deviation	T
Exhaustion	Remained	50	2.8310	.85112	0.60
	Advanced	49	2.5563	1.11241	
Non-realization	Remained	50	2.3100	1.03274	0318
	Advanced	45	2.4222	1.3195	
Depersonalization	Remained	50	2.5650	.72572	1.18
	Advanced	50	2.9750	1.22752	
Total score of burnout	Remained	50	2.5757	.57274	1.15
	Remained	50	2.8617	.96056	

According to table 3.1, there are no significant differences between the groups for the four indicators, i.e. the level of burnout is not different between teachers who have advanced and teachers who have remained.

In order to conduct a more detailed examination of the differences between the two groups, a T-test was performed to compare them regarding each of the statements included in the burnout questionnaire. The results received in the analysis are presented in table no.3. 2 .

Table 3.2: Comparison between the two groups in each question separately

Group statistics					
	Group	N	Mean	Std. Deviation	T
1 Exhaustion	Remained	50	2.56	.993	
	Advanced	32	2.56	1.350	
2 Exhaustion	Remained	50	2.55	1.016	
	Advanced	32	3.00	1.225	
3 Depersonalization	Remained	48	3.00	.875	1.76*
	Advanced	46	**2.63**	1.112	
4 Non-realization	Remained	50	1.91	1.155	
	Advanced	35	2.11	1.316	
5 Depersonalization	Remained	49	2.76	.912	
	Advanced	36	2.97	1.355	

6 Exhaustion	Remained	50	3.27	.894	1.57*
	Advanced	36	3.67	1.242	
7 Non-realization	Remained	50	2.38	1.260	
	Advanced	31	2.26	1.189	
8 Exhaustion	Remained	50	2.60	1.093	
	Advanced	32	2.86	1.256	
9 Non-realization	Remained	50	2.76	1.836	
	Advanced	45	2.51	1.727	
10 Non-realization	Remained	50	2.57	1.311	
	Advanced	35	2.94	1.557	
11 Depersonalization	Remained	50	2.74	.956	2.36**
	Advanced	38	2.68	1.317	
11 Exhaustion	Remained	49	2.82	1.100	
	Advanced	27	2.91	1.271	
11 Depersonalization	Remained	49	2.45	1.400	
	Advanced	35	2.74	1.506	
11 Non-realization	Remained	50	3.27	4.555	
	Advanced	32	2.55	1.183	

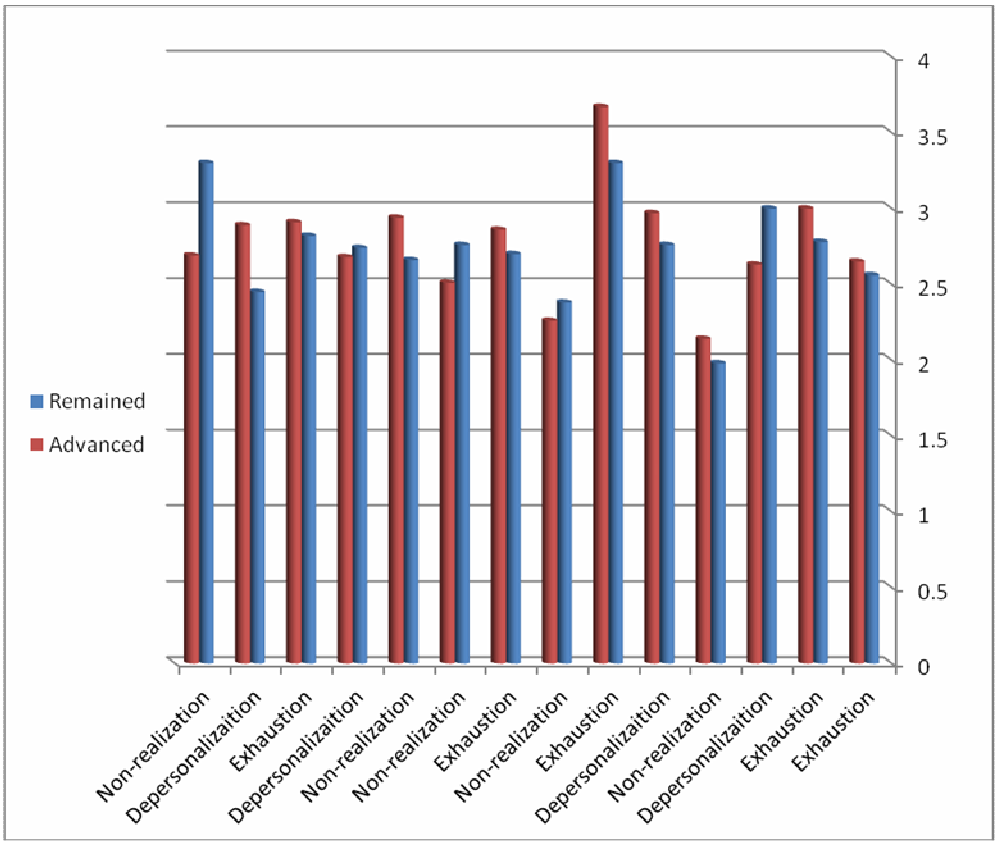


Figure 3.1: Differences between teachers who remained and teachers who advanced

Differences were found between the groups in questions 3, 6 and 11. Specifically, teachers who advanced consider that their pupils do not do their best in studies as is required, more than

teachers who have remained. The former group feels that they are exhausted at the end of the school work day, more than do teachers who have remained. Table 3.3 presents the results obtained in the state sector and table 3.4 presents the results obtained in the state-religious sector.

Their pupils do not want to study very much. Two out of the three questions are taken from the depersonalization component.

The findings indicate that the results are not sector-dependent.

Burnout by sector

In order to examine whether the results received in the general sample repeat themselves or are different in each sector, a comparison was conducted between the two groups of teachers regarding the statements in the burnout questionnaire for each of the sectors separately: state and state-religious.

Table 3.3: Comparison between the two groups in each question separately, in the state sector

Group statistics[a]					
	Group	N	Mean	Std. Deviation	T
1 Exhaustion	Remained	18	2.55	1.050	
	Advanced	18	2.56	1.461	
2 Exhaustion	Remained	18	2.84	1.050	
	Advanced	19	2.55	1.385	
3 Depersonalization	Remained	18	2.85	.745	
	Advanced	22	3.09	1.457	
4 Non-realization	Remained	18	2.00	1.026	
	Advanced	15	2.40	1.682	
5 Depersonalization	Remained	18	2.45	.752	1.56*
	Advanced	17	3.06	1.560	
6 Exhaustion	Remained	18	3.50	.946	
	Advanced	17	3.56	1.455	
7 Non-realization	Remained	18	2.35	1.226	
	Advanced	18	2.38	1.274	
8 Exhaustion	Remained	18	2.60	1.189	
	Advanced	17	2.82	1.185	
9 Non-realization	Remained	18	2.56	1.552	
	Advanced	19	2.47	1.575	
10 Non-realization	Remained	18	2.75	1.95	
	Advanced	17	3.27	1.724	
11 Depersonalization	Remained	18	2.40	.754	1.74*
	Advanced	18	3.11	1.568	
11 Exhaustion	Remained	18	3.05	1.099	
	Advanced	16	2.75	1.310	
11 Depersonalization	Remained	19	2.11	.994	1.82*
	Advanced	15	3.00	1.740	
11 Non-realization	Remained	18	3.84	7.100	
	Advanced	17	2.56	1.155	.255
a. sector = state					

Differences were found between the groups in questions 5, 11 and 13. Specifically, it was found that teachers who advanced consider that it is not important for their pupils to prove themselves as good pupils as do teachers who have remained. More teachers who have advanced feel that their pupils do not want to study very much than teachers who have remained and teachers who have advanced feel that they would like to have much better pupils than they have now, more than teachers who have remained. The three questions are taken from the depersonalization component.

Table 3.4: Comparison between the two groups in each question separately, in the state-religious sector

Group statistics[a]					
	Group	N	Mean	Std. Deviation	
1 Exhaustion	Remained	27	2.57	.956	
	Advanced	17	2.56	1.272	
2 Exhaustion	Remained	27	2.67	.994	
	Advanced	18	3.17	1.031	
3 Depersonalization	Remained	27	3.11	.846	2.24**
	Advanced	24	3.63	.557	
4 Non-realization	Remained	27	1.97	1.256	
	Advanced	18	1.84	1.116	
5 Depersonalization	Remained	27	2.97	.938	
	Advanced	19	2.74	1.197	
6 Exhaustion	Remained	27	3.17	1.018	1.60*
	Advanced	19	3.68	1.057	
7 Non-realization	Remained	27	2.40	1.273	
	Advanced	16	2.06	1.174	
8 Exhaustion	Remained	27	2.60	1.022	
	Advanced	18	2.91	1.323	
9 Non-realization	Remained	27	2.83	1.852	
	Advanced	26	2.54	1.746	
10 Non-realization	Remained	27	2.60	1.567	
	Advanced	18	2.61	1.560	
11 Depersonalization	Remained	27	2.97	1.027	1.79*
	Advanced	18	3.50	1.051	
11 Exhaustion	Remained	27	2.57	1.111	
	Advanced	17	3.06	1.256	
11 Depersonalization	Remained	27	2.67	1.503	
	Advanced	18	2.56	1.361	
11 Non-realization	Remained	27	2.87	1.196	
	Advanced	15	2.56	1.256	
a. Sector = independent + religious					

The findings obtained in the analysis reveal significant differences in three questions: 3, 6, 11. Specifically, it has been found that the group of teachers who remained feel that their work

brings more satisfaction to them than teachers who have advanced. Teachers who have advanced feel exhausted at the end of a work day in school as compared with teachers who have remained, and teachers who have advanced feel that their pupils do not want to study more than teachers who have remained. The difference in the findings indicates higher burnout amongst teachers who have advanced. Two of these questions pertain to the component of depersonalization and one question pertains to the component of exhaustion.

Table 3.5: Comparison between the two research groups in questions that measure motivation

Group Statistics					
	Group	N	Mean	Std. Deviation	T
1 Motivation	Remained	50	5.060	1.1111	0.01
	Advanced	50	5.060	1.1851	
2 Motivation	Remained	49	5.163	.7455	0.36
	Advanced	50	5.100	.9742	
3 Motivation	Remained	50	4.718	1.0279	0.85
	Advanced	50	4.910	1.0568	
4 Motivation	Remained	50	4.850	1.1855	0.74
	Advanced	50	4.600	1.5017	
5 Motivation	Remained	50	3.400	1.4555	1.18
	Advanced	50	3.060	1.3263	
6 Motivation	Remained	49	5.163	1.1609	0.83
	Advanced	50	4.960	1.2756	
7 Motivation	Remained	50	4.310	1.5216	0.27
	Advanced	50	4.380	1.6031	
8 Motivation	Remained	50	5.310	.7437	0.97
	Advanced	50	5.110	1.3185	

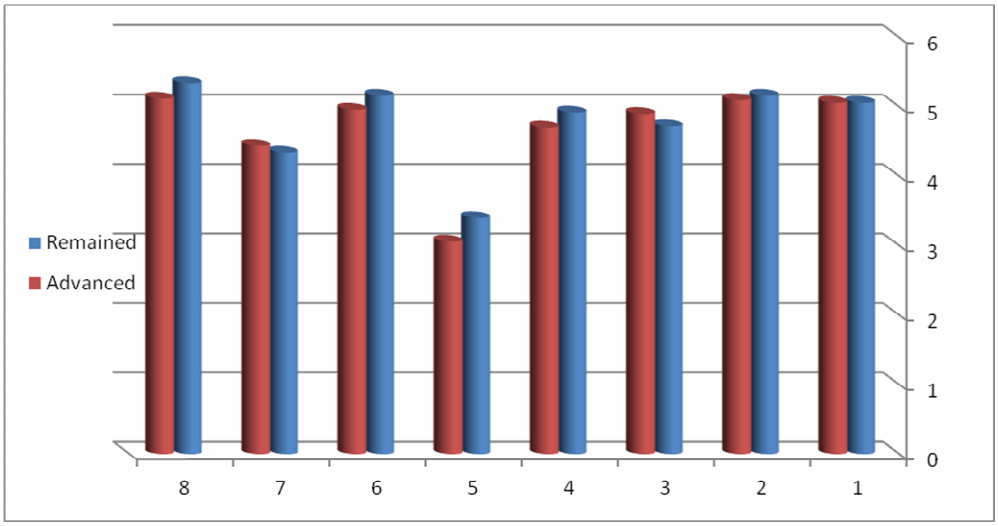


Figure 3.2: Differences between teachers who remained and teachers who advanced

Differences were found between the groups in questions 3, 6 and 11. Specifically, teachers who advanced consider that their pupils do not do their best in studies as is required, more than teachers who have remained. The former group feels that they are exhausted at the end of the school work day, more than do teachers who have remained and feel that t In order to examine whether the results received in the general sample repeat themselves or are different in each sector, a comparison was conducted between the two groups of teachers regarding the statements in the burnout questionnaire for each of the sectors separately: state and state-religious. Table no. 5.3 presents the results obtained in the state sector and table 3.6 presents the results obtained in the state-religious sector.

Their pupils do not want to study very much. Two out of the three questions are taken from the depersonalization component.

The findings indicate that the results are not sector-dependent.

Table 3.6: Correlations between burnout and motivation amongst teachers who remained

		Motivation to teach
Exhaustion	Pearson Correlation	-.423**
	Sig. (1-tailed)	.001
	N	50
Non-realization	Pearson Correlation	-.688**
	Sig. (1-tailed)	.000
	N	50
De-personalization	Pearson Correlation	-.206
	Sig. (1-tailed)	.076
	N	50

Table 3.7: Correlations between burnout and motivation in the group of those who advanced

		Teaching motivation
Exhaustion	Pearson correlation	-.409**
	Sig. [1-tailed]	.002
	N	49
Non-realization	Pearson correlation	-.605**
	Sig. [1-tailed]	.000
	N	45
Depersonalization	Pearson correlation	-.327**
	Sig. [1-tailed]	.003
	N	50

Correlations were examined between the level of motivation and between each of the indicators of burnout, both for the entire sample and for each group separately.

The results reveal negative significant correlations between motivation and the three

components of burnout – the higher the level of motivation, the lower the level of exhaustion, non-realization and depersonalization.

The level of motivation is negatively, significantly correlated to exhaustion and non-realization, but is not correlated to depersonalization.

Motivation amongst the research populations

The second research hypothesis claims that the level of motivation for work amongst teachers who have advanced would be higher than that of teachers who have remained. In order to examine this hypothesis, T-tests were performed on independent samples, that compare the two groups of teachers regarding the index of motivation at work.

In order to conduct a more detailed examination of the differences between the two groups, a T-test was performed comparing them as regards each of the statements included in the motivation questionnaire. The results received in the analysis, are presented in table no. 5.

Results show that no significant difference was been found between the two groups in any statement in the motivation questionnaire.

Relationships between components of burnout

Correlations were examined between the three components of burnout in each of the two groups separately. The data reveal that amongst teachers who have remained in their position, significant correlations of mediocre level were found between each of the three components of burnout - exhaustion, non-realization and non-realization – correlated amongst them but each has a unique meaning. On the other hand, amongst teachers who have advanced in their teaching career, no significant correlation was found between non-realization and depersonalization, meaning that these two components operate separately. The school manager might feel that he realizes himself and at the same time he senses depersonalization.

The high motivation of these teachers can also be explained by the timing of distribution of the questionnaires. The fact that these questionnaires were distributed in the first trimester and some of them during the winter holiday vacation can explain the high motivation of teachers who have remained in their position. Should the questionnaires be distributed towards the end of school year, different results would have been received. It might be that the rise in pay following the educational reforms contributes its share to teachers' motivation in Israel. Teachers who have advanced professionally also received the questionnaires in the first trimester of the year. However, as opposed to their colleagues who remained in their position and addressed this as a present-time experience, those who advanced professionally have probably addressed their status as teachers as past experiences, compared to their current status as educators who have advanced professionally and teaching is only a partial element in their work. From this it can also be

understood why teachers who advanced in their professional career are more burned out than teachers who remained in their position. This finding apparently contradicts the research hypothesis. The question of whether the reason for it, as well in the fact that most teachers in Israel who have remained in their position as teachers, belong to the religious sector should also be examined. Furthermore, their internal motivation to remain in their position should also be explored - are the findings sector-dependent?

The group of those who advanced

Examination of correlations between motivation and the components of burnout finds that motivation is significantly correlated to each of the three components of burnout. There is most intense correlation between motivation and non-realization, i.e., the higher the motivation the more the teachers sense low non-realization, i.e., they sense high realization.

The results reveal negative significant correlations between motivation and the three components of burnout – the higher the level of motivation, the lower the level of exhaustion, non-realization and depersonalization.

Findings of the open items in the questionnaire (statements)

The issue of motivation and professional development has been examined in light of answers of teachers who have remained in their position and of teachers who have advanced in their teaching careers. The data that will be presented herewith will relate to the answers of teachers from the two groups to the questionnaire that they received. The perception of teachers regarding the issue of motivation and professional development was examined from two aspects:

1. The level of motivation for professional development;
2. The degree of satisfaction with the current professional status in light of five dimensions:
    a. Sense of satisfaction with the teaching occupation;
    b. Professional development;
    c. Sense of significance at work;
    d. Burnout – motivation;
    e. Interest and challenge in the teaching occupation.

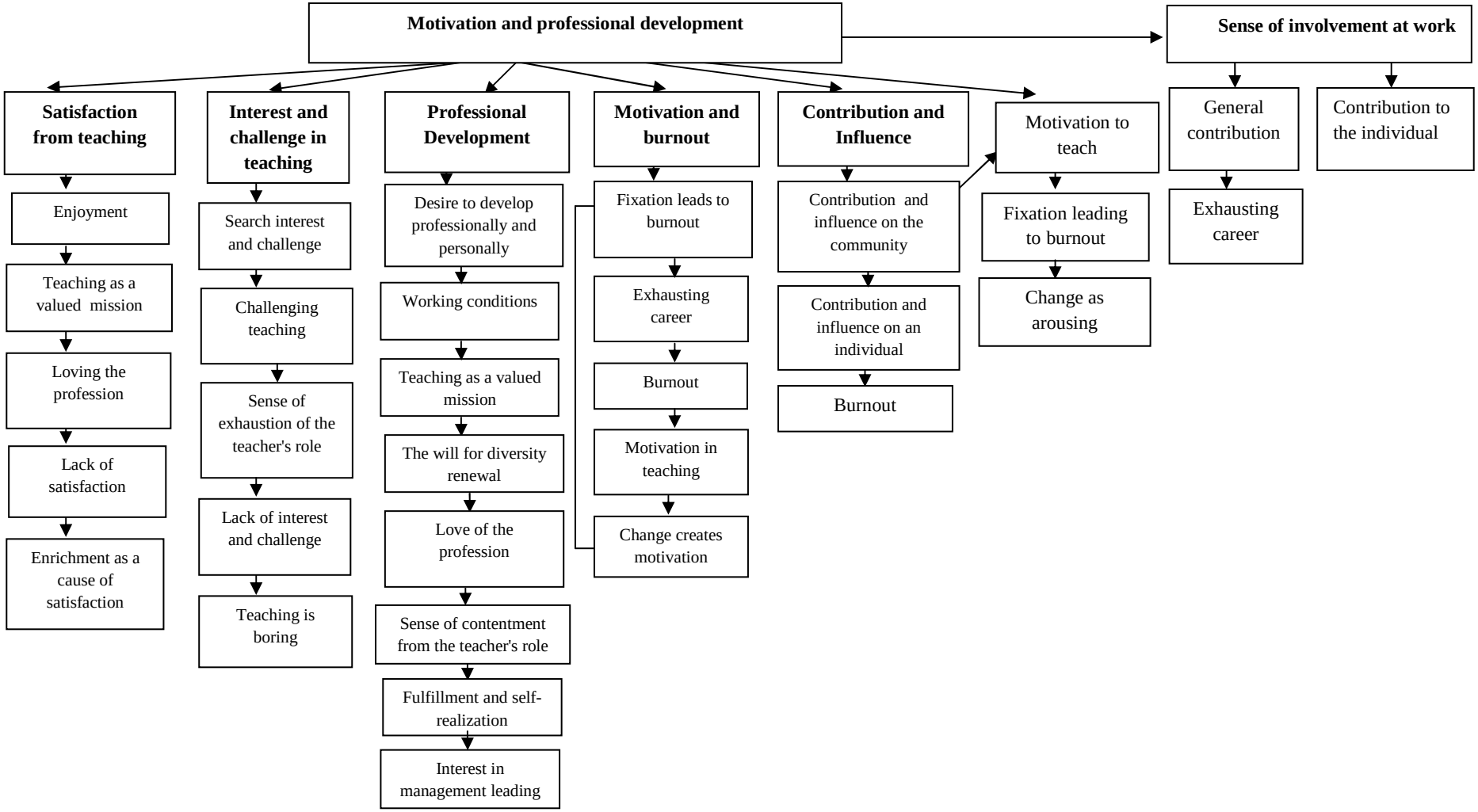


Figure 3.3: The issue of motivation for professional development - teachers who have remained in their position currently to the past of teachers who have advanced in their teaching career

Extent of motivation for professional development

The diagram above describes the issue of motivation for professional development while analyzing teacher's answers from both groups - teachers who stayed in the same position and those who developed in their career.

45 out of 50 teachers who have remained in their position expressed low motivation for professional development. For those teachers, the desire to remain in the position as a teacher stems from a sense of satisfaction with the teaching occupation, which derives from three different sources:

1. Enjoying teaching – a sense of satisfaction amongst 17 teachers is derived from the pleasure they get from their teaching, which can explain their remaining in a position of a teacher. “I enjoy teaching and learning…” (32), “I love children, it fills me, gives me satisfaction and pleasure. I feel that I can contribute and give to children” (19), “I love my work and feel satisfaction” (46).
2. Perception of work as a mission – teaching as a mission is perceived amongst 15 out of 50 teachers. This perception gives them a sense of satisfaction and constitutes for them a justification to remain in their position: “I feel that I am carrying out a mission in my work as a teacher every day…” (2), “I see in this work a mission and self-realization” (31), “I see in it a mission and not as a poetic phrase, an impact on the future generation” (31).
3. Love for the profession – for 19 out of 50 teachers the sense of satisfaction stems from a love of teaching, for whom love of the profession is the motive for their remaining in a teaching position: “I love what I do” (47), “I love the profession, I enjoy teaching…” (19). Only 3 out of 50 teachers who have remained in their position perceive an unchanging professional career as a career without satisfaction: “(unchanging career) is unsatisfactory” (50), “source of burnout, lack of satisfaction and boredom (41).

4. Professional development

Thirty-five out of 50 teachers who have remained in their position express low motivation for professional development. These teachers express a desire to remain in their position for four different reasons:

1. Love for teaching as a profession – twelve teachers explained that remaining in a teaching position stems from their love for the teaching profession: “I love the work…” (32), “I enjoy teaching…” (32), “I love the profession…” (38).
2. Perception of work as a mission – eleven teachers explained that remaining in a teaching position stems from the perception of teaching as a mission: “I see in this work a mission …” (31), “I love the profession, feel a mission and do not see myself doing anything else” (38).

3. Work conditions – for ten teachers, work conditions in the teaching profession are the reason they have remained in their position: “I remained in a teaching position as it is a convenient profession for a mother” (31), “because the conditions suit me” (27).
4. Self-realization and fulfillment – two teachers explained that their remaining in the position is related to the sense of self-realization and fulfillment they sense being a teacher: “… in the place where I am at, it is the peak of my realization” (6), “I see in this work a mission and self-realization” (31).

Sense of significance at work

Low motivation for professional development exists amongst 27 out of 50 teachers who have remained in their position. These teachers relate their will to remain in a teaching position to the desire to contribute and directly affect the individual pupil: “… (I remained in a teacher’s position as) I enjoy teaching, affecting and contributing to pupils with my skills…“ (19), “I sense that in this profession I can implement from theory into practice my talents and affect the implementation of knowledge and values…” (8).

Consequences of burnout and boredom

For 16 out of 50 teachers who have remained in their position, the low motivation for professional development stems from the existence of motivation to teaching. The source of motivation lies in the pleasure they derive from teaching in general and from the children in particular: “I love what I do…” (27), “I enjoy teaching and learning…” (32). Nonetheless, 25 out of 50 teachers perceive a career without change as a career that leads to burnout. Boredom and lack of renewal bring about burnout: “(unchanging career is) boring and lacks challenges and leads to burnout” (49). “Brings about a sense of superficiality and burnout” (32), “a boring career that causes shortcomings at work” (11). “Source of burnout, lack of satisfaction, tiredness and boredom” (41).

Interest and challenge in teaching

The perception of teaching as an interesting and challenging profession leads two out of 50 teachers who have remained in their position to low motivation for professional development. Their desire to remain in the position stems from perception of the teaching profession as an interesting and challenging profession: “I see in it a mission, a challenge and a pleasure” (27), “It challenges me to help children” (36). Nonetheless, 18 out of 50 teachers who have remained in their position as teachers perceive an unchanging career as one lacking interest and challenge as compared with three teachers only, who see in it an interesting and challenging career: “(unchanging career is) boring and lacks challenges and leads to burnout” (49), “does not

inspire, or promote" (36), "has no challenge" (27), "interesting and challenging if you love the profession...and love working with children" (48).

Perceptions of teachers who have advanced in their teaching career

Professional development

Of the 50 teachers who have advanced in their teaching career 47 reveal high motivation for professional development. This motivation has five different sources:

1. Desire for diversification and renewal – 19 teachers indicated a desire for diversification and renewal as a motive for advancement in their professional career: "(I have reduced the number of teaching hours in favor of another duty as) I wanted…, to diversify and experience in various duties…" (11), "I wanted to try something else in the field" (17).
2. A desire to develop professionally and personally – nine teachers indicated the desire for personal and professional development as a motive for their advancement in position: "I wanted to advance and develop, and contribute my abilities to teachers rather just to pupils" (19), "I wanted to develop and not remain in one place…" (48).
3. Sense of self-capability – for nine teachers, the sense of capability constituted a motive for their advancement in their professional careers. These teachers sensed that they possess higher abilities than what is required of a teacher's duty in class and would have liked to realize them in another duty: "I sensed that I have the ability to contribute and affect the entire organization" (50), "I sensed that I have abilities to produce more vitality" (3).
4. Sense of self-fulfillment of a teacher's duty – three teachers expressed a sense of fulfillment of a teacher's duty as a motive for their advancement in professional career: "I felt I have fulfilled myself as a teacher and that I have the ability and desire to continue working with children from another direction" (6), "I felt I have fulfilled myself as a teacher and wanted to develop, advance and lead" (9), "I felt I can of myself and that I am not utilized. I wanted to give more to the system from my abilities and skills" (8).
5. A desire to lead and manage processes – the desire to lead processes in school constituted for seven teachers a motive for their advancement in their professional careers: "I wanted to lead educational pedagogical processes which have not been realized in my school…" (10), "… to create in the system new things that in my opinion are not given proper attention" (5).

Of 50 teachers who have advanced in the teaching careers 31 aspire to continue advancing in their professional careers. With a future perspective, these teachers see themselves in another position than the one they practice presently. A school school manager sees himself in future in a position of "inspector" (9), a school counselor sees herself as "counselors' instructor" (4) and a vice-school manager sees herself in a position of a school school manager" (22). In contrast, nine

teachers who have advanced in their teaching career see themselves remaining in their current position, of whom two teachers see themselves retiring from the educational system in their current position. In examining their experience in teaching, it has been found that they have over 27 years of experience in teaching. Thus, the source of their future perspective stems from experience rather than from lack of motivation for professional development. Two of these teachers see themselves getting located in their current position. It can be assumed that the position is new for them and therefore they wish to remain in their position in the coming years:"(I wish for myself in five years from today) a better position in a managerial duty…" (11).

Two teachers consider that a change in position creates in them a desire to continue and advance: "(after the change) I felt great satisfaction and desire to advance and get professional in further fields" (48). "(I felt that) … this is a quantum leap in my ability to realize the knowledge… I realized that the work with teachers –with their professional advancement, is a profession in itself and that I prefer to invest in professionalization in this field, from now on" (25).

Of 50 teachers, 27 consider that in order to advance in a teaching career, a high motivation for professional development is required. ("In order to change a position in the educational system what is needed is") replied by subject coordinator (27): "motivation and belief in yourself", replied by school manager (11): "motivation for advancement and do advanced studies", replied by another school manager (11): "high motivation, willingness to apply yourself…".

Interest and challenge

The search for interest and challenge at work constitutes a reason, as a result of which 19 out of 50 teachers advanced in their professional career. Two motives for their advancement in professional career can be identified, which are:

1. Searching for challenge and interest – 17 out of 50 teachers who have advanced explain their advancement in their professional careers as stemming from the sense of boredom they experienced as teachers, and from the search for a challenge and interest at work: "I have found much interest and challenge in managing an educational system" (42), "I felt bored from teaching alone and searched for intellectual interest and challenge" (38).
2. Fulfillment with a position as a teacher – advancement in professional career of four out of 50 teachers stems from a sense of being fulfilled with the position of a teacher and out of an aspiration for renewal: "I felt fulfilled with myself as a teacher and that I have the ability and will to work with children, however from a different direction" (6), "I felt fulfilled with myself as a teacher and wanted to develop, advance and lead" (9).

Sense of significance

A high level of motivation for professional development has been expressed by 19 out of 50 teachers with professional advancement. These teachers illustrate the advancement in their professional career as a desire to contribute and affect the general public: "I thought that I have the ability to contribute and affect the entire organization" (50), "in my opinion I have the ability to contribute a substantial contribution to the school system in the general and the systematic aspect" (24).

Motivation and burnout

Advancement in their professional careers for 11 out of 50 participants who have advanced in the teaching career stems from high motivation for professional development. These teachers relate the advancement of their professional careers to the sense of burnout they felt as teachers and knowing that change has the power to arouse motivation.

1. Change as arousing motivation for work – professional advancement for nine teachers is explained on the background of its being a fresh and renewing change, and as such it arouses motivation: "non-frontal teaching is a fresh breeze that arouses interest and motivation" (16), "I have searched for renewal within the system and a challenging duty" (11),.
2. Burnout as a drive for advancement – four teachers explain that burnout in a teaching position constitutes for them a motive for advancement in the teaching career: "(I reduced teaching hours for the sake of another duty due to) burnout and the desire to be a meaningful teacher" (31), "I felt bored from teaching only and searched for intellectual interest and challenge" (38).

Sense of satisfaction

One teacher out of 50, who advanced in the teaching career, expressed high motivation for professional development that is explained on the background of a desire to be satisfied: "… it is important for me to get satisfaction from the various intelligence levels. In my opinion, the different duties enrich one another" (2).

Addressing the level of satisfaction of the current professional status

This issue, like the previous one, has been examined in parallel in each of the researched groups of teachers.

Perceptions of teachers who have remained in their position

Sense of satisfaction with teaching work

High satisfaction with their professional status is expressed amongst 16 out of 50 teachers who have remained in their jobs. These teachers indicate a sense of satisfaction with teaching as a motive for remaining in their position as teachers: (I would like to remain a teacher as) "in

teaching, there is satisfaction in promoting pupils" (11), "I sense satisfaction and experience successes" (24), "working with children entails great satisfaction, the help and constant contact with pupils give much satisfaction" (31).

16 teachers express low satisfaction with their professional status. This assumption rises in light of reporting of 10 teachers that should they advance in the teaching career they would have felt a sense of satisfaction and in light of the recommendation of 6 teachers to advance in professional career in the educational system due to a sense of satisfaction: (should I have advanced in the teaching career) "I would have sensed satisfaction, significance, realization and empowerment" (38), "I would have felt better, put in more effort and feel that there is appreciation of a teacher" (9), "I sense satisfaction, feel that I am appreciated and rewarded and sense a desire to continue to do and promote" (27), "(I would recommend to advance in the educational system as) this is a profession filled with satisfaction…" (38), "this is an interesting challenging work. You see the results at the end of the day" (9). Oppositely, one teacher does not recommend advancing in the professional career. The objection to advancement is explained by a sense of satisfaction that lies in teaching work: "with all the difficulty of the daily work, the success of pupils is an enormous satisfaction" (31).

Professional development

Low satisfaction with the current professional status is expressed amongst 19 out of 50 teachers who have remained in their position. Their desire to advance in their teaching career, and recommendation to the fellow teachers to advance in teaching career, explain the assumption of the low satisfaction with their current professional status. The desire to advance is explained due to the fact that advancement carries along a sense of realization and fulfillment of personal abilities: (should I have advanced in the teaching career I would feel): "self-realization" (31), "satisfaction and realization" (7), "more self-fulfillment, and realization" (19), "self-fulfillment" (27). A recommendation to advance in the teaching career is explained due to a sense of refreshing and higher sense of capability that accompany advancement: (I would recommend to advance in the professional career in order to) "try to contribute more in various fields in which a teacher feels proficient in" (48), "to succeed" (17).

In contrast, 10 teachers express satisfaction with their current status. The assumption is that these teachers are satisfied with their current status which stems from their desire to remain in their position and objection to professional advancement": "I would like to (remain in my position as a teacher) as this profession suits me" (35), "I would like (to remain in my position as teacher) as this is a safe workplace" (31).

Sense of significance at work

Amongst 10 out of 50 teachers who have remained in their position as teachers, a high level of satisfaction was found with their professional status regarding the sense of significance they sense following contribution and effect upon an individual pupil. The desire to contribute and affect a pupils is the factor behind the remaining of these teachers in a position of a teacher: "(I would like to remain in a position of a teacher) in order to continue to affect through education" (31), "(as) I want to give what I have through my way of working and my approach to as many pupils as possible" (19).

Six teachers recommend their colleagues to change position and explain their recommendation by that fact that in change of position has wider impact and contribution: "(I would recommend to advance in the professional career as) in the educational profession there is giving, the ability to contribute, help and design the people of Israel in a better way" (11), "I would recommend that it contributed to the sense of refreshing, self-fulfillment, higher contribution and action ability" (18). It can be assumed that these teachers have a low satisfaction with their current professional status.

Interest and challenge in teaching

Expression of high satisfaction with their professional status is with three out of 50 teachers who have remained in their position. Remaining in position stems from satisfaction whose source lies in the perception of teaching as an interesting and challenging profession: "the teaching work is challenging, forming, teaching…" (19), "a challenging work, leading to satisfaction and self-realization" (26).

Three teachers recommended to their colleagues to advance in their teaching career. This recommendation is explained on the background of the interest and challenge advancement entails: "this gives satisfaction and a good feeling, new challenges" (27), "I would recommend to advance in career, this is interesting and challenging work and work with results; you can see the fruits at the end of the day" (9). This recommendation can be seen as a sign of low satisfaction of these teachers.

Burnout and motivation

11 out of 50 teachers, who have remained in their position, express low satisfaction with their current professional status. This is expressed in recommending the fellow teachers to advance in their teaching career and in describing the accompanying sense of professional development. Nine of the teachers recommend their fellow teachers to advance in the teaching career and explain it by two reasons: 1. Advancement – prevents burnout. 2. Advancement – creates motivation: "I would recommend to renew and develop as it gives renewed powers and possibility to work more joyfully and with more love" (32), "recommend (to advance in career)

as without advancement the burnout is greater" (40). From the explanations of these teachers it appears that they have a low satisfaction with their current professional status due to a sense of burnout and lack of motivation. Three of these teachers describe the senses attendant to professional advancement as a sense of renewal and motivation. Thus, the assumption arises that they have a low satisfaction with their professional status and it might be that they have a sense of burnout. "(should I have advanced in the teaching career I would feel) excellent, with new energy and a sense of refreshing, renewal with excitement…" (1), "(I would feel) new and excited" (32).

One teacher expresses a lack of satisfaction with her professional status and explains the objection to remain in her position by the fact that teaching is a profession that brings about burnout: "(I would not like to remain a teacher in the educational system) as it is a complex, difficult profession that brings about burnout. And feel an internal need to make a change in order to feel fresh again and with high motivation" (32). Oppositely, another teacher expressed satisfaction with her current position and explains her desire to remain in the position of a teacher due to having motivation for teaching: "(I) want to remain in my position as teacher as I have much to contribute, I feel full of vitality and motivation and even see a blessing in my labor" (1).

Perceptions of teachers who have advanced in their teaching career

Satisfaction

An expression for high satisfaction with their current position appears in 32 out of 50 teachers who have advanced in teaching career. These teachers perceive the professional advancement as a step preventing burnout and creating motivation: "(after the change in position I felt) new vigor and higher interest in the work process" (16), "(I felt) refreshed. I found in myself new strengths, abilities I didn't think I have in me" (31), "(after the change in position I sensed) that the burnout is far away from me" (19).

Professional development

High satisfaction with their current status has been found amongst 19 out of 50 teachers who have advanced in teaching career. For seven teachers, the sense of realization and self-fulfillment constitutes a source of satisfaction with their professional status: "(I felt) continuance of self-realization and destiny" (27), (I felt) self- realization" (27). For five teachers the good feeling that arrives following professional development constitutes an explanation for satisfaction with current professional status: "(I felt) a great feeling, how haven't I done it before" (2), "(I felt) good that I develop myself to diverse fields and that I have the ability to learn from the new experience: (11). For four teachers, the sense of fulfillment of personal abilities in the new

position is an explanation of satisfaction with their current position: “(after the change I felt) that I realize better my abilities’ (24), “(I would recommend to advance) as the duties get the best out of us, things that we occasionally did not believe we have in us” (22).

Three teachers recommended to colleagues to advance in their professional career: “recommending advancing, the overall system view brings about significant insights in relation to teaching and in relation to an entire organization, as well” (50), “it is very important to diversify, to try new things in the system, things are not what they seem. This creates empathy towards position holders” (49).

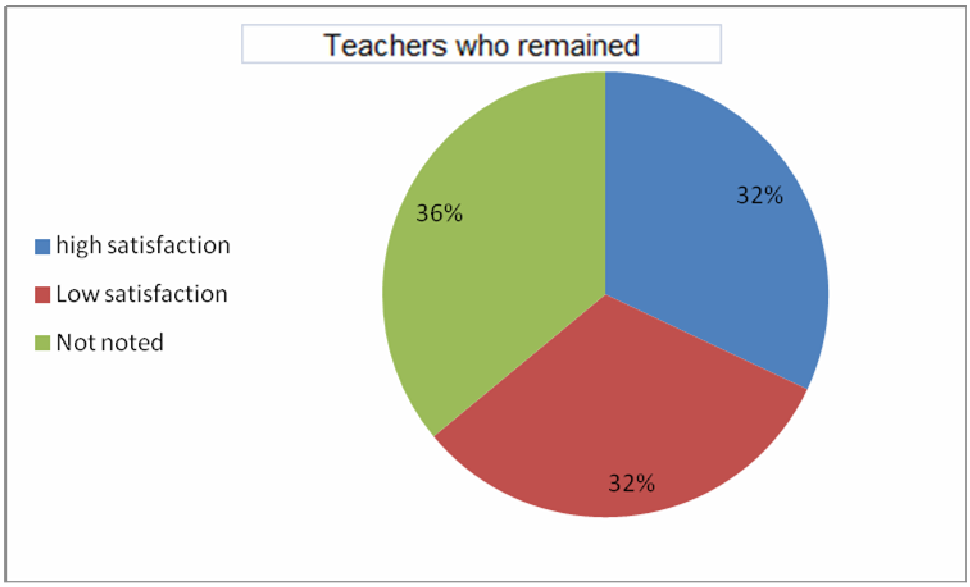


Figure 3.4: Teachers who remained

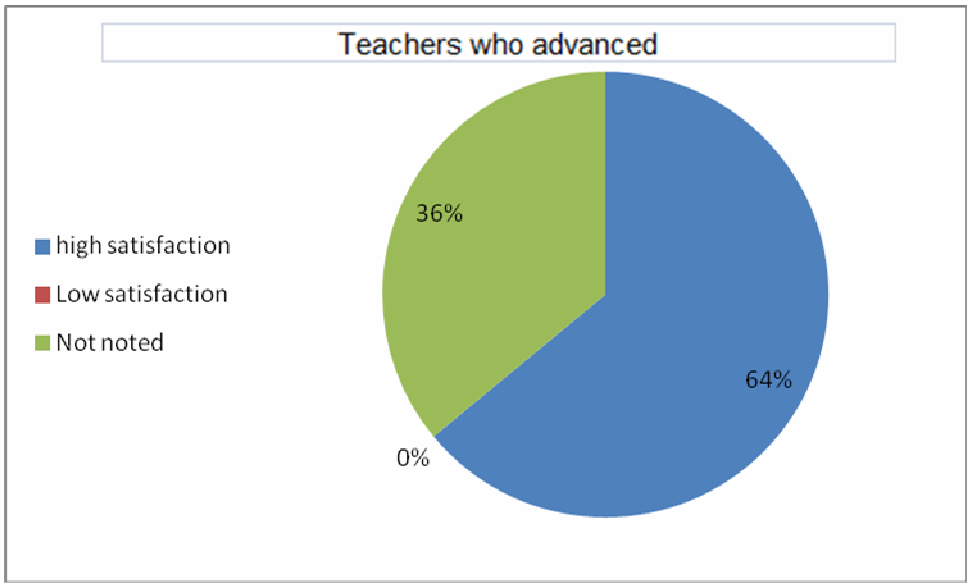


Figure 3.5: Teachers who advanced

Sense of satisfaction from teaching

Of 50 teachers who have advanced in teaching career, 18 express high satisfaction with their current professional status. For 16 teachers, the sense of satisfaction that follows professional advancement is the explanation for high satisfaction: “as vice school manager and as leader of the team of class teachers, I felt satisfaction with the opportunities given to me to help and support and navigate the “ship” called junior high school” (27), “I felt satisfaction, a sense of meaning in my work following the leading of processes” (1).

For 16 teachers, the sense of satisfaction following the professional advancement is an explanation that teachers give to advancing in professional career in the educational system. Their recommendation for advancement in career is explained on the background of a sense of satisfaction entailed in professional advancement: “I would recommend (advancing in professional career) as you realize your credo. You arrive with a smile to work and feel satisfaction” (10), “(I would recommend advancing in professional career as) to renew all every time, make teaching challenging, with less burnout and filled with satisfaction” (31). This recommendation can assume that these teachers are most satisfied with their current professional status.



Figure 3.6: Satisfaction from the role in the presence- comparing between the present of teachers who have advanced in teaching career to the possible future of teachers who have remained in their position

Level of interest and challenge

The level of interest and challenge constitutes for 16 out of 50 teachers who have advanced in the teaching career, a factor of high satisfaction with their current professional status.

Twelve teachers recommended advancing in the teaching career, due to the fact that advancement adds interest and challenge: I would recommend that change enters new energies, challenging, curious and refreshing" (6), "I recommend, warmly (to advance in teaching career as) the change and learning of new things and new experiences create interest and motivation for learning" (2). 4 teachers indicate a higher level of interest and challenge in their duty as compared to the level of interest and challenge in position of a teacher: "(after change in position) I felt great satisfaction and much interest" (41), "I felt challenged…" (31), "…now my work is more interesting and challenging…" (38).

Sense of significance

High satisfaction with their current professional status was found amongst 11 out of 50 teachers who have advanced in teaching career.

Ten teachers relate the sense of significance with a change in position. The source of sense of significance lies in their ability to contribute and affect: "I manage to make systematic changes. My status amongst the teachers, parents and pupils is higher. I am counted upon and must succeed…" (9), "the feeling was of intensive activity that gains much appreciation and a sense of leading in setting educational policy and pedagogical and moral agenda in school" (15). Three teachers recommend to advance in career and explain this recommendation in a sense of significance accompanying advancement: "(recommend to advance as) the ability to contribute increases" (18), "you are in a key position that you have the ability to change the field of education and bring the system to realizations and another discourse" (5).From this recommendation the assumption arises that these teachers have a high satisfaction with their current professional status.

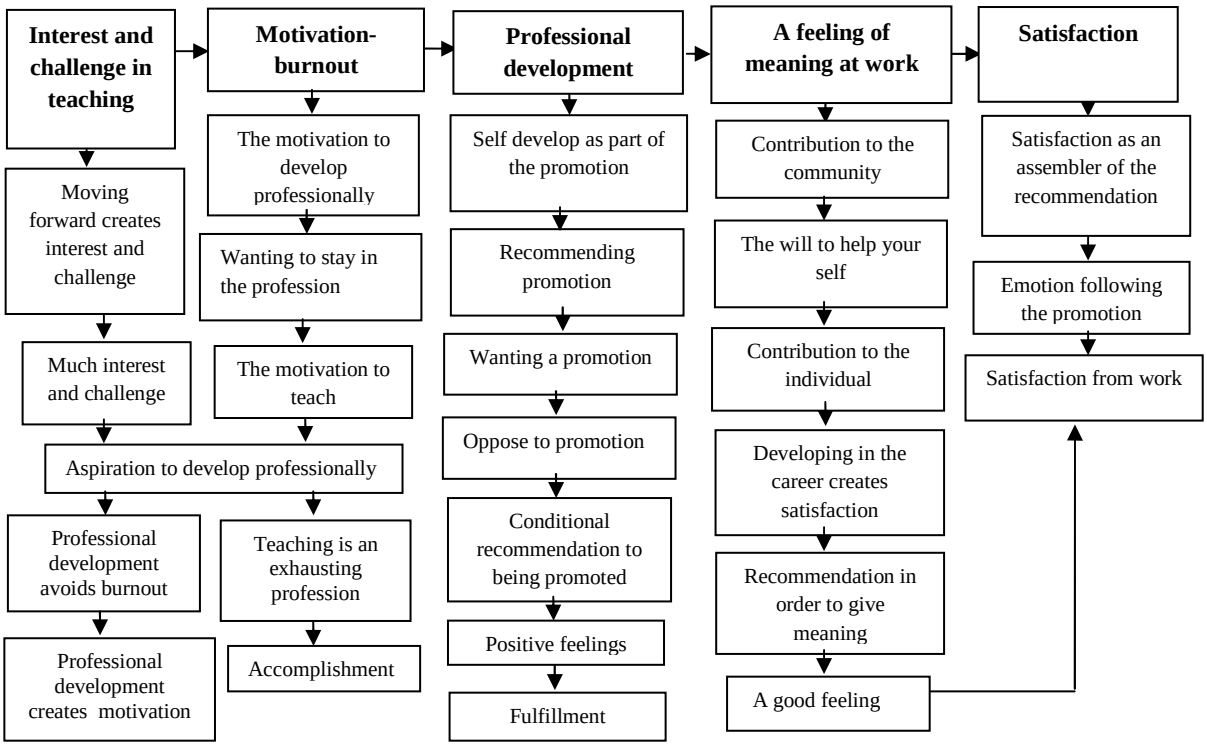


Figure 3.7: Satisfaction from the role in the presence- comparing between the present of teachers who have advanced in teaching career to the possible

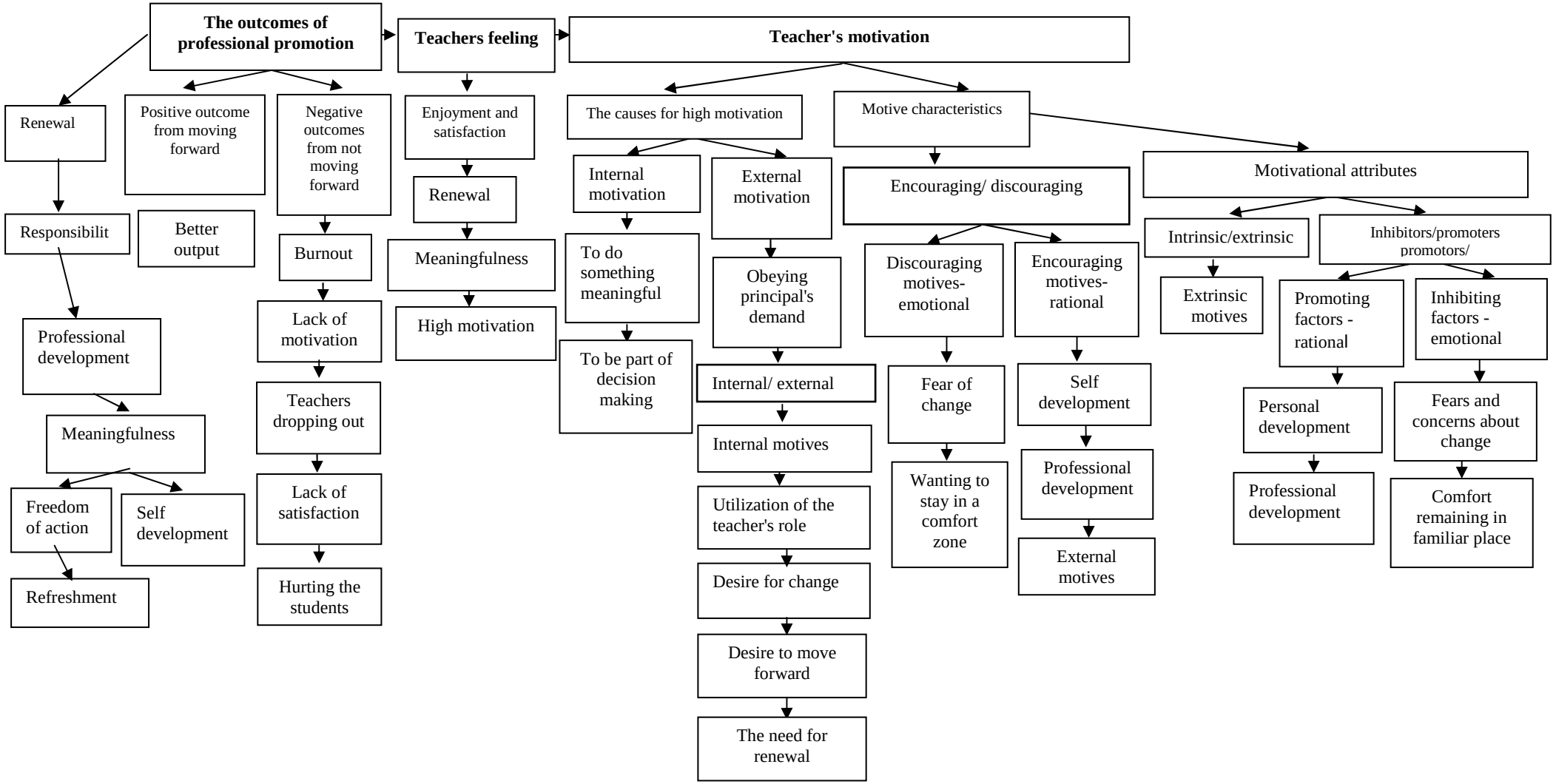


Figure 3.8: The teachers' views on motivation and professional development

Figure 3.8 shows the categories used to analyze the answers from the interviews.

Motives for professional development

In the description of motives for professional development, three patterns were been found:

1. Career motivated – a pattern characterized by career being the central motive. These are position holders whose professional career is driven by them rather than by another external factor. In this pattern, two position holders were found.
2. Career driven – a pattern characterized by the career being driven by external factors. These are position holders whose career is not driven by them but rather by external factors. In this pattern, three position holders were found.
3. Career opportunities – a pattern characterized by the career being driven by opportunities occasioned on their path. Position holders are those whose career is not driven by them but rather by various opportunities that have motivated them for professional development. In this pattern, two position holders were found.

Description of interview findings

Central to the data analysis, teachers' motivation for professional development was examined. The main question was, which motive each researched subject addresses in describing his experiences starting with choosing teaching as a profession, through motives for reduction of teaching hours in favor of another duty and ending with level of motivation for further professional development. The findings of the study will be presented in two parts: part A will deal with the motives for professional development and part B will deal with the implications and insights following professional development.

In the description of motives for professional development, three patterns were been found:

.1 Career motivated – a pattern characterized by career being the central motive. These are position holders whose professional career is driven by them rather than by another external factor. In this pattern, two position holders were found .

.2 Career driven – a pattern characterized by the career being driven by external factors. These are position holders whose career is not driven by them but rather by external factors. In this pattern, three position holders were found .

.3 Career opportunities – a pattern characterized by the career being driven by opportunities occasioned on their path. Position holders are those whose career is not driven by them but rather by various opportunities that have motivated them for professional development. In this pattern, two position holders were found .

The analysis of teachers' responses indicates many mutual elements between the patterns with great variance between them. The patterns will be presented as follows:

Career-driven pattern

More than half of the researched subjects (six in number) were found in this pattern – Hen, Michal, Yonit, Miri, Hana and Yafit. This means that for them the motives for professional development were the result of an external figure. They did not turn to teaching from personal choice but rather a family or social figure led them to this profession .

The reason for which teachers from this pattern turned to teaching lies in family or social pressure (see appendix 5.1, Nurit, Miri, Bathsheva).

Miri), similarly to Yonit, emphasizes that her choice of teaching as profession lies in family pressure and not from independent choice (Appendix 5.1, Miri).

Hen, just like the others who are part of this pattern, did not choose teaching for internal motives that express her desire for it. However, in contrast to them, she comes to teaching not out of family influence but due to quite incidental social influence (see appendix 5.1, Batsheva).

Similarly to the choice of teaching as a profession, the transition of those teachers from the position of a teacher to another position is done through superiors. There are those, whom the school manager has led to the position and there are those who have been led by the inspector (see appendix 5,2 Bathsheva).

Batsheva professional development later in her professional career was also due to external factors. The transition from primary school to high school is done through a school inspector and also getting the position of vice-school manager in the school to which she was transferred was by the school school manager. (See Appendix 5, 3, Bath Sheva, Nurit).

It should be said that Batsheva, throughout her professional career in the educational system, was led by external figures and does not motivate her career independently.Nurit, similarly to Batsheva, does not initiate accepting a position but waits until the first move is made by the environment. (Appendix 5.3, Nurit).

Similarly, Nurit received the position of vice school manager not on her initiative but through her superiors. This position was not in her declaration of intent at all. It seems that Nurit followed the expectations of her superiors.(Appendix 5.3, Nurit).

Similarly to Batsheva and Nurit, Yaffa voices similar feelings. She emphasizes that she simply has not evaluated herself as someone who is capable of contributing beyond the position of a teacher. The inspector is the one who directed her and gave her faith in her ability. (Appendix 5.3 Yaffa).

As has been seen above, the choice of teaching as a profession, as well as getting various positions, indicates that these teachers are characterized by a lack of self-consciousness in their abilities and strengths and have a low sense of capability.

Teachers do not logically choose the profession. They obey others without considering in what they prefer to deal and without paying heed to skills and abilities and the extent of their suitability to the teaching profession. This is also true in a transition from the position of a teacher to another position. The fact that an external factor has believed in them and their ability and coaxed them to professional development has led them to recognizing their power and break forward professionally. It might be that without recognizing the abilities and skills on the part of external factors, these teachers would have remained in their position as teachers throughout their careers.

Yaffa (see above) admits that her professional development was made without self-consciousness of her abilities, and when her abilities were recognized, the burden of proof was upon her. The trust given to her and her abilities created high motivation to prove the fact and brought her to a sense of capability.

Batsheva, similarly to Yaffa indicates the correlation between trust and realization (see appendix 5.4 Bathsheva).

Hana went to a management course after persuasion by the school manager. She did not believe in her ability to get this position. Only after the course, did she start experiencing a sense of capability.

Eti, similarly to Batsheva and Yaffa, started her career without self-consciousness of her inherent abilities. Following the reinforcement she received from the environment, she sensed confidence that the position of vice-school manager she reached without personal choice is her destiny.

The teachers' comments (see appendix 5.4) indicate that the professional development was a result of the trust their superiors felt in them. Trusting them and their abilities led them to a sense of self-capability and that aroused their self-consciousness for further personal development.

Similarly to the patterns of career driven teachers, this pattern is characterized by the teachers' career not being driven by them but rather by external factors. However, in contrast to them, behind professional development lie occasional events. Only two of the teachers, Deganit and Sarit, fall into this pattern and they seem to have developed professionally following quite incidental events .

The reason for which Hagit turned to teaching followed an opportunity which fell into her lap in the military draft bureau, where she was offered a teaching course. Sarit does not examine the extent of suitability between the position and her abilities and skills and she accepts the offer. It seems that turning to teaching is entirely incidental, (see appendix 5,5, Hagit).

The transition from a teaching position to another position, similarly to the choice of teaching as a profession, is made following incidental events and they do not advance in the teaching career as a result of their initiative or choice of it (see appendix 5, 6).

The "shock" of the incident led Hagit to search for something else. She decided to leave the place but she does not know where she is headed. She is not interested and checks out other opportunities. Following the same conduct in accordance with the pattern of career opportunities, Hagit does not execute her plans but rather waits for an "invisible hand" to act on her behalf

It should be said that following the change Hagit made from teacher to counselor she realized that it would be wrong to remain in the same position over time. She is aware of the fact that she has many years of work left until retirement from the education system. Hagit goes to a management course (a course recommended by the school school manager and not on the teachers' initiative). She does not declare any intention to participate in a tender for managing a school in the immediate time period. She is sure it will happen. It seems that Hagit sits and waits for an opportunity to fall into her lap. Professional advancement of Deganit, similarly to Hagit, does not occur from her personal decision but following an occasional event. The sabbatical year has offered Deganit educational counseling studies from which a transition began from position of a teacher to a counselor. It should be said that the choice of counseling as a study course, as well, has not been made out of examination of compatibility between the future position and her personal abilities and skills. Deganit meant to study something and found herself studying counseling (see Appendix 5.5, Deganit).

Deganit shows motivation for further professional development. However, similarly to Hagit, there is no declaration of intent in her words as to when and how it will be done. She knows how to recognize the courses of development she is interested in, she is aware of the need for studies as a necessary condition for realizing a dream but she does not exhibit internal independent motivation. It seems that Deganit, as well, waits for an opportunity, as a result of which she would advance in her professional career as has happened in the transfer from a position of a teacher to position of a counselor (Appendix 5.5 Deganit).

Similarly to teachers from the career driven pattern, teachers from the career opportunity pattern are characterized by low self-consciousness and sense of capability. From choosing teaching as profession and from transition from a teacher's position to another position, it appears that Hagit and Deganit have low self-consciousness and low sense of capability. In their conduct, these two teachers are characterized by a lack of awareness of their strengths and abilities and by a lack of self-direction for constructing a professional career that fits their wishes and preferences .

Hagit's emotional damage from what occurred in the tender led her to the conclusion that she should leave that place immediately and find herself something else but without clear knowledge of where and what this "something else" is. The fact that Hagit did not seek an identical position, i.e. managerial positions in other places, can lead to the conclusion that the choice of a position as vice school manager was incidental rather than stemming from an educated choice that considers her skills, abilities and preferences. It should be assumed that should Hagit have examined the position of vice school manager as to its suitability to her and her abilities, she would be expected to look for an identical position elsewhere rather than forfeiting the position in favor of counseling position.

Deganit, similarly to Hagit, lacks self-consciousness and direction for building a professional career according to her personal wish and preference. This is apparent in the decision to study counseling not out of consideration of her personal skills, abilities and preferences, but out of randomness. Restriction of studies during the sabbatical year underlies the counseling studies (see appendix5,7 ,Deganit).

This pattern, in contrast to the previous ones, is characterized by internal motives for professional development. The professional direction of teachers from this pattern is apparent throughout the entire career beginning with their choosing teaching through the reduction of teaching hours in favor of another duty and ending with professional advancement with a future perspective. The process of educated decision-making while considering the adjustment of the position to personal ability, skills and preferences is expressed in this pattern.

Out of ten teachers studied, only two - Aliza and Lior - turned to teaching of their own free will. It was been completely clear to them, in contrast to teachers in other patterns, that they are interested in practicing teaching, even if there is a difference in the reasons that led to it (see. Appendix 5.8,Lior,Aliza).

Lior states that practicing teaching is the outcome of a personal decision only with no other mediating factors. He emphasizes that he has always known that this is his preferred occupation and has taken the necessary steps in order to achieve the goal.

It was clear to Aliza, similarly to Lior, that the profession she wants to practice is teaching. This means that for them, the motives for teaching are internal as they have stemmed from their personal free will (see appendix 5.8, Aliza).

Aliza's professional orientation arises both from her choice of teaching and her conduct during studies. She knows clearly that she wants to practice teaching in general and science in particular. She does everything possible to achieve teaching of science even with the price of persuading her peers. From her conduct it can be deduced that all means are valid if only she

achieves her wish. She does not give in to limitations that arise in her environment and does not compromise. It can be said that career constitutes for her a key motive as fitting to the career motivated.

Transition from teaching to other similar positions occurs from internal motives. Only Aliza and Lior could recognize independently the right time for professional advancement and even have acted on it. These teachers did not wait for an external figure who would offer them a position or wait for an opportunity to fall into their lap. Their professional advancement should be credited to them (see appendix 5.9,Lior Aliza).

The decision to retire from the educational system following a feeling of being fulfilled, the search for alternative existing jobs, the realization that teaching was most suitable for him and applying for a tender in management while still in a management course, can indicate an internal self-drive. From Lior's conduct it appears that he is not waiting for his superior to recognize him regarding his abilities and his acting as arises from career motivation or for opportunities to cross his path as arises from the career opportunities pattern. He is attentive to his heart and what takes place around him and acts out of a desire for self-realization. Lior chose the position after examining and carefully checking existing possibilities according to the level of their suitability to him. In the future he is certain that he should continue to advance and develop and he even states the span of time for the next position. The fact is that he is satisfied with current position and has yet to fulfill the position and therefore is not preparing himself for the next scenario. It should be stated that Lior emphasizes in his words that the reason he does not know his course of advancement lies in the fact that he has not yet examined and checked the existing options. For Lior, career stems from self-direction.

Aliza, just like Lior, could also identify the right time for change of position, identifying the direction suitable for her and even take operative measures towards the achievement of a purpose (see Appendix 5.9, Aliza).

Aliza began as a professional science teacher and already at the beginning of her career she declared that she would not remain in the position for long as fitting to “career motivated”. She identifies well the symptoms of fulfillment of the position: boredom, repetition and realizing that it is time for professional development. She does not wait for an opportunity or external factors in order to develop but initiates them on her own .

Aliza adopts the school school manager's offer to go to a management course. She realizes that in this offer there is potential for professional development with a future perspective. Nonetheless, she enacts familial considerations and makes a decision to postpone the management position to a later period for these reasons. From Aliza's conduct, it is quite clear

that she is very active in relation to her career. Even if the activity is not always realized in operative measures, the fact is apparent in exercising judgments of personal benefit which are a significant testimony of career being a central component.

As stated earlier, Aliza not only can identify the right moment for change in position but also can indicate a path that is suitable for her personally and in terms of family and her personal preferences. She also takes the necessary measures for achieving the target she desired. When she feels that she is bored she will realize she needs a change. She operates logically regarding the choice of each of the position she assumed and continues to declare that the current position is also temporary.

From the choice of teaching as a profession and the professional advancement throughout the career it appears that teachers of this pattern are characterized by having high self-consciousness and a sense of capability. When Lior decides to leave teaching as he is fulfilled with a teaching position, he looks for occupational alternatives to teaching. The search was conducted with a view to finding a position suitable to his abilities and skills. He examined the various positions and reached the conclusion that there is no profession he can do better than teaching. In contrast to teachers of the other patterns, who accept a position without examining their suitability, Lior examines the compatibility of a position to his skills, abilities and preferences (see appendix 5.8, Lior, Aliza).

In his position asschool manager, like in the position of a teacher, it is clear to Lior that the transition should be after examination and checking. Looking to the future, Lior cannot point out the next position to which he aspires, as he has not yet examined which positions are available and which would be suitable for him, his skills and abilities.

Like Lior, Aliza has also demonstrated high self-consciousness and a sense of capability. She is aware of her powers and abilities and steers her career while considering all the relevant data. She identifies a challenge in the managerial position and decides to take it. It should be assumed that accepting the challenge is an outcome of awareness of points of strength existing in her that allow her to manage the task successfully (see Appendix 5.10,Aliza).

It seems that the multiplicity of verbs (think, weigh, do) that Aliza employs prior to accepting the management position indicates her activity regarding her career. She does not accept any opportunity that falls into her lap, as appears from the pattern of career opportunities but considers and weighs the matter prior to making a decision regarding the position.

The conduct of Lior and Aliza throughout their careers, indicates their navigating their professional careers on their own and they do not put their hopes on an external figure or occasional events. It should be said that their professional development is an outcome of a

logical process that brings along considerations of viability and personal and professional benefit as well as adjustment to their tendencies, preferences and strengths.

Thus far, elements differentiating between the three patterns of teachers regarding their professional development have been presented. Following, the mutual elements amongst teachers from the various patterns will be presented. It seems that although different motives underlie their professional advancement, mutual insights can be indicated which are considered to be mutual elements.

The study indicates that all teachers are satisfied with their professional advancement. A sense of pleasure, significance, satisfaction, refreshing and renewal are the signs of satisfaction amongst teachers as arising from descriptions of the researched subjects. Hen's satisfaction is expressed both in a sense of significance and in a sense of renewal and refreshing (see appendix 5,9, Yaffa, Eti,Yamit and Batsheva).

Yaffa emphasizes two components that contribute to her satisfaction: one is diversification and the other is the sense of significance. The diversification in her work and the encounter with various people - pupils, school managers and teachers - plant in her a feeling of renewal and refreshing which constitute a source of pleasure. Additionally, Yaffa emphasizes that the fact that she “touches” upon different people gives her a feeling of satisfaction and pleasure .

Eti, however, states the component of self-management as a factor of her satisfaction with professional advancement. Her current position gives her the opportunity to operate from personal choice rather than from coercion that she applied as a teacher and it makes her feel satisfied.

Similarly to Yaffa, Yamit as well indicates a sense of significance as a component of her satisfaction. Her being a partner in the process of decision-making and leading school processes gives a sense of much significance, it seems that the source of satisfaction lies in rise of self-value following her being amongst those making the decisions. In difference from her being a teacher, where she has only been executing.

Batsheva, as her predecessors, indicates the sense of significance as an essential component of satisfaction with her work and adds the positive correlation between pleasure and motivation. This means that with a rise in pleasure there is a rise in motivation.

The study indicates high motivation amongst all the researched subjects following advancement in their professional career. Most teachers indicate the characteristics of work as factors that drive to motivation: responsibility, holding a central position, and systematic influence.

The sense of responsibility in the current position as opposed to responsibility in teachers' positions is perceived by most teachers as a characteristic that contributes to motivation at work. There are essential differences in perception of the term of responsibility between researched subjects (see Appendix 5,11).

For Lior, the term “responsibility” includes two primary components: one is multiplicity of decisions and the other is the component of loneliness. As a school manager, Lior can consult with his colleagues but in term of results responsibility is his alone. It should be said that despite the “burden” he adds the pair of words: "pure experience”. It can be assumed, that not for nothing Lior has appended the word “burden” and the words “pure experience”. It seems that there is causative relationship between the two. In other words, the sense of pure experience stems from responsibility in a position and the greater the responsibility the greater the pleasure.

For Eti, as well, responsibility is perceived as one of the characteristics of work that contribute to motivation. However, in contrast to Lior, responsibility is expressed towards pupils in their preparing for the future. According to Eti, responsibility is reinforced in her position as vice school manager due to the pupils for whom she is responsible (see Appendix 5,11,Eti).

Nurit, in contrast to her predecessors, indicates a multiplicity of areas in her position as a component of responsibility. The work of vice school manager invites work in many different fields simultaneously and as a result, responsibility increases as well. Similarly to Lior, Nurit also indicates the relationship between the terms “responsibility” and “motivation” and emphasizes that the extent of responsibility creates a challenge at work and, with it, raises the level of motivation. It can be learned from this that the sense of self-value following big responsibility on the job raises the level of their motivation for work (see appendix 5, 11, Nurit).

The characteristics of autonomy and leeway receive much prominence amongst most descriptions by teachers of their work. They emphasize that this work is different, essentially, from the position of a teacher, where work has been clear and defined in advance with no maneuverability and leeway. The fact that they have autonomy and leeway allows them to be partners in decision-making and lead processes and change in the system. The ability to take an active and significant part in school processes raises the level of motivation to work. As teachers they have executed the management decision from theory to practice and their voice is not always heard (see appendix 5,12, Hagit).

Hagit states that her motivation is fed by the fact that a significant part of her work is characterized with self-management. The flexibility and dynamism at work is sometimes an occasion for her exerting of personal judgments according to what takes place, what is required, and in accordance with consideration of priority and benefit. She decides whom or what to take

care of, how and when. Expressions of motivation are apparent in the lack of a sense of time. She is so excited with the educational activity that her workday passes without a sense of time. She emphasizes that there is much activity but the fact that she runs others rather than is run by them brings much pleasure to her.

Zehava, similarly to Hagit, also indicates the leeway in position as a factor of motivation at work. However, in contrast to her she emphasizes the dynamism and the unexpected in a workday occasion in introducing changes. The ability to lead and change motions according to this judgment positions him in the center of educational activity – a fact that brings about motivation (see Appendix 5,12 ,Zehava).

The work of Lior as a school manager, as well, like other cases, is characterized by freedom of action and autonomy. However, in contrast to them, Lior emphasizes the fact that the existence of a great autonomy in his position allows him wide impact. As a school manager, he can affect a system level rather than a class level as appears from the position of a teacher .

The ability to have an effect on a system level is apparent in most of the descriptions by teachers of their work. No more effect upon pupils only as appears from the position of a teacher but rather a system effect derived from the definition of their position. The ability to affect on a system level raises the sense of significance of the position holders and alongside it, the level of motivation for work rises as well (see appendix 5.13.)

The expression of a systematic impact, according to Dana, is not summed up in an effect upon pupils alone but rather is apparent, as well, in the effect upon teachers and parents. For her, the involvement of many different factors in the educational activity makes the position much more challenging and raises the level of motivation. Yonit, in contrast to Dana, considers the systematic effect on many fields for which she is responsible as vice school manager, but similarly to her she indicates the correlation between great impact ability and high motivation.

Similarly to the previous position holders, Zehava states that the source of motivation is in the macro level rather than the micro level. In her position as age group coordinator, which is different from her position as a teacher, she is involved in diverse areas on a school level. Similarly to Aliza she emphasizes the position as being challenging and raising motivation.

The respondents' observations indicate that there is a difference between their motivation for work and motivation for teaching. Most teachers have low motivation for teaching as compared with motivation for work (see appendix 5,14).

Lack of motivation by Lior for the teaching hours stems from the sense of fulfillment with the position as teacher. It seems that he has difficulty working according to a definite program and set standards as is required of a teacher. This difficulty gets much prominence in light of the

fact that as a school manager he is autonomous with leeway and maneuverability. Lior states that he is willing to enter a class only if he has autonomy. He is interested in teaching where he decides upon contents and that they are not dictated from above. He explains that he is no longer in a place where he is told what to do but rather is amongst the decision makers.

Eti also feels that motivation for teaching is much lower than has for the managerial position. Similarly to Lior, she feels that experiencing partnership, in making decisions and leading processes makes it difficult for position holders to function in a predetermined framework. They want to do the things their way and not be told what and how to do things .

Yamit also states that her motivation for teaching is low compared to the motivation for work; however, she offers a different explanation. She emphasizes that the difference between levels of motivation stems from the difference in the essence of work: routine versus renewal. This means that low motivation in a teacher's position is due to the routine and the repetitiveness that exists in a teacher's work and on the other hand, the high motivation in her current work is the outcome of complexity and interest .

There are some teachers who say that occasionally, they have a high motivation for teaching. They explain it on the background of teaching hours comprising for them hours of rest from the position. Due to the great load in their position, teaching hours bring some rest to them. However, should they be given the opportunity to choose between the two, the teachers declare unequivocally that they would not have chosen teaching hours, due to its being work that creates burnout.

Similar comments are made by Batsheva.

Despite the fact that teachers of the career driven pattern only have taken operative measures when they sensed that they are fulfilled by their position, teachers of the other patterns, also identify this feeling with the time they made a change. All the teachers declare that in the future, should they have a sense of self-fulfillment in the position they would make the change on their own rather than waiting for a superior or an opportunity to fall in their path (see Appendix 5,15).

The promotion of Hagit from a teacher to an educational counselor stems from the sense of fulfillment with the position. She emphasizes that the repetition of same study classes over time has led her to a sense of tiredness and a need of change.

Similarly to her, Deganit as well, sees in fulfillment with a position as a motive for professional development.

The responses from the research participants indicate that there are two opposing forces operating upon teachers: a promoting force and an inhibiting force.

The common ground for all the promoting motives is prominently the rational motif, but together with:

1. The need for change and renewal: Almost all the nine teachers see in the need for change and renewal an internal motive for advancement in their professional career, even if not all have taken measures to satisfy this need. The responses of the research subjects indicate that the source of this motive is in the recognition that innovation and change imbue life at the level of motivation for work in particular and on the level of motivation for professional and personal development in general. It should be said, that the teachers have reached this insight following personal experience (see appendix 5, 16).

In the words of Deganit, change receives a positive weight as leading the person to a better place than where he is. From her personal experience, Alona recommends each person to embark on new thought for the future career and choose a direction and thus to optimize personal feelings.

Batsheva, on the other hand, emphasizes that renewal and change can prevent burnout as factors and raise motivation.

2.The need for personal/professional development: An inner need for professional development has appeared from all the researched subjects although in actual fact, the declaration of intent has been the domain of teachers of the career driven only. The fact of the agreement for change in a teacher's position can be considered as support of the existence of an inner need for advancement and progress, even if it is done from external motives. It appears from the study that the experience of professional advancement and development has planted in teachers a motivation for further development. Teachers from all the patterns consider themselves in another position than their current one in the future. The assumption is that this future perspective stems from an internal need for self- realization (see appendix 5, 17, Yaffa).

According to Yaffa, the aspiration upward is a necessary need in the professional process. The expression of advancement is a transition from one stage to another when fulfillment with a position on one hand and the aspiration for advancement on the other hand are interconnected and lead from one stage to another. Yaffa is not satisfied with being a district instructor but aspires to continue advancing towards a national instructor.

Viewing professional development as a personal need arises from the words of Aliza as well. The sense of boredom and repetition has led her to the realization that she needs something for herself. Aliza adds that each position should be temporary due to a need to develop and advance.

Batsheva, similarly to the others, indicates the changes she has made in her professional career following the need to advance and develop. In contrast to Batsheva and Dana, she does

not indicate a course of professional development as she is in a new position, however, she declares that when she feels that she has been fulfilled with her current position she would seek advancement.

In contrast to the previous motive, the emotional motif is especially prominent and common to the inhibiting motives. More than half the teachers attribute the fact that teachers do not evolve in their professional career and prefer to remain in their position for fear of changes and convenience of remaining in the familiar place (see appendix 5 18).

Lior presents one aspect of the desire of teachers to remain in the familiar and known zone. The reality in which they are ready for every scenario is possible without dealing with unexpected events in a comfortable reality. Due to this comfort, many teachers remain in their position as teachers and do not advance in professional career.

Deganit presents another aspect of "comfort zone" as a dampening factor of teachers' advancement. She emphasizes that coping with new and unexpected conditions arouses fears of the unpredicted and the unknown; this is the reason that teachers prefer remaining in a "comfort zone" without professional advancement .

Batsheva, similarly to Lior, indicates the convenience of teachers who remain in the familiar and known zone, and similarly to Deganit she emphasizes the fear of change as dampening of professional advancement. According to her, boldness and courage are required in order to initiate change.

A statement that career that lacks professional development would of necessity entail negative implications is prominent amongst all the researched subjects. At first, they would bring about change in the emotional aspect and later on it would be expressed from the professional aspect. In other words, teachers who remain in their position might get the feeling, over time, of lack of satisfaction, a drop in motivation and rise in the level of burnout. These negative emotions amongst teachers would possibly hurt the professional aspect as dropping out from teaching or remaining in the position but in a state of burnout – a state which can hurt pupils and their achievements (see appendix 5.19).

Lior, similarly to Deganit, indicates the sense of burnout as a feeling that is expected to occur as a result of lack of advancement. However, in contrast to Alona, who describes that she would continue to work in a state of burnout, Lior declares unequivocally that he would drop out of teaching and would not continue working in such a state. Additionally, Lior raises the fact of danger of pupils being hurt as a result of teacher burnout.

Similarly to Lior, Batsheva declares that she would leave teaching for another field of occupation. She presents the difficulty in an identical occupation overtime and emphasizes that

burnout is only reinforced over the years whereas diversification allows for the pleasure of occupation.

Summary of elements common to the three patterns of teachers

This ascertaining section has examined the issue of motivating teachers for professional development. Three patterns have arisen from the study: career motivation, career driven and career opportunities. These three patterns are different from one another in the factors that have driven a teacher to professional advancement throughout the career. Underlying each pattern, there is a motive as a result of which the teacher has advanced in his/her professional career.

It should be said that despite the fact that there is a distinction between motives of teachers, no differences have been found in the realizations they have reached regarding professional advancement. The teachers from all three patterns have reached the following realizations:

a. There is a positive correlation between professional development and satisfaction. Teachers who advance in their career are satisfied with their work. The study data reveal that all the teachers express satisfaction with their advancement.

b. A positive correlation has been found between professional development and motivation. Teachers who advance throughout their career have high motivation for work. It appears from the study that all the teachers report having high motivation for work.

c. In examining the factors of high motivation, it has been found that there is a correlation between work and motivation. The characteristics of work that encourage motivation are:

.1 Responsibility

.2 Autonomy and leeway

.3 Systematic impact

It appears from the study that the existence of these characteristics in a position raises the level of motivation of teachers to work. It should be mentioned that there is a positive correlation between each of these characteristics and motivation, meaning that the higher the responsibility, autonomy, or systematic impact, the higher is motivation.

d. A negative correlation has been found between professional advancement in the educational system and motivation for teaching. Teachers who have advanced, have a low motivation for teaching in comparison to the high motivation for work.

e. Fulfillment with a position has been found to be a significant motive for professional development; a sense of fulfillment with a position has led most teachers to advance in their career.

f. The issue of professional development has promoting motives and dampening motives. Motives that promote teachers to advance in professional career are:

.1The need of change and renewal

.2The need of personal/professional development.

g. The motives that dampen advancement of teachers in professional career are:

1. Fear of changes

2.Convenience in remaining in the familiar and known zone.

h. The reality in which teachers do not develop has negative implications, which are:

- Burnout
- Dropping out of teaching

The issue of motivation and professional development has been examined from two different aspects: one, the level of motivation for professional development and the second, the level of satisfaction with current status. The scene has emerged in light of perceptions of teachers who have remained in their position as teachers and in light of the perception of teachers who have advanced in teaching career to the questionnaire delivered to them.

The data of answers of teachers reveal a scene that describes clear differences between the two groups of teachers both regarding their level of motivation for professional development and regarding their level of satisfaction with their current status.

In the issue of motivation for professional development, low motivation for professional development can be distinguished amongst teachers who have remained in their position as opposed to high motivation for professional development amongst teachers who have advanced in their teaching career. Teachers, who have remained in position, reveal a desire to remain in their position and have no motivation beyond their current status. The motives behind a desire to remain in position are:

.1 Sense of satisfaction from teaching work following love for the profession, perception of teaching as a mission and pleasure from the teaching work in general and love of children in particular.

.2 Sense of realization and self-fulfillment from the teaching work.

.3 Work conditions in teaching are convenient for them and fit them.

.4 Finding interest and challenge in teaching work .

.5 Sense of significance they feel at work as a result of the impact upon an individual pupil.

.6 Sense of motivation for teaching.

In contrast, teachers who have advanced in teaching career, reveal high motivation for professional development. The motives behind an aspiration for professional development are:

.1 Desire for diversification and renewal.

.2 Desire to develop professionally and personally.

.3 Sense of high self-capability beyond the position of a teacher.

.4 Sense of fulfillment of a teacher’s position.

.5 Desire for leading and managing processes.

.6 Finding interest and challenge in [professional advancement.

.7 Sense of significance they feel at work following the effect upon school, teachers, etc.

.8 Sense of burnout from teaching and the desire to change in order to arouse motivation.

.9 Desire to be more satisfied.

In the issue of satisfaction with their current professional status, it can be said that there is a distinction between the levels of satisfaction with current status amongst teachers who have remained in position as opposed to the satisfaction of teachers who have advanced in teaching career. A high satisfaction with current status is expressed in a substantial rate of teachers who have advanced in teaching career as opposed to teachers who have remained in position. Another point of distinction existing between these two groups of teachers is that in a group of teachers who have remained in position, a low satisfaction is expressed amongst a substantial rate of teachers as compared with teachers who have advanced in position, where no expression of low satisfaction has been present at all.

The analysis of teachers' responses indicates many mutual elements between the patterns with great variance between them. The patterns will be presented as follows:

Motives for professional development

:In the description of motives for professional development, three patterns were been found

1. Career motivated – a pattern characterized by career being the central motive. These are position holders whose professional career is driven by them rather than by another external factor. In this pattern, two position holders were found .

2. Career driven – a pattern characterized by the career being driven by external factors. These are position holders whose career is not driven by them but rather by external factors. In this pattern, three position holders were found .

3. Career opportunities – a pattern characterized by the career being driven by opportunities occasioned on their path. Position holders are those whose career is not driven by them but rather by various opportunities that have motivated them for professional development. In this pattern, two position holders were found .

The analysis of teachers' responses indicates many mutual elements between the patterns with great variance between them. The patterns will be presented as follows:

Career-driven pattern

More than half of the researched subjects (six in number) were found in this pattern – Hen, Michal, Yonit, Miri, Hana and Yafit. This means that for them the motives for professional development were the result of an external figure. They did not turn to teaching from personal .choice but rather a family or social figure led them to this profession

The motive for choosing teaching as a profession

The reason for which teachers from this pattern turned to teaching lies in family or social pressure..(see appendix 5.1, Nurit, Miri, Bathsheva)

The issue of motivation and professional development has been examined from two different aspects: one, the level of motivation for professional development and the second, the level of satisfaction with current status. The scene has emerged in light of perceptions of teachers who have remained in their position as teachers and in light of the perception of teachers who have advanced in teaching career to the questionnaire delivered to them.

The data of answers of teachers reveal a scene that describes clear differences between the two groups of teachers both regarding their level of motivation for professional development and regarding their level of satisfaction with their current status.

In the issue of motivation for professional development, low motivation for professional development can be distinguished amongst teachers who have remained in their position as opposed to high motivation for professional development amongst teachers who have advanced in their teaching career. Teachers, who have remained in position, reveal a desire to remain in their position and have no motivation beyond their current status. The motives behind a desire to remain in position are:

1. Sense of satisfaction from teaching work following love for the profession, perception of teaching as a mission and pleasure from the teaching work in general and love of children in particular.
2. Sense of realization and self-fulfillment from the teaching work.
3. Work conditions in teaching are convenient for them and fit them.
4. Finding interest and challenge in teaching work.
5. Sense of significance they feel at work as a result of the impact upon an individual pupil.
6. Sense of motivation for teaching.

In contrast, teachers who have advanced in teaching career, reveal high motivation for professional development. The motives behind an aspiration for professional development are:

1. Desire for diversification and renewal.
2. Desire to develop professionally and personally.
3. Sense of high self-capability beyond the position of a teacher.

4. Sense of fulfillment of a teacher's position.
5. Desire for leading and managing processes.
6. Finding interest and challenge in [professional advancement.
7. Sense of significance they feel at work following the effect upon school, teachers, etc.
8. Sense of burnout from teaching and the desire to change in order to arouse motivation.
9. Desire to be more satisfied.

In the issue of satisfaction with their current professional status, it can be said that there is a distinction between the levels of satisfaction with current status amongst teachers who have remained in position as opposed to the satisfaction of teachers who have advanced in teaching career. A high satisfaction with current status is expressed in a substantial rate of teachers who have advanced in teaching career as opposed to teachers who have remained in position. Another point of distinction existing between these two groups of teachers is that in a group of teachers who have remained in position, a low satisfaction is expressed amongst a substantial rate of teachers as compared with teachers who have advanced in position, where no expression of low satisfaction has been present at all.

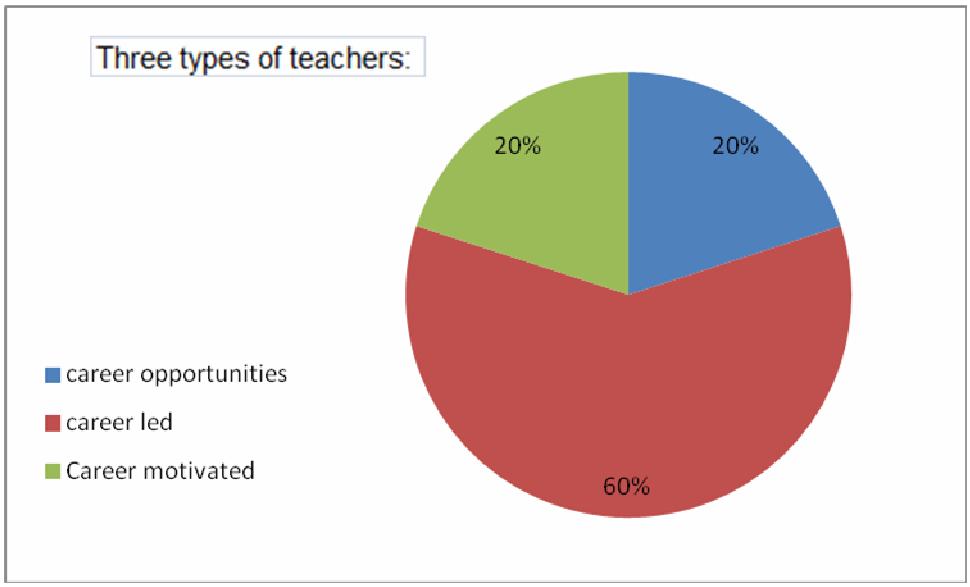


Figure 3.9: Three types of teachers

The satisfaction of teachers who have advanced in teaching career is explained on the background of following reasons:

1. High sense of motivation which follows professional development;
2. Sense of self- realization and fulfillment following self-development;
3. Sense of satisfaction from leading of processes;
4. Higher sense of interest and challenge than those which have been in the position of teachers;

5. Sense of significance at work due to the contribution ability and impact on school as an organization and on the teachers' team.

As mentioned above, amongst teachers who have remained in a position, a relatively small percentage of teachers can be found who express satisfaction with current status in relation to teachers who have advanced in teaching career. Additionally, in this group, teachers can be found who express a lack of satisfaction with their current status – a fact that has not received any expression amongst teachers who have advanced in teaching career.

Satisfaction with current status amongst teachers who have remained in position is explained on the background of following reasons:

1. Sense of satisfaction with promoting pupils in need;
2. Perception of teaching as a mission;
3. Convenient and suitable working conditions;
4. Sense of significance at work regarding the impact on an individual pupil;
5. Finding of interest and challenge in the teaching work.

The signs for lack of satisfaction amongst teachers who have remained in position are:

1. Attributing positive senses to professional advancement senses like satisfaction, self-realization, significance.
2. Recommending to colleagues to advance in the teaching career which source is the desire for professional advancement, satisfaction and self realization.
3. Revelations of desire to advance in the teaching career stemming from the desire for self-realization, higher interest and challenge, preventing burnout and arousing motivation.

An explanation offered for these results in the questionnaires reinforces the explanation maintaining that the answers of teachers who have advanced have been correlated only to the teaching component and not to all the components of their work. The fact that teachers who have advanced have been found to be more burned out in the de-personalization factor indicates their difficulty in the teaching component of their work. It should be assumed that, in comparison to practicing a management position that conceals autonomy and broad leeway, entering a class to teach takes them back to the place they have left. It must be said that the findings of the questionnaires stating that teachers who have advanced are more burned out than teachers who have remained in their position is opposite to the findings in the statements. From examination of the responses in the statements of the researched subjects it has been found that there is a distinction between satisfaction of the current status amongst teachers who have remained in the position in comparison to the satisfaction of teachers who have advanced in their teaching career. While satisfaction from the current status is expressed in a substantial percentage of teachers

who have advanced in their teaching career, there is low percentage of satisfaction amongst teachers who have remained in their position. An additional point of distinction existing between these two groups of teachers is that in the group of the teachers who have remained in their position, low satisfaction is expressed by a large percentage of teachers compared with the group of teachers who have advanced in their position, where there has been no expression of low satisfaction, at all. The complex results that sometimes appear as if they contradict one another indicate that this issue requires further clarification, which could be eventually examined by using additional semi-structured interviews focusing on the issue of satisfaction factors.

The illustration presents two main axes- one external the other internal. The external axis presents the theoretical connection for motivation for professional development and the professional career. The central axis presents the impact of the organizational environment on professional development. The impact of the organizational environment is manifested in enabling the application of transition strategies, as they arose in the research recommendations: personal; escort, individual counseling, developing a personal; nurturing and empowerment program, developing a supportive empowering organizational environment. The underlying concept of these recommendations is to raise the sense of the teachers' independent capability. A high sense of capability will lead the teachers to increased motivation for professional development. When this exists the strategies demanded to achieve the objective, manifested in a professional career can be adopted.

3.2. The formative part of the experiment

The intervention program Roots &Wings

Following the ascertaining stage of the research, the program Roots & Wings had been implemented and validated. The image of "roots" emphasizes the essence of the empowering workshop: the development of self-awareness to the teacher's abilities, talents, personal inclinations while the image of "wings" point out at its global goal-to facilitate the achievement of self-realization by means of self-development.

The theoretical value of the empowerment workshop "Roots& Wings lies in providing a psycho-pedagogic basis for training in strategies that are manifested through:

1. Defining the concept of the empowerment workshop "Roots& Wings
2. The institutional connection of the organizational environment for professional development
3. Identifying the theoretical principles underlying the workshop
4. Identifying training tools and activities underlying the workshop

5. Conceptualizing the pedagogic model

Premise

The premise underlying the intervention program is that many of the teachers have not developed professionally due to a low personal capability, lack of awareness of their skills and abilities, fear of change and comfort to remain in known and familiar zone. Thus, the empowerment workshop "Roots& Wings might make a difference in the level of self-capability and raise the level of self-consciousness of strengths that they enjoy, and thus to decrease the extent of concern and fears entailed in professional development. The program constitutes an opportunity to encourage teachers to develop for themselves, a future scene, to set targets for themselves and strive at the realization thereof. Development of a future scene is in fact, the choice of a final destination that constitutes a necessary step in order to derive methods of operation in compatibility with the target. It should be assumed that teachers who will set a target for themselves out of self-consciousness of personal abilities and skills, will be able to create a driving force and to provide propelling energies for promotion of their plans. From that they will manage to exhaust their ability and develop personally and professionally (see details in appendix no.).

Methodology of the formative stage of the research

The workshop participants twice completed the questionnaire “similes on professional career. The first time they did this was prior to the beginning of the workshops and the second time was with its conclusion. The purpose was to examine whether a change has taken place in the attitudes of teachers regarding professional development following the workshops.

The original questionnaire is comprised of five parts: part A includes personal details, part B deals in definition of career, part C deals in career realization, part D deals in the range of expectations and part E deals in focusing of control.

As the purpose of the questionnaire was to examine attitudes of teachers regarding professional development, only two parts were taken from the original questionnaire.

Part A included personal details: year of birth, age, education, type of academic degree, years of experience in teaching, primary position in school and stream of belonging (state and state-religious).

Part C deals in realization of career and included a closed questionnaire with 47 statements to which the respondents were asked to state their attitude on a scale of 1 to 6, where 1 expressed complete objection to the content of a statement and 6 expressed complete agreement with a statement. The statements examined the attitudes of the researched subjects regarding:

a. Definition of career.

b. Range of expectations.

c. A sense of the examined subjects regarding fairness of the organization towards them, a question of professional advancement, and attribution of focusing of control to factors of promotion. From this part questions that dealt in the range of expectations and focusing of control were statistically analyzed.

The meaning of the range of expectations is the size of the disparity in which an individual sees himself in the stage of research between the most far-reaching future position in terms of his promotion and realization of his personal career. Focusing of control means to what extent examined subjects attribute internal or external focusing of control when they examine factors that might affect the realization of their personal career.

The questionnaires were processed according to the quantitative method that included statistical processing for the examination of variance in the teachers' perception regarding professional development in their teaching careers.

Research population

As a research population, 11 teachers with a minimum of eight years of experience were randomly chosen, who since their beginning teaching have remained teachers.

The diagnostic comparison

Following is the diagnostic comparison between the attitudes of teachers regarding professional development which was examined for three indicators:

1. Range of expectations;
2. Internal focusing of control;
3. External focusing of control.

Essence of the program

The empowerment workshop "Roots& Wings" is based on principles of cognitive coaching [26]. This is an interactive setup, part of which is a structured dialogue between coach and trainee.

The coach guides and routes the thinking patterns of a trainee and helps him to locate within himself tools that empower his capability and abilities. During the process, the trainee learns to formulate decisions, solutions and ideas, which have been hidden in his thinking in the initial state but required processing and phrasing. The coach guides the trainee through questions, that gradually from existing states of awareness to desired states of awareness. It should be said that cognitive coaching is a systematic action of one person in relation to another, that brings about empowerment and allows for exercising judgment that has effect upon his life.

There are five awareness resources as defined by Costa and Gramston [39]:

1. Sense of capability – a sense of ability and internal focusing of control. People with a high sense of capability believe that they can affect outcomes and events; they are active, optimistic and like challenges. This is the most basic resource of awareness that allows for activation of other resources.

2. Flexibility – the ability to see situations from a variety of viewpoints, to change opinion and propose original solutions. Flexible people are creative and able to exist in a state of ambiguity and coordinate between a variety of activities that take place simultaneously.

3. Craftsmanship – striving at perfection, thoroughness and exactness at work and in communications. The desire to improve and be more precise is a source of energy from which people make their knowledge and skills more profound.

4. Consciousness – thought management, self-direction and clear representation of internal and external reality. A conscious person is aware of both external and internal occurrences. People who enjoy a condition of awareness manage to route their progress towards their goals.

5. Interdependence – thought and action based on partnership with others. People who contribute to the general good and also enjoy the contribution by the resources of others.

Purposes of an empowerment workshop

The purpose of the workshop, as it had been ascertained in the diagnostic phase of the experimental phase of the research is to lead teachers to personal empowerment out of awareness for the development of abilities, skills and sense of personal capability. Therefore, out of the five awareness resources identified and determined by Costa and Gramston [39], we chose to put an emphasis on resource no. 1: sense of capability and on resource no. 4: consciousness which fit the objectives of the current research .

Premise

The premise underlying the intervention program is that many of the teachers have not developed professionally due to a low personal capability, lack of awareness of their skills and abilities, fear of change and comfort to remain in known and familiar zone. Thus, the empowerment workshop "Roots& Wings might make a difference in the level of self-capability and raise the level of self-consciousness of strengths that they enjoy, and thus to decrease the extent of concern and fears entailed in professional development. The program constitutes an opportunity to encourage teachers to develop for themselves, a future scene, to set targets for themselves and strive at the realization thereof. Development of a future scene is in fact, the choice of a final destination that constitutes a necessary step in order to derive methods of operation in compatibility with the target. It should be assumed that teachers who will set a target for themselves out of self-consciousness of personal abilities and skills, will be able to create a

driving force and to provide propelling energies for promotion of their plans. From that they will manage to exhaust their ability and develop personally and professionally.

Content of the intervention program

The intervention program included ten meetings in which the following subjects were discussed:

1. Familiarity with self – the personal circle: identification of abilities, qualifications and skills alongside weaknesses, difficulties and limitations;

2. Constructing a future scene in examination of the desired state;

3. The disparity between an existing and a desired state – reasons, causes and ways of coping;

4. Cognitive coaching – tools for personal empowerment and growth;

5. Interpersonal interaction – familiarity between the team members for a purpose of familiarization with the powers existing between team members;

6. Change process – encourage insights which foster coping with attendant difficulties, concerns, fears, examining risk versus chance;

7. On the way of realization of the change – strategy and steps in the process.

The ideas for the workshop activities were based mainly on my accumulated experience as an on- going guide for student teachers and for qualified teachers. While filling these roles, I participated in various in-service training courses that entailed empowerment, and in a personal training course wherein I acquired and practiced diverse training tools. I similarly made use of the Internet site http:// www.ted.com.

The sessions in the workshop are presented in the appendix. No.

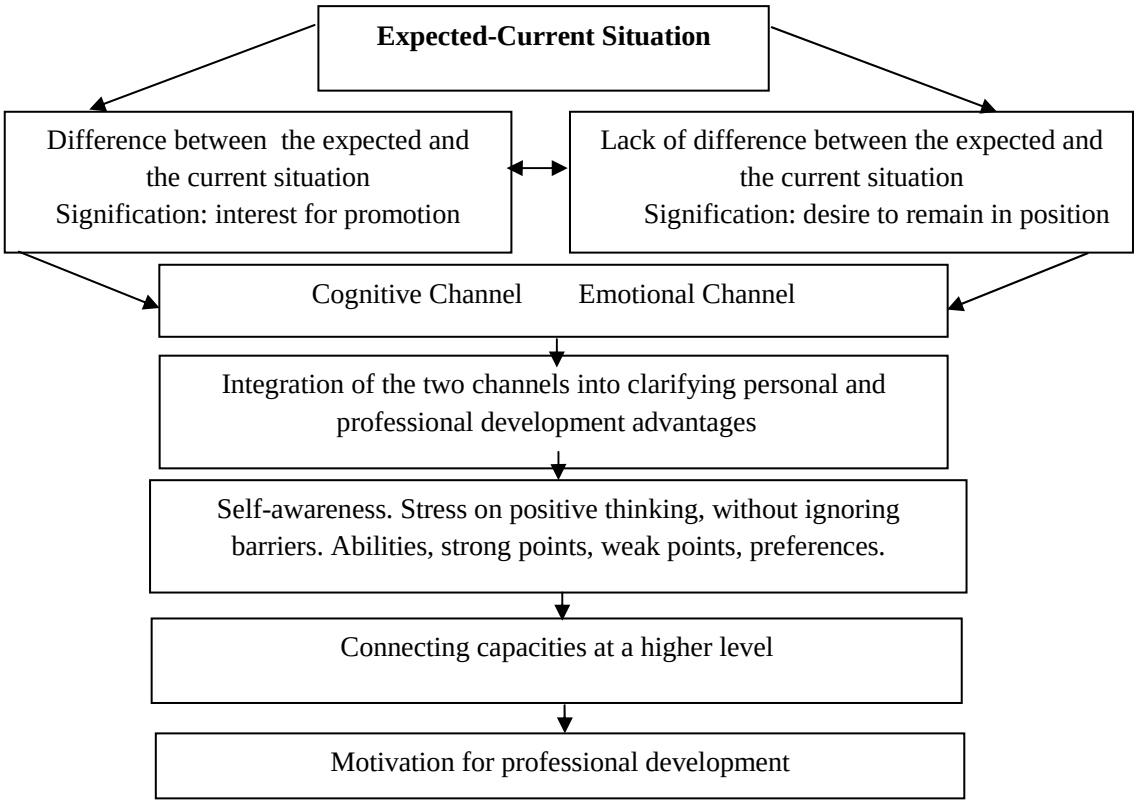


Figure 3.10: The professional developmental axis

The methodology of the experimental stage

The first part of the experiment was diagnostic with the purpose to examine the initial attitudes of teachers regarding professional development. The same procedure had been implemented at the third final diagnostic phase following the formative workshop in order to evaluate whether and to which degree a chance had occurred. The workshop participants completed the questionnaire on "similes on professional career" twice [137], the first time prior to the beginning of the workshops and the second time upon its conclusion .

The original questionnaire was comprised of five parts: part A includes personal details, part B deals definition of career, part C deals in career realization, part D deals in the range of expectations and part E deals in focusing of control.

As the purpose of the questionnaire was to examine attitudes of teachers regarding professional development, only two parts were taken from the original questionnaire, as detailed in the appendix .

Part A included personal details: year of birth, age, details on education: type of academic degree, years of experience in teaching, primary position in school and stream of belonging (state and state-religious).

Part C deals in realization of career and included a closed questionnaire with 47 statements on which the respondents were asked to state their attitude on a scale of 1 to 6 levels: score 1 on the scale expressed complete objection to content of a statement and score 6 expressed a complete agreement with a statement. The statements examined the attitudes of the researched subjects regarding: A. Definition of career. B. Range of expectations. C. Sense of the examined subjects regarding fairness of the organization towards them, a question of professional advancement, and attribution of focusing of control to factors of promotion. From this part questions that dealt in the rage of expectations and focusing of control were statistically analyzed .

The meaning of the range of expectations is the size of gap in which an individual sees himself in the stage of research between the most far-reaching future position in terms of his promotion and realization of his personal career. Focusing of control means to what extent examined subjects attribute internal or external focusing of control when they examine factors that might affect the realization of their personal career.

Processing questionnaires was done by the quantitative method that included a statistical processing for the examination of variance in perception of teachers regarding professional development in teaching career.

Research population

As research population, 13 teachers with a minimum of eight years of experience were randomly chosen, who since their beginning teaching remained in their position as teachers.

The considerations lying behind the choice of the application steps were that :

1. An empowerment workshop is an operative option which is convenient and easy to execute and to examine its results .
2. An empowerment workshop is a tool that can be executed by an entity external to the organizational system and thus to allow for the execution, monitoring and evaluation processes to be effective and not to be influenced by further factors.

The second formative part of the experiment was based on the premises determined in the initial diagnostic part- of the teachers' motivation for professional development. The Motivational Workshop Roots & Wings was conducted in each session in a different neutral place in order to make it easier for the 13 participants. Two criteria led to the choice of teachers – seniority of eight years of teaching, and agreement to participate.

The rational underlying the structure of the workshop was to start with constructing a future picture of the participants to examine whether there is a disparity between the position in which they are and the position to which they strive. This is a stage that afforded a starting point for the

continuation of the workshop since it offered I, as an instructor, to familiarize herself with the difficulties of the factors inhibiting their professional development. Two groups were anticipated: a group that strove to advance and a group that strove to remain in the current position. It was therefore expected to deal with each of these positions from the emotional and the cognitive perspective. The division into groups afforded I the possibility of leading each participant to awareness regarding the factors inhibiting the professional development and the search for ways to cope. As the personal development is perceived as an inborn tendency that pushes people to self-realization [95; 112] one would expect their position would be to remain in the role as teachers and feel dissonance between the cognitive and the emotional sides. After the participants presented their desire to remain in their positions as teachers, they understood that the feelings accompanying this position were negative. There was then room to deal with the advantages of professional advancement since they offer a solution to their negative feelings of remaining in the position. After we reached an insight that professional advancement can improve the negative feelings regarding remaining in the teaching positions and the desire to advance professionally are not sufficient conditions for their occurrence, it was necessary to discuss the personal responsibility of each participant in setting himself a target, according to what each wanted to attain and to strive for its realization. Setting an objective which is a type of striving for professional development demands compatibility with abilities, preferences, and personal tendencies and therefore handling self-awareness is necessary that will lead to developing high self-awareness, following which the participants will be able to reach educated decisions regarding the choice of a professional developmental direction stemming from self-knowledge. With identifying the professional development direction, it is necessary to deal with planning operative steps to attain that goal

The central axis of the experimental part constituted the basic framework for me as a researcher, paying simultaneously careful attention to events in the field. The insights that arose from the previous session affected my decision as to whether to add a session on the same topic in order to expand and further the subject or to move to the next subject as we realized the matter. An example of this was the first session that dealt with self-awareness, in which I discovered that the participants had difficulty exposing personal independence, and I understood that I should hold several session to this end

The strategies emanating from the experimental part

1. Inner motivation to participate in workshops pertaining to change

2.Reflective ability regarding personal processes

3.Identifying personal needs and orders of priorities

4.Familiarity and applying diverse relevant methods that are suitable to personal ambitions

5. Implications of participating in a workshops on career advancement

3.3. The final diagnostic procedure of the teachers' motivation to advance

Findings

Comparison between the attitudes of teachers regarding professional development was examined in three indicators:

1. Range of expectations.

2. Internal focusing of control.

3. External focusing of control.

Table 3.8: Comparison between attitudes of teachers before and after the workshops in index of range of expectations

	Before		After		T
	Average	Standard deviation	Average	Standard deviation	
Range of expectations	3.74	0.54	4.11	0.49	1.81*

A significant rise was found in the range of expectations of teachers. Meaning, after the workshop, the range of expectations of teachers is significantly lower than the range of expectations before the workshop. The meaning is that after the workshop the gap between the state in which teachers considered themselves in currently and between the future position has reduced in terms of promotion and realization of career than what was prior to the workshop. It should be said that following the intervention activity, teachers started to realize that the realization of their personal career is a realistic and possible step.

Table 3.9: Comparison between attitudes of teachers before and after the workshops in index of internal focusing of control

	Before		After		T
	Average	Standard deviation	Average	Standard deviation	
Internal focusing	3.84	0.52	4.32	0.51	2.27**

A significant rise was found in internal focusing, meaning, after the workshop, there is a rise in attributing internal factors that affect the realization of their personal career in comparison to the state prior to the workshop. The meaning is that teachers started to realize that the responsibility for realization of personal career is in their hands and in order for a professional

development to take place activity is required on their part rather than waiting for the thing to be done for them by external factors.

Table 3.10: Comparison between attitudes of teachers before and after the workshops in index of external focusing of control

	Before		After		T
	Average	Standard deviation	Average	Standard deviation	
External focusing	3.98	0.55	3.84	0.51	0.65

No significant difference was found in external focusing. It should be noted that the workshop did not make a significant difference in attributing external factors that affect the realization of personal career of teachers. From the results, it appears that teachers continue to believe in the effect of external factors upon realization of career. Although the trend of averages is according to expectations, meaning that external focusing at the end of the workshop is lower than in its beginning. The meaning is that there is a trend of decrease in attributing of external factors that affect realization of personal career.

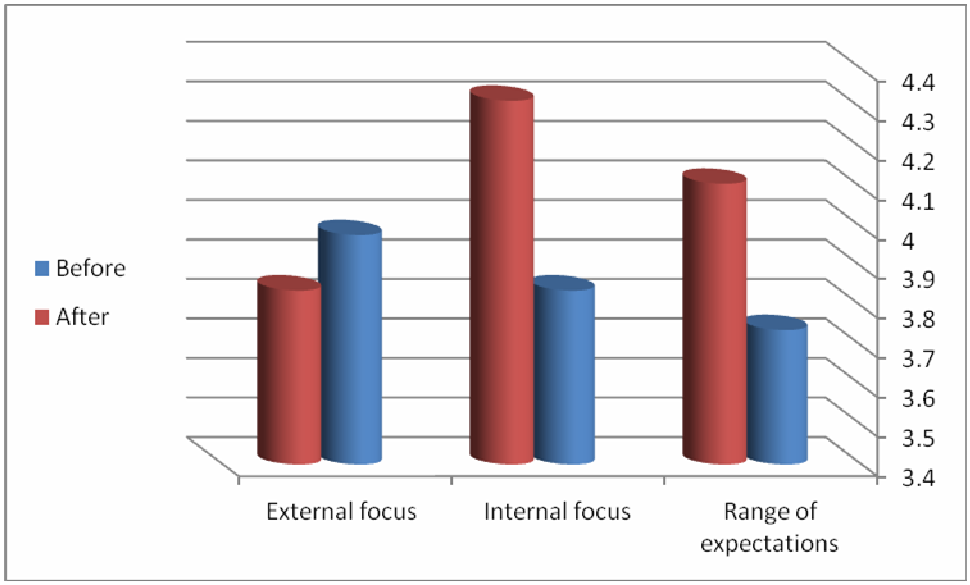


Figure 3. 11: Foci of impacts on professional development

Table 3.11: General design of the workshop

General stages	Prior to intervention Gathering data Analysis and comparison of qualitative and quantitative findings Interviews	Intervention stage Ten session empowerment workshop for teachers with at least eight years of seniority	Post-intervention Feedback Data analysis and comparison
Specific stages	Distributing beginning questionnaire including closed and open items to compare two groups of teachers Analysis of the findings indicates a contradiction between the quantitative and the qualitative findings Interviews	The experiment Distributing questionnaires prior to workshop to examine personal attitude regarding career development Empowerment sessions including containment, leadership, and application Distributing questionnaire following the session to compare with findings from questionnaire before workshop	Final assessment Feedback and reflection after the workshop Distributing final questionnaire Data analysis and comparison
Research tools	Personal questionnaire based on variables of burnout and motivation In-depth interviews	Implementation Personal questionnaire based on variables of range and expectations, focusing inner and external control Empowerment activities including 1. Containment to create trust 2. Leading to new insights and search for new ways of coping 3. Application – use of new insights and their conversion to operative actions in the professional career	Final assessment Reflective assessment of the variables pertaining to the process experienced Distributing final questionnaire identical to the starting questionnaire to examine change in attitudes Analysis and comparison between the findings from the questionnaire prior to the workshop and those after the workshop

Interestingly after the workshop, the range of expectations of teachers was significantly lower than the range of expectations before the workshop (table 3.11) becoming more conscious of their own responsibility for their advancement than they were at the beginning . Consequently, after the workshop the gap between the state in which teachers considered themselves currently and the future position declined in terms of promotion and realization of career than that prior to the workshop. It should be said that following the intervention activity, teachers started to realize that the realization of their personal career is a realistic and possible step**.**

Table 3.11 finds a significant rise in internal focusing. After the workshop, there was a rise in attributing internal factors that affect the realization of their personal career in comparison to the state prior to the workshop. This means that teachers started to realize that the responsibility for the realization of personal career is in their hands. In order for professional development to occur, activity is required on their part rather than waiting for the thing to be done for them by external factors**.**

No significant difference was found in external focusing (table 3.10). The workshop did not seem to make a significant difference in attributing external factors that affect the realization of teachers' personal careers. From the results it appears that teachers continue to believe in the effect of external factors upon realizing a career. However, the trend of averages is according to expectations, i.e., external focusing at the end of the workshop is lower than in its beginning. This means that there is a trend towards a decrease in attributing of external factors that affect the realization of a personal career.

3.4. Conclusions of Chapter 3

In light of the statistical findings, a scene was perceived according to which the empowerment workshop impacted the attitudes that teachers attribute to realization of their professional career. In two out of the three indicators, a significant difference was found between attitudes of teachers before and after the workshop and in the third indicator there was a trend of change although not a significant one.

Thus, it can be said that school managers and inspectors will be able to see in the empowerment workshop "Roots& Wingss" an effective tool for impacting the attitudes of teachers regarding their development in professional career. The opportunity of providing teachers the needed coping strategies to reach educated decisions regarding the choice of a professional developmental direction stemming from self-knowledge can benefit the whole educational system in competing successfully with the goal of aspiring to development.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical value and innovation. The central contribution of our research consists in determining the correlation between the environmental factors of the educational setting and teachers' motivation to advance in their performance. Our research managed to tackle the objectives proposed, being elucidated the scientific arguments concerning the importance of the environmental support for the burn –out prevention and development enhancing; the experiences, and strategies efficient for connecting teachers to their inner hidden abilities which can be put into practice by implementing adequate professional development .

Our research embodied in the pedagogical model of enhancing motivation for career development confirms that professional development is determined by a series of factors, their eradication being a matter of cooperation between the educational factors concerned: the Ministry of education, the curriculum establishers, inspectors, manager and teachers alike. The importance of personal development in teaching is reinforced in light of the reality of post-modern life re-confirmed by the current research in concordance with leading contemporary body of research [35; 41; 43; 53; 55; 56; 58; 62; 66; 69].The present millennium is characterized by lack of stability and multiple changes, a reality in which the term "career" gets a different meaning. Not one career any more, which is steady throughout life but a dynamic and changing career. A reality in which the working week shortens and there are more leisure hours. In a reality in which employees are not obligated to go to the workplace but can also work from home, work should receive a different meaning than before. Today, people see in work a place that enables personal development and self-realization. Therefore, the characteristics of the post-modern reality should also find their expression in the education system. The teaching profession should include a developmental horizon that would be expressed in the advancement courses of teachers to prevent functioning in conditions of dissatisfaction, to create motivation amongst teachers and to create an optimal functioning. The vitality and importance of motivation in teaching is supported in studies that indicate the correlation between teachers' motivation for teaching and motivation of pupils for learning and for their study achievements. Thus, the teachers' motivation in the education system is not an interest of teachers alone but also of the organization [29; 35; 42; 55; 58; 73; 110].

On this basis, in the systematic plan, programs of cultivation and personal empowerment are needed that lead to the development of self-consciousness regarding the points of strength of teachers and to plan an occupational horizon for them .

Praxiological value of the research. The findings we collected after the implementation of the formative stage of the research, proved that an appropriate organization of supportive activities, the approach of adequate issues and methodological tools, and a close cooperation between the educational factors can ensure success in the process of empowering teachers from their entrance into the educational system and all the way through fighting burn-out and enhancing renewal and innovation. The program of the empowerment workshop– "ROOTS &WINGS" serves as an example of good practice for school managers, inspectors and class teachers that could enhance development drive indicators through the activities promoted during the program, and thus acess teachers' hidden coping resourses.

At a personal level, it is possible to focus on an individual counseling for teachers regarding their feelings, as a result of a position, while examining the considerations and personal doubts and possibilities concealed in the teaching occupation for each of those in doubt.

The directions of solving the problem of teachers' burnout by opting for professional self-development are as follows:

- Developing awareness to burnout risks and signs that are part of the systemic adequate preventive strategies and practices.
- Offering teachers empowering programs all throughout their career
- Train teachers to use self- feed backing strategies, principles and indicators practiced through the empowering program to monitor one's career.
- Creating systemic partnerships among school managers ,supervisors and teachers to enhance on-line self development and prevent burnout.

Providing a constant psycho-pedagogical support to teachers at risk of burnout (young and veteran ones).

In conclusion, it may be sustained that the findings of the current study are consistent with the high importance of maintain a safe and nourishing educational environment in reducing teachers' burnout devastating implications, in the benefit of the whole educational system. In this sense, this study contribution focuses on the strong effects of educational and organizational factors on teachers' burnout**.**

RECOMMENDATIONS OF THE STUDY

For the Ministry of Education

1. The current research proved the need of coping tools in the form of practical programs directed towards preventing teachers' burn-out and enhancing continuous professional development. This issue still requires additional attention from the policy makers who should

acknowledge and practically encourage the essentiality of the teachers' well-being in the service of the systemic functioning. In this context the Ministry of Education is required to contribute to the solution of this problem by allocating extra- funds for creating and improving the professional development options for the teachers

2. The Motivational -ROOTS& WINGS Model for enhancing teachers' motivation to advance can serve as a guideline for managers in shaping school policy towards on-line teachers

3. The issues addressed during the intervention can be useful in designing new programs that could approach longstanding problems leading to professional development.

For school managers:

- The study draws school managers' attention to the necessity of creating a permanent nourishing setting of teachers' support in which teachers can feel confident to develop their potential for their own sake and for the sake of the school and the educational system;
- Personal accompaniment, individual counseling, additional empowerment workshops, creating a supportive empowering organizational environment can promote the school functioning in providing a nourishing context to the employees and eventually to the direct benefiters –the pupils.
- Teachers should be viewed as partners to designing programs and policy and not only as consumers.
- All teachers should be guided towards professional development, at least within the school.
- Teachers should be empowered in their positions.
- The common situation within the educational system, where teachers may feel confident and professional -in their teaching work but no more than "a screw in a machine" in the organizational environment of school-should be acknowledged and adequately addressed by courageously dropping traditional formats of leading by dictatorship and replacing these with new co-operative policies in which teachers 'presence and continuing improvement is considered significant and worth-cherishing.

For the teachers:

The study can serve as a benchmark in:

- Acquiring increasing awareness of their personal professional skills and abilities by overcoming the natural fear of change and daring to give up the comfort to remain in the known and familiar zone
- Cherishing and embracing life-long continuous learning and constant development

SUGGESTIONS FOR FURTHER RESEARCH

- Since the evaluation of the interventional program findings show that teachers' attitudes had been obviously influenced by their participation in the workshop sessions, a longitudinal follow up of the lasting effect of the workshop can be done in order to establish whether-and to what extent the participants have developed intrinsic motivation for self-development and whether they have actually started to act in for the advancing of their career.
- Since the results of the current research ,a clear positive correlation between the work environment and teachers' motivation has been proved , a further research based on the current results could be one that examines the learning environment influence on pupils' learning motivation.

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APPENDICES

Appendix no. 1

SUMMARY OF THE RESEARCH MODEL

1	Developing a future picture through guided imagination	To identify who of the participants is interested in personal development in their professional career	Participants had the opportunity to think about their future in their professional careers
2	Attitudes of striving to advance and of remaining in the position	To explore if there is a disparity between the given and the desired situation	The participants began to think about the factors that led them to choose the current position and were made aware of the feelings accompanying this choice
3	Advantages of professional advancement	To expose the participants to the advantages of professional advancement	The participants began to feel dissonance between the cognitive and the emotional aspects. From the cognitive perspective there was rationale in remaining in the position but had negative feelings from the emotional aspect
4	Setting objectives and striving for their realization	For the participants to attain the insight that they have personal responsibility for their professional development, and therefore must set an objective accordingly	The participants began to understand that change in professional career necessitates change in thought and behavior
5	Self-recognition	The participants should be aware of their strengths and weaknesses that will help them choose a suitable objective	The participants began to be aware of their inner strengths via self-observation and observation of their colleagues in the group
6	Personal strengths	Developing greater awareness of personal strengths	The participants intensified the self-awareness regarding their strengths
7	Self promotion	The participants should be capable of advertizing their strengths and abilities to members of the group. This demands of them to believe in what they are.	Many participants were more self- confident and a greater sense of capability. Reactions such as "It's absurd we did not know of what we were capable" or "Why didn't I appreciate myself enough, I have so much ability and skills".
8	Career changes	Lead the participants to the realization of the normative aspect is fear of the unknown and to wish to remain with the familiar and the known	Participants understood that fear is not solely theirs, but is part of their professional advancement. This insight released them somewhat from the fear
9	Striving for a professional career	To lead the participants to note their aspirations in their professional careers and plan their steps for their achievement	Participants noted their ambitions while thinking about the operative steps for their achievement
10	Feedback and summary - insights	To lead the participants to reflect on the process they underwent following the workshop	Participants developed self-awareness of abilities and strengths, and thought about their professional development

Session no. 1

Procedure: I asked the participants to complete questionnaires that explored their positions

regarding advancement in their professional careers. The questionnaires aimed to examine their perceptions regarding the teaching career as regards their professional and personal expectations, and to what they relate the factors influencing their personal advancement in their careers growth (focusing the internal and external control).

After completing the questionnaire I held activities on guided imagery. I asked the participants to describe their future picture - to imagine themselves in a few years working in a position they would like and to describe in writing what they see for the future. Each participant was asked to complete her picture of the future on the page as follows:

My picture of the future

Imagine yourself in a few years working in a position you like

Imagine- the position, the colleagues, the work environment

Describe in detail:

- What do you see? Give a visual description of what you saw during the guided imagery exercise
- What work do you do?
- What are your areas of responsibility
- What does your day look like?
- What do you enjoy? Why?
- What challenges do you face?
- How do you handle these challenges?
- In view of what you have written, can you identify the role in which you will be involved a few years hence?

The activity was intended to identify who of the participants strives for professional development, and to identify the reasons that prevent/inhibit the professional development. Identifying the teachers' attitudes regarding professional development affords a key for intervention activity. The consideration that guided me is that only when their attitude regarding professional development is clear will it be possible to extract the factors underlying this position and to advance them towards change in attitude.

Reflection: Ten participants developed a future scenario similar in essence to the current scenario, in other words, they saw themselves continuing in their position as teachers without any change. The main reason arising from their comments was that there are not many options for professional advancement. Only those who are close to the school manager advance, and a miracle must happen for there to be change in the position. Three participants developed a future

picture different from the current one. They claimed that they want to advance in their professional careers but are rather skeptical whether this will actually occur.

Session no. 2:

Procedure: I scattered various statements on the floor, some expressed attitudes of aspiring to advance professionally and some regarding staying in the current position

1. I dream about a career that will enable me to do my work in a way in which I will follow the timetables I set for myself.
2. Security and stability are more important to me than freedom and autonomy.
3. I think a lot about a way in which I will be able to change my position in the teaching field.
4. I dream about a career in which I will be challenged by seeking a solution to challenging problems.
5. I would prefer leaving my place of work rather than being involved in work that forces me to compromise in my private and family life.
6. I feel great satisfaction in my work when I am free to define for myself my tasks, timetables, and the procedures for which I am responsible.
7. I would prefer leaving the organization in which I work rather than accepting a task that will endanger my security.
8. I would like to progress and to develop in a career but greatly fear the unknown.
9. I want to advance and develop but do not know in which direction.
10. I would be interested in receiving help to advance in my career.
11. I am satisfied with my position as a teacher and have no intentions of advancing in my career.
12. I do not see a reason for which I should change my position.
13. I think I will stay in my position until I retire.

Each participant took a statement with which she identified and thus two groups were formed.

Group A: The participants who chose to remain in their positions as teachers (ten teachers)

Group B: The participants who wanted to advance in their teaching careers (three teachers)

Each teacher involved the others in the factors that led her to choose her position, and in her feelings following her choice.

In the plenum: Discussion – of the factors and feelings that arose in the groups

The session was aimed at examining whether there was a disparity between the participants' existing and the desired situation, and if so, to identify the reasons and factors for this. Identifying the factors helps to cope with reducing the disparity

Reflection: The reasons that arose from the group of participants who chose to remain in their positions reflected a lack of choice and feelings emanating from this choice – frustration, fear and concern. In contrast, the group of participants who chose to advance in their careers explained their choice in the desire to renew and refresh themselves and manifested feelings of satisfaction and pleasure. It should be noted that the feelings that stemmed from remaining in the position ere mainly negative compared to positive feelings that emanated from professional advancement.

When summing up the session I asked whether there was a participant whose opinion was reinforced following the workshop or whether she left with other insights. At this stage the participants claimed they chose to remain in their position as they did not want to remain teachers throughout their lives, and would like to progress but believe this was not dependent on them but on additional factors.

Session no. 3

The session was intended to expose the participants to the advantages embedded in professional advancement through presenting the advantages and disadvantages of each condition: remaining in the position versus professional advancement.

Procedure: As a continuation of the previous session in which the emotional aspect was explored (clarification of the emotional load accompanying each of the positions) the participants advanced to the cognitive stage – locating the advantages and disadvantages in each of these positions. The participants were divided into two groups:

Group A – Remaining in the teaching position

Below are the participants' reactions as they arose in the group discussion

Advantages	Disadvantages
Familiar work Easy convenient work	Remaining in the same position is boring Fed up of doing the same thing all the time Work causes burnout Tiring work

Group B – Advancing in the professional career

Below are the participants' reactions as they arose in the group discussion

Advantages	Disadvantages
More variety, sense of renewal, interesting, challenging Varied, not boring. Less burnout, fun to progress and not remain in the same position, advancing is a far better feeling than remaining in the same position	New position is scary, unknown Harder to start anew than remain in place

Reflection: I was surprised to discover that when thinking about the advantages and disadvantages stemming from each of the positions the participants noted that there were more advantages to professional advancement than remaining in the teaching position. This led me to ask the obvious question: Why, therefore, do we remain teachers rather than advancing in the

teaching career?

The main answer to this question was a sense of convenience with familiar work and fear of change.

Session no. 4: Setting objectives and striving to realize them

The current session was intended to identify the driving force that enables the participants to implement the objectives they defined for themselves in a structured and focused manner.

Procedure: As a continuation of the previous session which ended with the question of how is it that teachers remain and do not advance despite us attributing positive feelings and any advantages to advancement, I asked each participant to note all the reasons for not attaining what she strived for, to suggest solutions for difficulties and ways to overcome them.

It should be noted that the main reasons were fear of the unknown, and thereafter I asked each participant to remember a figure who had advanced in her professional career whom she appreciates.

In pairs: Each participant shares a figure with her partner whom she appreciates while examining he unique attributes that she thinks should be appreciates.

Questions for discussion in the plenum:

- What do you appreciate in this figure?
- Why does she arouse appreciation in you?
- How do you think she reached what she did?
- Did she have a preliminary plan, or did she attain the position by mistake?
- Why is it important for there to be an objective?
- What makes a person suddenly set himself an objective?
- How do you think a person with an objective behaves?
- Do you think that setting and defining an objective increases personal chances of succeeding?
- Are there objectives in your professional career? If so – what are they?

Reflection: The issue arose from the discussion that they appreciated a figure who advanced for the courage to leave a familiar position for a new position. I was pleased to discover that they all agreed that advance is bit chance and that it is a result of the objective set.

At the end of the session I asked the participants to prepare a list of aspirations/objectives in their professional field.

Session no. 5: Self-recognition

Procedure: I distributed to each participant five balloons on which she was asked to note personal strengths that might help her to advance and develop in her career.

In the plenum:

Stage 1: I asked each participant to report her strengths to the group and how each strength helps her in her professional career.

Stage 2: I asked each participant to observe the strengths of the other participants and to try to identify strengths she lacks but would like to have. It was important that they expressed an opinion as to what they attribute importance but which they lack, and what they should do in order to adopt such.

Reflection: At the beginning of the session the participants had difficulty noting their strengths claiming that they found it hard to note at what they were good. It gave a sense of pride. Here I had to emphasize the importance as humans of being aware not only of our weaknesses regarding the points we need to improve, but also our strengths regarding what we should maintain.

Session no. 6: Personal strengths

Procedure: For the participants to be more aware of themselves I prepared a page of various skills and asked them to score each of skill. Below is the page of skills:

Diagnosis of personal strengths

Before you are diverse skills.

Please note, for each skill, the extent to which you are in control of that skill on a scale of 1-5, where 1= not at all. 2 = slightly, 3 = to a moderate extent, 4 = considerably, 5 = greatly.

Thereafter, a verbal description of why you think you have the skill at the level you noted

Please note, do not give the same score to each skill, so that there is diversity between the skills. This can indicate to you your strengths and those on which you think you should work.

Skill	Score	Verbal description
Analytical ability and problem solving		
Creativity and innovation		
Thorough and deep		
Interpersonal skills		
Ability for team work		
Leadership		
Ability to express and present opinions (in writing)		
Ability to express and present opinions(orally)		
Ability to listen and express empathy		
Ability to motivate others and oneself		
Ability to work independently		
Flexible and adaptable		
Ability to organize and plan		
High self-awareness		
Ability to maintain balance between different areas of life		

In pairs: I asked each participant to involve her pair in the score she awarded herself for each of the skills, and to share with her in cases in which this skill is manifested. The goal was for the partner to check whether the score given was compatible with the cases or whether it was exaggerated in either direction.

Summary: I asked the participants to share what the exercise had done for her with the group and whether she discovered something new about herself?

Reflection: The participants reported that the exercise allowed them to discover diverse skills of which they had good or less good control. This self-awareness can assist in adapting a professional development direction. Every choice in the direction of development necessitates adaptation of various control skills.

Session no. 7: Self-advertisement

Procedure: I asked the participants to relate to themselves as a brand and to try to advertize themselves. The underlying concept was to lead them to be aware of themselves.

Each participant was asked to relate to the ten steps to self-advertisement appearing below and to prepare for a presentation before the other members of the group.

A brand named you

Ten steps for self-branding

1. Think of yourself as a brand

   What differentiates my brand from other brands?

   Compare to other brands and find advantages for the "customer" who will buy the brand
2. Note advantages your brand has.

   What is unique in it?
3. Don’t be afraid of success

For what would you like to be famous
4. Advertize yourself

   Market yourself to a broad target audience – the visibility principle
5. Everything you do is taken into consideration

   Also – what you do not do is taken into consideration
6. Connections with everything

   Your professional image relies on a network of connections=friends, colleagues, clients and the way you present yourself as a brand
7. Don't fear strength

   Who has more power to influence? (When someone wears a strong brand he feels strong)
8. Make use of the labor market

Think/breath/operate/ initiate projects

9. Be selfish but loyal
10. Don’t sell yourself cheap

Make a personal contract with yourself. What is important to you? Money? Interest? Prestige?

Success managing a business called "me"

Finally personal presentations were held intended to market the individual.

Reflection: I was surprised to discover that the participants were freer to market themselves, to note their strengths with greater confidence than in the session in which they were asked to note their personal strengths.

Session no. 8:

Procedure: I scattered musical instruments on the floor – a recorder, drum, triangle, guitar, cymbals, mouthorgan etc.

Stage 1: I asked each participant to choose an instrument. Each participant told the others why she had chosen that particular instrument.

It should be noted that the consideration guiding most participants when choosing an instrument was familiarity with, or mastery of, it.

Stage 2: All the participants were asked to give the instrument she chose to the person sitting next to her and to play a new instrument.

Stage 3: I asked each participant to share with the group how she felt when asked to play the first instrument, and how she felt when playing the second instrument, and whether the time to experiment with it improved her feelings

Stage 4: The implications and insights regarding a personal career – I asked the participants to try to think how one could apply the insights from the exercise to the advancement in the professional career

Reflection: It transpired in the discussion that we all tend to choose the familiar in order to control the situation. Personal development that is manifested in professional advancement is a type of change that entails fear of the unknown. Similarly, a musical instrument is like any situation of change. Experimentation makes the difference.

Session no. 9: My ambitions for a professional career

Procedure: Further to the previous session, I asked all the participants to write their objective in their professional career and to plan the steps towards its implementation

What are my ambitions?

- What skills are needed to attain this goal

- Do I have those skills? How do you know?
- What are the steps you must take to attain this goal?
- What resources do you have?
- How can you best use the resources at your disposal?

At the end of the writing stage, each participant shares the members of the group in what she wrote, and they must ask questions to clarify rather than offering advice in order to lead to choice best suitable.

Session 10: Feedback and summary – insights from the workshop

Procedure: I scattered on the floor the beginnings of statements. The participants were asked to choose the beginning of a statement and share it with the other members of the group as a continuation of that statement.

The statements:

1. I leaned from the workshop that…
2. I feel that…
3. I take from the workshop…
4. I learned about myself that…
5. I want to share…
6. I found it very hard…
7. I would like…
8. I am pleased that…

Reflection: I was pleased to hear that the workshop offered the participants an opportunity for self-discovery. The participants reported that they left the workshop with greater self-awareness than when they arrived. They expressed sadness that there were no such workshops in the professional framework and that they had not done so earlier. They noted that this had been an opportunity to stop and think about their work as regards their professional advancement, what feelings stemmed from it and how they see their future professional careers.

At the end of the statement stage, I asked the participants to complete the questionnaires for a second time, examining their attitudes towards advancement in their professional careers, in order to examine whether there had been change in their attitudes regarding development in their professional careers.

Appendix no. 2:

PROFESSIONAL DEVELOPMENT – QUESTIONNAIRE FOR TEACHERS WHO HAVE REMAINED IN THEIR JOB AS TEACHERS

Dear teachers,

The feeling of a teacher at work and as a result of work is an important component in teaching. The purpose of this questionnaire is to learn about the feelings of a teacher. The findings of the questionnaire will be used for research and to draw conclusions and upgrade processes, to improve the system in general, and for teachers' satisfaction in particular.

Please complete the questionnaire in full; there are no right or wrong answers, only what suits you best. The data you will supply are anonymous and will be used for research purposes only.

The questionnaire is phrased in the masculine gender; however, it is intended both for females and for males.

Part A: Feelings of a teacher at work

		ever	Very seldom	Seldom	Often	Very often	lways
1	I feel that teaching is physically difficult for me.						
2	I feel that I am exhausted by the teaching work.						
3	I feel that my pupils are not doing their best in studies.						
4	I feel that I do not realize myself in teaching.						
5	I feel that it is not that important for my pupils to prove themselves as good pupils.						
6	I feel exhausted at the end of a work day at school.						
7	I feel that I would better utilize my ability in a profession other than teaching.						
8	I feel that teaching makes me too tired.						
9	I think I would choose teaching all over again, should I be given an opportunity to start my professional life anew.						
10	I feel that as a teacher I do not progress enough in life.						
11	I feel that my pupils don't want to study that much.						
12	I feel that teaching wears me out.						
13	I think I would want much better pupils than those I have right now.						
14	I feel that my expectations from teaching are not being realized.						

Following are several statements regarding professional attrition. State how often you have felt as described in the sentences below. Mark in the appropriate place: 1 - never, 2 - very seldom; 3 – seldom; 4 – often; 5 – very often; and 6 - always.

Part B: Motivation in teaching

Please note the extent to which you agree with each of the following statements on a six-rank scale, wherein 1 - you completely disagree with what is said in the statement and 6 -you greatly agree.

		Completely disagree 1	2	3	4	5	Greatly agree 6
15	I am glad I have chosen teaching.						
16	I estimate my teaching ability to be high.						
17	I am generally satisfied with teaching.						
18	I intend to practice teaching for a long time.						
19	Teaching is a prestigious profession in society.						
18	I have no second thoughts regarding my decision to be a teacher.						
19	Occasionally I have thought of retiring.						
22	The teaching profession fits my personality.						

Part C: Complete the statements

19. I remained in my position as a teacher in the educational system because:

_____

_____

24. A professional career without changes is:

_____

_____

25. I would/wouldn't like (delete the irrelevant) to remain in my position as a teacher in the educational system as:

_____

_____

26. If your answer is "I wouldn't like to remain in my position as a teacher", then complete: I would like:

_____

_____

27. If I would advance in the teaching career I would feel:

_____

_____

27. I would/wouldn't recommend (delete the irrelevant) my teacher colleagues to advance in professional career in the educational system as:

Part D: Details of the person filling out the questionnaire

Circle the suitable answer in each one of the following questions and fill in what is missing, if necessary:

27. Gender: A. male B. female

27. Age: _____

31. Marital status:

a. Married

b. Single

c. Divorced

32. Number of children: ____

27. Family income:

a. Monthly income much lower than 11,000 NIS.

b. Monthly income of about 11,000 NIS.

c. Monthly income higher than 11,000 NIS.

31. What is your total teaching experience (including the current study year, that would be considered as a full year for the purpose of counting the years of

Rofessional development. Education (state the highest level of your education, only one education level is to be stated)

1. Qualified teachers 4. Master's degree
2. Senior teacher 5. Doctoral degree
3. Bachelor's degree 6. Other (please give details) _____

36. To which educational stream does the school in which you teach belong?

a. State

b. State-religious

c. Independent

32. Classify the population you have taught:

1. Regular education
2. Special education

38. What is your main duty in the school (mark only one main duty):

1. General teacher (for all subjects) and class teacher
2. Class teacher
3. Teacher of a subject or a limited number of subjects and a class teacher
4. Teacher of a subject or a limited number of subjects (not a class teacher)
5. Educational counselor and a teacher

Thank you very much for your cooperation!

Appendix no. 3:

MOTIVATION AND PROFESSIONAL DEVELOPMENT: QUESTIONNAIRE FOR TEACHERS WHO HAVE ADVANCED IN THEIR PROFESSIONAL TEACHING CAREER IN THE EDUCATION SYSTEM

Dear education personnel,

The feeling of a teacher at work and as a result of work is an important component in teaching. The purpose of this questionnaire is to learn about the teacher's feelings. The findings of the questionnaire will be used for research, drawing conclusions and upgrading of processes for improving the system in general and for teachers' satisfaction in particular.

Please complete the questionnaire in full. There are no right or wrong answers, only what suits you best. The data you supply are anonymous and will be used for research purposes only.

The questionnaire is phrased in the masculine gender; however, it is intended both for females and males.

Part A: Feeling of a teacher at work

Following are several statements in the subject of professional attrition. State how often you have felt as described in the sentences ahead of you. Mark in the appropriate place: 1 "never", 2 "very seldom", 3 "seldom", 4 "often", 5 "very often" and 6 "always".

		Never	Very seldom	Seldom	Often	Very often	Always
1	I feel that teaching is physically difficult for me.						
2	I feel that I am exhausted by teaching.						
3	I feel that my pupils are not doing their best in studies.						
4	I feel that I do not realize myself in teaching.						
5	I feel that it is not that important for my pupils to prove themselves as good pupils.						
6	I feel exhausted at the end of a work day at school.						
7	I feel that I would better utilize my ability in a profession other than teaching.						
8	I feel that teaching makes me too tired.						

9	I think I would choose teaching all over again, should I be given an opportunity to start my professional life anew.						
10	I feel that as a teacher I do not progress enough in life.						
11	I feel that my pupils don't want to study that much.						
12	I feel that teaching wears me out.						
13	I think I would want much better pupils than those I have right now.						
14	I feel that my expectations from teaching are not being realized.						

Part B: Motivation in teaching

Please score each statement that is presented below regarding the extent to which you agree with its content. Mark your answer on a six-rank scale, wherein 1 - you completely disagree with the statement and 6 - you largely agree.

		Completely disagree 1	2	3	4	5	Greatly agree 6
15	I am glad I have chosen teaching.						
16	I estimate my teaching ability to be high.						
17	I am generally satisfied with teaching.						
18	I intend to practice teaching for a long time.						
19	Teaching is a prestigious profession in society.						
18	I have no second thoughts regarding my decision to be a teacher.						
19	Occasionally I have thought of retiring.						
22	The teaching profession fits my personality.						

Part C: Complete the statements

19. I reduced the teaching hours in class in favor of another duty in the educational system:

_____

_____

24. After the change in duty I sensed:

_____

_____

25. I would/wouldn't recommend (delete the irrelevant) my teacher colleagues to change a position in the educational system:

_____

_____

26. In order to change a position in the educational system one needs:

_____

_____

27. With a view to the future, which position you would wish for yourself five years from now?

_____

_____

Part D: Details of the person completing the questionnaire

Circle the suitable answer in each one of the following questions and fill in what is missing, if needed:

27. Gender: A. male B. female

27. Age: _____

31. Marital status:

a. Married

b. Single

c. Divorced

32. Number of children: ____

27. Family income:

a. Monthly income much lower than 11,000 NIS.

b. Monthly income of about 11,000 NIS.

c. Monthly income higher than 11,000 NIS.

31. What is your total experience in teaching (including the current study year, that would be considered as a full year for the purpose of counting the years of experience) ___

35. Education (state the highest level of your education, only one education level is to be stated)

1. Qualified teachers
2. Senior teacher
3. Bachelor's degree
4. Master's degree
5. Doctoral degree
6. Other (please give details) _____

36. To which educational stream does the school in which you teach belong?
    1. State
    2. State-religious
    3. Independent

32. Classify the population you have taught:
    1. Regular education
    2. Special education

38. What is your main duty in the school (mark only one main duty):
    1. General teacher (for all subjects) and class teacher
    2. Class teacher
    3. Teacher of a subject or a limited number of subjects and a class teacher
    4. Teacher of a subject or a limited number of subjects (not a class teacher)
    5. Educational counselor and a teacher

Thank you very much for your cooperation!

Appendix no. 4:

ATTITUDES OF TEACHERS, IN PRACTICE, TOWARDS THE DEVELOPMENT OF FUTURE PERSONAL CAREER

You are participating in a study that examines the attitudes of teachers regarding the development of a future personal career. The questionnaire is anonymous and will serve for research purposes only. I would like you to complete your details as requested and answer the questionnaire according to the instructions in the questionnaire.

Thank you in advance,

Part A: personal details:

Gender:

1. Female
2. Male

Date of birth: _____

Marital status:

1. Married
2. Single
3. Other: _____

Place of residence:

1. City
2. Town
3. Community center
4. Cooperative settlement (Moshav)
5. Kibbutz

Current education level:

1. Qualified teacher
2. Senior teacher
3. B.Ed.
4. M.A.
5. Other: _____

Years of experience: _____

Positions you hold in school:

1. Teacher
2. Class teacher
3. Age group coordinator
4. Vice school manager
5. School manager
6. Other. Give details: _____

Your main position:

1. School manager
2. Vice school manager

3. Age group coordinator
4. Subject coordinator
5. Class teacher
6. Teacher
7. Other. Give details: _____

Year of experience in position: _____

Work environment:

1. Primary school
2. Junior High school
3. Post-Primary school

Stream:

1. State
2. State-religious

Part B: Career realization

Following is a list of statements relating to advancement in career. Grade your agreement with each of the statements on a scale of six levels while 6 indicates "strongly agree" and 1 indicates "strongly disagree"

Statement	**Strongly agree**	**Agree**	**Tend to agree**	**Tend to disagree**	**Disa gree**	**Strongly disagree**
1. The planning of my career and my professional development are not my main concern in life.						
2. I do not consider myself as a careerist.						
3. Deepening of and professional expertise in a position constitutes occupational advancement.						
4. Professional advancement does not depend mainly on the will of my superior.						
5. In my work place, there is sufficient information regarding future directions of development of the organization.						
6. I consider my current position as a springboard to a higher position.						
7. Marriage and family are more important for me than career.						
8. When career collides with other programs in my life, I give preference to career.						
9. Leadership positions at work interest me and I would like to achieve them.						
10. Managerial positions interest me and I would like to practice them.						
11. In my workplace, there is a free flow of information on occupational vacancies.						
12. Should I know about directions of development of my workplace I might						

relate my professional development to the requirements of the organization.						
13. The criteria for professional advancement in my workplace are clear to all employees.						
14. I am willing to take the risk in transferring from one workplace to another as long as it constitutes an advancement for me.						
15. In the organization I work in, professional advancement depends on skills.						
16. Should I wish to advance to a more senior position, I would have no problem about it.						
17. Professional career does not have to be related to assignment of a superior.						
18. I will never give preference to career over family.						
19. I prefer to direct my career in a way not to hurt home and family.						
20. Should I be offered a higher position than my current one, I will gladly accept it.						
21. Should I be offered to specialize in the field of my position, I will gladly accept it.						
22. I experience a very strong conflict between commitment to family and between commitment to career.						
23. Development in occupational career means transition from a lower to higher position.						
24. When a higher position than mine opens in my workplace, I know about it from reliable sources.						
25. In my workplace, not everyone can apply for a position vacancy.						
26. I am willing to exert a lot of effort in order to reach a higher position.						
27. My success at work is not a guarantee for my advancement to higher positions.						
28. More than skills are required in order to advance to higher positions.						
29. The chance to advance in my workplace, depend first and foremost upon myself.						
30. Leadership and managerial positions fit better to men.						
31. Women succeed better in senior professional positions.						
32. In my workplace, management encourages employees to apply to position vacancies.						

33. It is better to take risk in a transition from one workplace to another as long as it is an advancement of position.						
34. The considerations for professional advancement in my workplace are professional and practical.						
35. Even if I will excel in my work I will not gains the appropriate appreciation from my superiors.						
36. Women have difficulties to meet the requirements of senior managerial positions.						
37. At my workplace, they would prefer to recruit employees for the most senior position, from outside.						
38. An employee who wants to advance in his workplace should better get closer to members of management.						
39. The possibility to advance to senior positions depends more on luck.						
40. One who advances in position once, has more chances to advance to further positions.						
41. I would have been extremely pleased should it be possible to devote all the time to home and family.						
42. It is correct to view the development of occupational career as a growth in same position or in position with similar status.						
43. To be well connected is a key to professional advancement.						
44. Young people in an organization have a better chance to advance to higher positions.						
45. I believe that my advancement to higher positions in my workplace will be related only to objective circumstances.						
46. Home and family do not have same importance and satisfaction for me as building a career.						
47. Marriage and creation of a family has much importance to my opinion.						

Appendix no. 5 -23:

VERBATIM EXTRACTS FROM THE IN DEPTH INTERVIEWS

A . Career-driven pattern extracts

Turning to teaching out of family and social pressure

Appendix 5, Nurit

"… The reason I turned to teaching is my mother (…) and my partner, who is now my husband, put pressure on me to go to teaching. I wanted to study accounting and … they told me: 'no! teaching is more appropriate, try'. (Nurit)

Appendix 5. Miri

"(…) sometimes there is uncertainty as to which direction to turn to (…) and there is also the matter of what your siblings (do). Somehow I cannot say that I had it inside and I knew that I am turning to teaching, I had family pressure" (Miri).

Appendix 5. Batsheva

"The choice (of teaching) was entirely incidental, I accompanied my sister-in-law to the application examination at the Achva college, and when I arrived there I was recommended: 'if you are already here, why shouldn't you sign up'. I did the exam, and a few days later they called my sister-in-law to tell her that she did not pass (laughter) and I was told: 'you passed. Come to pay and start getting the things going'" (Batsheva).

Appendix 6, Bath Sheva

.Transition from the teacher's position to another position through superiors

"(…) It is not that I don't want to (be a vice-school manager), the school manager has marked me. One day he came and told me: 'you are going to the management course'. I said to him: 'tell me, are you crazy? I have only been teaching for a few years.' He said to me: 'no, you are going! Go study and see that it is not so terrifying (…) after the management course I found out: "(Batsheva) you are not different than others, you really can aspire to this direction as well'. Then I became vice-school manager" (Batsheva).(5.2)

Appendix 7 Bath Sheva

Transition from one position to another through external factors

"(…) In the master's degree framework, an inspector, who studied with me, was looking for teachers for a new school. She (the inspector) asked me: 'Batsheva, what do you think?' I told her: 'what do you think?' She answered: 'look, a new school (…) you would be able to develop, there are plenty positions in high school'. I told (the inspector): 'you know what, I think I'll come'. That's it, this is how I arrived at teaching in high school. After a very short period (in

the new school) the school manager told me: ‘you will be my vice school manager’, this is how I became in fact a vice school manager (…)” (Batsheva).(5.3)

Appendix 7, Nurit

“I started as a class teacher. I taught math in another class… after two years a veteran math coordinator retired and I was offered the position (Nurit)

Appendix 7, Nurit

“This (position of vice school manager) is not something I said ‘I want to be a vice school manager’. No! I knew I want to do things for the system …. the vice school manager position also had a tender with four candidates but somehow I was expected to apply to the tender” (Nurit)

Appendix 7, Yaffa

“(…) I developed without knowing that I have the ability to empower outside school.. the inspector removed us completely from teaching and made us all instructors and one into a school manager (…) Since that year it was on the level of breaking boundaries, meeting in teachers’ lounges, meeting teachers in all of southern Israel, in every city, connecting to school managers, preparing meetings with them, with boards of directors, getting familiar with all the top people and ... later on, being on a district and national level” (Yaffa).

Appendix 8, Bathsheva/

A lack of self-consciousness in one's own abilities and strengths and having a low sense of capability

“When someone believes in you and tells you: ‘you can be a school manager’. Right, it takes time to digest. But even if you do not believe in this yourself (at first) later at work, experience does its thing (…)" (Batsheva).

Appendix 8, , Eti

“The moment I began receiving positive reinforcement, complements from the management (…) later from the factors with whom I had been in contact - teachers, pupils, management - made me feel that this position of vice school manager would be my destiny."

Appendix 9

turning to teaching entirely incidentally

Appendix 9, Hagit

“(…) when I was in the military compulsory draft bureau I was offered this as an option. There was a course for girls prior to the draft (…) I arrived there, did the course (…) when I was discharged I had two years of teaching

studies and I completed the third year as a civilian and I had a teaching diploma and then I started working" (Hagit).

Appendix 10, Transition from a teaching position to another position by incident

Appendix 10, Hagit

"Three years prior to starting studying there was a tender for vice school manager in school. I felt that I was very qualified for the job and I applied (for the tender). In retrospect, I can say that I applied innocently. I couldn't see what goes on under the (..) in fact, it was all decided and clear that someone else gets it, the "someone" was my friend. I got slapped real hard in the face (…). Emotionally I was uncomfortable to be there anymore… it shocked me. I said to myself: 'that's it, you must find yourself something else" (Hagit).

"Now I am in management course. (…) I don't know if I will go now (… I mean) if I will participate in the tender in a year or two but first of all studying was good for me, I like it, and besides, I have the option, so when it will come it will happen. As of now, I am 18 years (in the system) so I'll have to (work) for 11-15 years more until I retire. So what? Same thing all the time? Come on, let's do something else (laughter)" (Hagit).

Appendix 5.6, Deganit

"It all began in the sabbatical year (…) I felt that I have to rest. And then the thoughts came: what am I doing (in the sabbatical year)? In the first stage I thought I would take courses for fun and pleasure to the soul (…) I thought I needed a degree on the way as well. I connected with a peer from work, I realized that she, as well, looks for something to study, we saw educational counseling. We thought that this (counseling) might contribute at home with individual children and something with which she could remain in the educational system but in a slightly different niche. I went to study (…) where already the first step of change was" (Deganit).

Appendix 10, Deganit

"All sorts of things occur to me, what else I am doing to study. Something, still in the field, a framework with children. What leads me is that it is all the time with children. I love what I do now and I want to advance" (Deganit)

Appendix 11 /

Low self-consciousness and sense of capability

Appendix 11, Hagit

. "(…) I got slapped real hard and… first of all it was uncomfortable for me emotionally to be there any loner (…) it shocked me and I said to myself, that's it, you must find something else for you" (Hagit).

Appendix 11 , Deganit

"It all started in the sabbatical year. (…) I thought about what am I doing. The first stage was that I take courses for fun and pleasure for the soul and … later I started to think that I need a degree along with it. Then I said: 'well, let's check about masters degrees, let's see what is there'. And … then I connected with a peer from work (laughter) and realized that she, as well, looks for something to study and then we saw educational counseling" (Deganit).

Appendix 12 /

Internal motives for professional development

Appendix 12, Lior

"I cannot tell what has brought me exactly (to teaching), It has always been clear to me that I would be a teacher, I cannot explain why" (Lior).

Appendix12,Aliza

…When I was discharged (from the military service) and thought of what I would like to study, it was clear to me that I am going to study teaching. And there was only need to choose the field. What do I like? The field I liked the most is the field of science (…) and when I began studying there was no science orientation (…)I approached the dean and asked him: 'if I want to open the track what does it mean?' And he answered: 'we have an excellent pedagogical instructor for teaching of science if you find a group of ten girls who are willing (to study science) I will open the track next year'. I said; excellent'. And that is what I did. I worked all my charms and persuasion upon the girls in the group. We were a group of 40 seminary students, I persuaded girls who have no relation to science (laughter) (…)" (Aliza).

Appendix 13 / Recognition of the need for professional advancement

Appendix13, Lior

"After 11 years, I sensed that I am satiated and out of patience. Once I felt I no longer give the response children deserve, that the children (…) were not receiving all I can give them. I decided simply that I that is it. I searched in the employment notices (in the papers) and saw that there is nothing I can do as well as this (teaching) and then I decided to move forward, I signed up for a management course and got accepted and … I was lucky that at the end of the first year (of the management course) I applied for a tended and received the school (…)" (Lior).

"In 10-11 years I will definitely be ripe for the next position (…) for now I am still far from it (…) I think (…) of possible positions in the system… I have not checked which positions are there? Where can one go? But I think that I have shattered the glass ceiling. This means that the moment I break the glass ceiling then it is easier to develop to other directions and there is enough managerial positions, I am certain" (Lior).

Appendix 13, Aliza

"I started as a teacher, it was clear to me from the beginning that I would not remain for long in the same position, that I would do something else. (…) when I felt that I began to get bored, to feel that I start to repeat myself… (I realized) that I need something for myself, to develop, advance, and study (…) "(Aliza)

"Despite the fact that after eight years of teaching there was an opportunity to go to a management course (the school manager offered me), I said: 'yes I am going'. It is not that I intended to be a school manager after eight years, but I said: 'this is an opportunity to study'. I went to the management course. I enjoyed studying very much, and from the process and I said that I should wait a little longer that it is not my time (to manage) mainly out of personal/familial considerations. Inside (I felt that…) I would like (…)" (Aliza).

"When I finished the management course I wanted to study something and make a change. I said: '(…) what can I study?' (…) I said: 'let's go to the field of counseling' (…) I studied for a masters degree in educational counseling, enjoyed the studies very much, I fell in love with it much more than I thought I would, prior to beginning studying. And then, it was obvious to me that the first career change I am doing is change from teaching to counseling. In counseling I haven't fulfilled myself yet. (But) also when I entered counseling I said: 'I want a counseling position for 8-9 years'. The transition to management was not a planned thing. It was not something I intended to do. It could happen in a few years as well (…)last year when the opportunity appeared and I was approached regarding managing a special school then (ah…) it took me a long time to reply. I had to think, weigh, do and… I decided to on the challenge. And this also was something temporary for me (…) I take it in my mind that this is for some period of 4-5 years. What would happen then? I don't know what I will decide. Either I'll go back to counseling or it would be another position" (Aliza).

It seems that Aliza's credo regarding a career is: "I don't believe that there is faith or something like this but there is opportunity. I believe that opportunities exist all the time, we should know how to recognize them and I know how to recognize them" (Aliza).

Appendix 14/

having high self-consciousness and a sense of capability

Appendix 14,Lior "(…) I decided that I am leaving the system I simply decided that I'm … that's it. I searched in the employment notices (in the papers) and saw that there is nothing I can do as well as this (teaching) and then I decided to move forward, I signed up for a management course and got accepted and … I was lucky that at the end of the first year (of the management course) I applied for a tender and received the school (…)" (Lior).

"(…) I think (of possible positions in the system). I don't know if I want to be an inspector as it is a terrible position. (Ah…) I didn't check which other position are there? Where is there to go?"(Lior).

Appendix 14 , Aliza

"The transition to management was not something planned or something I intended to do. It could happen in a few years as well (…) last year when the opportunity appeared and I was approached regarding managing a special school then (ah…) it took me a long time to reply. I had to think, weigh, do and… I decide to take up the challenge" (Aliza).

Appendix 14 , Yaffa

Professional development as contributing to satisfaction "The light in the eyes, the sparkle to get up in the morning each day feeling that you are doing new things, that you are refreshing and that you touch upon people be it at work in front of pupils and seeing the shine in their eyes, or be it in front of teachers and presently in front of school managers, coordinators, in front of the instructees. (…) (Yaffa).

Appendix 14 , Eti

"I feel that I am doing things more out of choice not as someone forced, not as someone has chosen for you… all my life I am managed and it is not my choices and … ah… all of a sudden now there is also… my say.

Today I say everything… no one manages me, I manage myself… I feel much better with myself. Much, much better" (Eti).

Appendix 14 ,Yamit

"If I distinguish between the (current) position and teaching, then teaching is less (pleasurable…) (The sense of pleasure and significance at work stem from) can-do attitude, leadership, ability to get things going, ability to be in the steering team, the thinking team, deciding things, executing" (Yamit).

Appendix 14 , Batsheva

"Motivation is high.. At first it was a bit difficult for me to get into it but then I fell in love with it and when you love doing something then your motivation is accordingly (…) I found out that with this field (pedagogical coordinator) you can do many things and really fly with it to many directions so (ah…) with this matter comes also the motivation (…)" (Batsheva).

Appendix 15/

Responsibility in the current position as a characteristic that contributes to motivation at work

Appendix 15, Lior

"It is more difficult as a school manager, as eventually I am alone in making the decision (…) At the most, I consult but I bear the responsibility alone. If I did wrong they come to me complaining not to anyone else and it is a burden' but most of the time it is a pure experience" (Lior).

Appendix 15, Eti

"I see great responsibility in this position. Responsibility for the next generation, of the future generation (…) I feel responsible to release the pupils from our school that are ready for life not only in a study aspect but social and emotional as well. (…). (…) Yes I think that I had it (motivation) all the time but now it is more (ah…) I no longer help a small class I help all the pupils. Now I am a teacher of 450 pupils, and each pupil in the school is important to me" (Eti).

Appendix 15, Nurit

"I've always been highly motivated for work and I always get up in the mooring with a smile, with energies and desire to do and affect. But in this position (vice school manager) you are much more significant. There is much willingness to contribute, to affect. I must control many fields, you need many areas. I think that this position is a very significant position and… it is not simple, very challenging but I have very high motivation" (Nurit).

Appendix 16,/

autonomy and leeway

Appendix 16, Hagit

"In counseling work (…) I plan what, whom I meet and when, for how long (…) part of the day I spend in personal conversation with pupils, the way I feel I should, I meet with the truant officer, with a psychologist for two set weekly hours, conversations with parents, I invite to me, I go on house calls, very dynamic (…) there is plenty of activity. Amazing! I love it. I enter the school at eight, haven't looked at the watch yet and it is already two. The day passes with pleasure" (Hagit).

Appendix 16 , Zehava

"In age group coordination, the day is very dynamic, it evolves, it is very much dependent upon the conduct of pupils during the day, the telephones for all kinds of matters, forms that arrive for handing (…) I can arrive at a workday when I know that I am handing one, two, three things and I find myself handing other things too… it is quite changing, unclear, very dynamic (…)the motivation stems from the fact that the work is dynamic and not boring or routine, motivation stems from the fact that it is often unpredictable (…)" (Zehava).

Appendix 16 , Lior

"(… Work as school manager is much better as) you have budgets, it is not like a teacher… here I am responsible for the budget and I have a much wider freedom of action. I leave a fingerprint in a system rather than a class level" (Lior).

Appendix 17

/Ability to have an effect on a system level

Appendix 17, Aliza

"I think that presently motivation is much higher as the position is more challenging, (…) much more factors are involved in it. Management is a logistics thing that is expressed in systematic thinking, in setting policy which is on a much higher and general level (…) I bring to the position the counseling skills as well which are to be employed with anyone I work with: teachers, parents and pupil (Aliza).

Appendix 17, Nurit

"My motivation is higher due to the really high ability to affect things. As it is not just one area (…) (Nurit).

Appendix 17, Zehava

"I feel that the process is more challenging and more pleasurable than what I have been doing, I am doing other things, they refresh me, they give me involvement in areas I have not touched before, the motivation stems from the fact that you do many things on a macro level of the age group rather than something specific, of a level of pupil or class" (Zehava).

Appendix 18/

Low motivation for teaching as compared with motivation for work

Appendix 18, Lior.

"I do not assign myself for classes. (…) Enough! I'm fulfilled with it! I'm fulfilled with the subject of teaching. The subject of working according to study programs. I greatly enjoy entering a class and talking about matters that interest me, I can speak for hours with the children but working according to a definite program and according to standards, enough! I'm no longer there" (Lior).

Appendix 18 ,Eti

"As long as I was the class teacher, motivation was high all through the way. The moment I moved to management (and…) I was require to get in (classes) not as a class teacher the motivation changed (…).Today? I feel like managing by myself. Do not interfere. Let me make decisions, I want to do it my way" (Eti).

Appendix 18, Yamit

"If I look today, when I am partly in the position and (partly) teaching, then my motivation for teaching is less than my motivation for the position. In teaching, it is something that is a routine and regular already, I come and teach (ah…) deliver the material and that's it. And in the position it is something else, it is something more complex " (Yamit).

Appendix 18 , Hagit

"I like also the teaching hours (…) sometimes when there is too much noise outside when the counselor is constantly consumed: 'I need you', 'I must see you', 'come for a moment', then to get into a class with a group of 18 pupils and close the door, these are moment of quiet. But I have more motivation for the counseling work (…) if presently I am asked what do you prefer tomorrow morning, to come for a day of six hours of teaching in a class or six hours in which you are a counselor? Without a doubt! I prefer six hours of counselor" (Hagit).

Appendix 18, Batsheva

... Occasionally I get tired of the fact that in my position, teachers come to me all the time 'and what about his, and what about that…' so I go into a class and deliver the lesson and I enjoy delivering it to the children, but would not have said the same should I go in for six hours of work every day, no doubt about it" (Batsheva).

Appendix 19 /

Being fulfilled by the position constitutes a motive for professional development

Appendix 19, Hagit

"In the 11th year I sensed that I was fulfilled from every angle. I said that I must do some kind of a break. I thought of leaving the educational system and later, when I was a little more calm, I realized that I am looking for something else but similar in the same system (so that) the experience and the social benefits would be reserved for me and I will not have to leave the educational system. I checked and got connected intimately to the field of counseling" (Hagit).

Appendix 19 , Deganit

"The moment you feel that you are fulfilled, that you are saturated… that you have nothing to innovate… or that you feel that each time you arrive in the same place and do the same thing and there is nothing that is exciting and different, I think that you should tell yourself: 'wait, stop, let's see how it can be changed' (…)" (Deganit).

Appendix 20

Promoting motives/ The need for change and renewal

Appendix 20 , Deganit

"A change in people usually is something good. I feel a little more vitality, feel that I am in a slightly different place than where I've been. (…) it was good the change. I think that many

people should do some thinking, pause, and make a change. It creates new energy, gives powers to refresh and do something else and… maybe gives better output" (Deganit).

Appendix 20, Batsheva

"As this (teaching) work is very difficult and brings about burnout, you can enjoy teaching when you make a change. He (the teacher) must set himself in the educational system, to see in front of him what is the next thing he would do, not more of the same thing but something else. Which target he would set for himself" (Batsheva).

Appendix 21/

An inner need for professional development

Appendix 21, Yaffa

"(…) Each professional process is a kind of maturity, to advance from one stage to another. To say I'm fulfilled with it and what is the next stage? What am I going to do differently? (…) This is not remaining in one place (…) so it is true that you continue to renew yourself all the time, but once you are in the framework, in the educational system and you have the mobility and the advancement to aspire at moving up, then move up, do not stay down (…)" (Yaffa).

"I very much want to be in the part that sets policy in the part of future study programs. To break through the familiar and try to think of something else" (Yaffa).

Appendix 21, Aliza

"When I felt that I begin to be bored, feel that I started repeating myself, and… (I) realized that I need something for me, to develop, advance, study (…) I wouldn't remain in one place. Even now (as a school manager) I will not remain for long (laughter). Even when I entered counseling I said that I want a counseling position for 8-9 years" (Aliza).

Appendix 21, Batsheva

"(Ahm…) it is a desire to breakthrough, never to remain in same place, the desire to advance. I've advanced within the school and then outside as well (…) I love what I do, I loved what I did. And when I didn't I looked for something else. In management after eight years I felt that… that's it (…) right now I am in a beginning of something new I don't feel like (changing a position) it should be given time, if I would feel that I'm fulfilled with it then ah… I'll seek for another change" (Batsheva).

Appendix 22

./Inhibiting motives-fear of changes and convenience of remaining in the familiar place

Appendix 22 , Lior

“I happen to think about it, how a teacher can do a-b or c-d or e-f (…) for 27 years not everyone is built for this. There are people who feel comfortable remaining in the familiar area and the comfort zone” (Lior)

Appendix 22 , Deganit

“You need courage to make a change (…) to be able to get up and take hold of yourself and do something different is not easy. Familiarizing oneself anew with everything, to start building yourself again (and…) you need courage for this” (Deganit).

Appendix 22 ,Batshevsa

There are those who do not seek advancement but you see that they do the Sisyphean “ work and if you ask them and they were honest with you, they would tell you that they are burned out (Batsheva).

Appendix 23

Implications of professional non-development

Appendix 23, Deganit

“What would have happened (should I remain in my position as a teacher)? I think I would feel more and more burned out from year to year. (Ah…) I feel more tired, obviously with age, with the years and the requirement a school has, the Ministry of Education has in the field of teaching (…)” (Deganit).

Appendix 23 , Lior

“I think that I would burn out and leave no question about it! (…) the moment there is no drive of interest and pleasure then children feel it. It is on the account of children and then you betray the duty. I would definitely leave (Lior).

Appendix 23 , Batsheva

“If I would remain only a teacher, I would definitely leave and go to something else. As this is a very difficult work, that brings about burnout. You can enjoy teaching in the first years and you can enjoy when you make a change. If I would have to be doing the same thing I wouldn’t have been able to” (Batsheva).

Appendix no. 24

THE MAIN SUBJECTS OF THE 10 INTERVENTIONAL MEETINGS IMPLEMENTED WITHIN THE "ROOTS& WINGS" EMPOWERMENT WORKSHOP

The intervention program included ten meetings in which the following subjects were discussed:

1. Familiarity with self – the personal circle: identification of abilities, qualifications and skills alongside weaknesses, difficulties and limitations ;

2. Constructing a future scene in examination of the desired state;

3. The disparity between an existing and a desired state – reasons, causes and ways of coping;

4. Cognitive coaching – tools for personal empowerment and growth;

5. Interpersonal interaction – familiarity between the team members for a purpose of familiarization with the powers existing between team members;

6. Change process – what is change? Attendant difficulties, objections, concerns, fears, risk versus chance;

7. On the way of realization of the change – strategy and steps in the process

STATEMENT OF RESPONSIBILITY

I, the undersigned, declare on my own responsibility that the materials presented in the present doctoral thesis are the result of my own research and scientific achievements. I am aware of the fact that, otherwise, I will bear the consequences in accordance with the law in force.

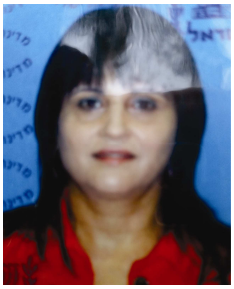
Family name, first name

Signature

Date

CURRICULUM VITAE

Personal details



Name: COCHAVA FARJUN

I.D: 022555855

Year of birth: 1967

Married+4

Address: Moshav Brachya 155, Israel

Cell phone: 052-5574892

Telefax: 08-6724616

E-mail: cochavafa@gmail.com

Education

2001-2005: The Open University: M.A. in Interdisciplinary Democracy Studies

1993-2000: The Open University: B.A. in Social Sciences and Humanities

1987-1989: Orot Israel College: Teaching certificate

Work experience

2013-2014: Hemdat Hadarom: Internship instructor and lecturer; district instructor for teaching Hebrew as a second language

: Pedagogic guide (tutor) at the Hemdat Hadarom College

1989-2009: - Homeroom teacher for 1st – 2nd grades

- 1st – 2nd grades class coordinator
- Social coordinator
- School evaluation coordinator
- ISO 9102 (quality control) coordinator

Specializations

Mofet Institute: Research and evaluation :2013-2014

Mofet Institute: Guidance, instruction and teaching :2008-2010

2009-2010: Achva College: Mentoring course

2009-2010: Achva College: Diagnostic instruction of reading writing and mathematics; Teacher internship studies; Multidisciplinary teaching tutor