



## PRE- AND POST-WAR WORK MOTIVATION OF TEACHERS IN WAR AFFECTED AREAS OF CROATIA

Majda RIJAVEC, Renata MILJEVIĆ RIDIČKI  
Faculty of philosophy, Zagreb

UDK: 371.12(497.5)“199”:159.946.5

Izvorni znanstveni rad

Primljeno: 11. 11. 1999.

The aim of this study was to: a) determine factors that motivate and demotivate elementary school teachers in areas directly affected by war, b) to compare them to motivators and demotivators in pre-war period and c) to compare teachers' self-ratings of motivators and demotivators with their perception of their colleagues' motivators and demotivators both in pre- and post-war period. The questionnaire was designed in order to assess motivators and demotivators in the work of elementary school teachers in war affected areas of Croatia. 135 teachers participated in the study. Four different categories of motivators and demotivators were identified. Motivators included Self-fulfillment and achievement, Working conditions (including salary), Patriotism and socially valuable work and Peace (Peace only for post-war period). Demotivators comprised Social status, Unsupportive environment, Personal problems and Lack of support from school authorities. These categories roughly correspond to the motivation-hygiene theory proposed by Herzberg. The main difference between teachers' responses for pre-war and post-war period is Peace emerging as motivator in post-war period. with highest rating. Apart from peace, in post-war period teachers reported to be motivated mainly by Self-fulfillment and achievement and Patriotism and socially valuable work, while Working conditions (including salary) had the lowest rating. The same order of motivators was found for pre-war period. When their colleagues were concerned, teachers rated them as less motivated by Self-fulfillment and achievement and Patriotism and socially valuable work and more affected by demotivators than themselves.



Requests for reprints should be sent to Majda Rijavec,  
Učiteljska akademija, Savska 77, 10000 Zagreb, Croatia.  
E-mail: majda@ iep.hr

## **INTRODUCTION**

There are many motives, both idealistic and practical, for choosing a career in teaching. These motives undoubtedly affect people's attitudes and behavior with students when they eventually become teachers. Several studies found that the main reason for selecting teaching as a career is a desire to help children and youth (American Association of Colleges for Teacher Education, 1987; National Education Association, 1986; Keith & Page, 1983).

Once people become teachers they may be more or less satisfied with their work. Research of Mitchell et al. (1987) indicates that two of the most important determinants of teachers' satisfaction are the extent to which they feel successful in advancing students' learning and growth and the quality of the teachers' interpersonal relationships with students and parents. However, many teachers report dissatisfaction with those aspects of their work which interfere with their ability to help students learn and to establish positive relationships with students, as well as with some other aspects of work including ambiguity in expectations of supervisors, lack of supplies and equipment and extensive paperwork (Bartholomew, 1981; Bacharach, 1986). Of course, satisfaction with teaching varies, according to the setting of research, from very high (Harris et al. 1987) to extremely low (Fernandez et al. 1995). This is understandable since various factors that influence teachers' satisfaction with work differ considerably in different countries, regions, schools and periods of time.

Job satisfaction and dissatisfaction are important parts of work motivation. Research has revealed a weak negative relationship between satisfaction and absenteeism (Hackett & Guion, 1985), a moderate negative relationship between satisfaction and turnover (Cotton & Tuttle, 1977) while it was discovered that satisfaction and performance are only slightly related (Iaffaldano & Muchinsky, 1985). Job satisfaction also affects an individual's quality of work life. Research by Ivanichevich & Matteson (1980) suggested that job dissatisfaction is associated with increased heart disease, increased stress, and poor mental health.

The Croatian education system has been greatly affected by the war. Although the whole country has suffered from the devastation, directly affected areas bear much deeper scars because they have been under direct and constant threat. These areas all share common problems caused by the war: destroyed schools, lack of teaching materials, shortage of teachers and shortage of psychologists.

In all schools, there was at the time of the study a total of about 10% pupils above the number for which the school system was conceived. In primary schools, the number of pupils in class had increased from 30 to 36, but classes larger than 40

were not uncommon. The negative and most obvious side-effects of such a high ratio of pupil to teacher resulted in a decreasing quality of teaching since an individual approach was less often possible.

The increased class-size was further compounded by the special needs of displaced and refugee students (i.e., lagging behind due to missed school curriculum, various personal and family traumas caused by the effects of the war, and the social condition in which they found themselves). An increased number of pupils per class had further put a strain on students with special educational needs as they were integrated in ordinary classes. Handicapped children were even more affected. Seventy per cent of pupils had emotional difficulties and psychological changes (A Report on the Conditions of Schooling in Croatia, 1995.). Misbehavior, alcoholism and drug taking had increased. The EC Report (European Community Report from Occupied Croatian Territories, 1995.) stated that in Pakrac some 30 children between 5th and 8th grade witnessed massacres and killings. General problems among the children were apathy, avoidance of classroom activities, passivity and disinterest in school-work.

Salaries of the teachers, administrators, and personnel were low. Due to different factors induced by war (e.g., displacement, emigration, low salaries), many teachers had left the profession. In some schools there were not enough desks, books, note-books, writing supplies, chalk and so on. Children often had to share desks and books. The lack of school supplies and teaching materials very often produced psychological distress and depression.

The aim of this study was

a) to determine factors that motivate and demotivate elementary school teachers in areas directly affected by war

b) to compare teachers' perception of motivators and demotivators in the post-war period with their perception of motivators and demotivators in the pre-war period

b) to compare teachers' self-ratings of motivators and demotivators with their perception of their colleagues' motivators and demotivators (since teachers might have not been willing to express their own dissatisfaction openly)

## **METHOD**

### **Development of the Scales**

In order to determine factors that motivated and demotivated teachers in the pre- and post-war period, scales of motivators and demotivators for work were constructed.

The first stage in developing the scales was to create a list of items that represented a wide range of possible motivators and demotivators. Elementary school teachers from the area

of Gospić (N=30), all of them women, participated in this stage of the study. Half of them were asked to write down their answers to the following question: "What motivates you to work better and what demotivates you?" and the other half to answer the question: "What motivated you to work better and what demotivated you before the war?" In the initial stage over 200 items were collected covering a variety of motivating and demotivating factors. These subjects participated only in this phase of the study.

The majority of these items were identical or had very similar meaning and could be replaced by a single item. The research team shortened the list of motivators in the pre-war period to 26, and in the post-war period to 23. The difference was due to three items related to peace as motivator which did not appear on the list of pre-war motivators. All other items were applicable both for the pre-war and post-war situation. The list of demotivators was shortened to 24 and all items were applicable in both situations. So, we had three scales:

- a) Scale of motivators in the pre-war period (26 items)
- b) Scale of motivators in the post-war period (23 items)
- c) Scale of demotivators, the same for the pre-and post-war period (24 items)

## Subjects

The sample consisted of 135 subjects – elementary school teachers. Their ages ranged from 22 to 55 years, and their work experience from a few months to 35 years of work in school. All subjects were women. They came from six different areas of Croatia directly affected by war – Osijek, Pakrac, Sisak, Gospić, Karlovac and Knin.

## Procedure

Subjects completed questionnaires in groups during regular school days under the supervision of two trained research assistants in November and December, 1995.

They rated the items on the five-point Likert scales, ranging from 1 (does not motivate me at all/did not motivate me at all) to 5 (motivates me to great extent/motivated me to great extent) for motivators and from 1 (does not demotivate me at all/did not demotivate me at all) to 5 (demotivates me to great extent/demotivated me to great extent) for demotivators. The following instructions were given:

### Post-war period

"The following are factors that motivate (demotivate) school teachers for work. Please circle a number from 1 to 5 on this sheet for each of the items in accordance with the extent they apply to you."

DRUŠ. ISTRAŽ. ZAGREB  
GOD. 9 (2000),  
BR. 2-3 (46-47),  
STR. 393-407

RIJAVEC, M., MILJEVIĆ  
RIDIČKI, R.: PRE- AND...

### **Pre-war period**

"The following are factors that motivate (demotivate) school teachers for work. Please circle a number from 1 to 5 on this sheet for each of the items in accordance with the extent they applied to you in the pre-war period."

### **Perception of colleagues' motivation**

"The following are factors that motivate (demotivate) school teachers for work. Please circle a number from 1 to 5 on this sheet for each of the items in accordance with the extent you think they apply to your colleagues nowadays (in the post-war period)."

Half of the subjects first completed scales for the post-war period and then for the pre-war period, while the order for the other half of the subjects was reversed.

## **RESULTS**

### **Factor Analysis of Items**

In order to determine factor structure of the scales, factor analyses of the data for the pre- and post-war periods were performed.

#### **Scales of motivators**

##### *Post-war period*

The 26 items were factor analyzed, using principal components analysis with varimax rotation. The analysis yielded 4 factors with eigenvalues exceeding 1. One item with loadings on several factors was discarded. The remaining 25 items were again factor analyzed using principal component analysis with varimax rotation. The analysis yielded 4 factors with eigenvalues exceeding 1, accounting for 47.7% of the total variance. Table 1. presents the rotated factor loadings and the percentage of the total variance accounted for by these four factors for all subjects (N=135).

These four factors (scales) can be named Self-fulfilment and achievement, Working conditions, Patriotism and socially valuable work and Peace. Items belonging to specific factors are shown in Table 1. Cronbach alphas ranged from 0.66 to 0.86. The subject's score on each scale was computed by dividing the sum of ratings by the number of items.

##### *Pre-war period*

Principal components analysis with varimax rotation was performed on 23 items. The analysis yielded 3 factors with eigenvalues exceeding 1. These three factors were the same as in the factor analysis for the post-war period (except for items in the scale Peace which appeared only in the post-war period).

FACTORS AND ITEMS	FACTOR LOADINGS
<b>FACTOR 1. Self-fulfillment and achievement</b>	
Advancing students' growth	.67
Satisfaction of students	.49
Love for children	.45
Students' high achievement	.62
Interpersonal relationships with students	.44
Sense of personal accomplishment as a teacher	.66
My own children	.42
Sense of vocation and personal responsibility	.64
Interest and excitement about teaching	.53
Degree of students' motivation	.51
Professional achievement	.52
Escape from personal problems	.38
Percentage of Total Variance	15.57
Cronbach $\alpha$	0.86
<b>FACTOR 2. Working conditions</b>	
Working conditions	.81
Physical facilities	.83
Salary	.75
Job security and pension benefits	.64
Life conditions	.77
Interpersonal relations among peers	.47
Percentage of Total Variance	13.00
Cronbach $\alpha$	0.86
<b>FACTOR 3. Peace</b>	
Hope for permanent peace	.67
Hope of return to homeplace of those who were forced to leave	.53
Life safety of students and teachers	.50
Percentage of Total Variance	8.12
Cronbach $\alpha$	0.66
<b>FACTOR 4. Patriotism and socially valuable work</b>	
Contribution for better future	.30
Patriotism	.81
Freedom of the country	.72
Valuable service for my country	.73
Percentage of Total Variance	11.01
Cronbach $\alpha$	.66

TABLE 1  
Items and Factor  
Loadings for the Scale  
of motivators (N=135)

### Scale of demotivators

#### *Post-war period*

The 24 items were factor analyzed, using principal components analysis with varimax rotation. The analysis yielded 4 factors with eigenvalues exceeding 1. Three items with loadings on several factors were discarded. The remaining 21 it-

DRUŠ. ISTRAŽ. ZAGREB  
GOD. 9 (2000),  
BR. 2-3 (46-47),  
STR. 393-407

RIJAVEC, M., MILJEVIĆ  
RIDIČKI, R.: PRE- AND...

ems were again factor analysed using principal components analysis with varimax rotation. The analysis yielded 4 factors with eigenvalues exceeding 1, accounting for 42.2% of the total variance. Table 2. shows the rotated factor loadings and the percentage of the total variance accounted for by these four factors for all subjects (N=135).

These four factors (scales) can be named Social status, Unsupportive environment, Personal problems and Lack of support from the school authorities. Items belonging to specific factors are shown in Table 2. Cronbach alphas ranged from 0.66 to 0.83. The subject's score on each scale was computed by dividing the sum of ratings by the number of items.

TABLE 2  
Items and Factor  
Loadings for the  
Scale of demotivators  
(N=135)

FACTORS AND ITEMS	FACTOR LOADINGS
<b>FACTOR 1. Social status</b>	
Low salary	.54
Poverty	.67
Social unjustness	.44
Interventions from authorities	.45
Social status of teachers	.75
Low personal status	.76
Percentage of Total Variance	14.02
Cronbach $\alpha$	0.83
<b>FACTOR 2. Unsupportive environment</b>	
No feedback concerning working skills	.52
Interpersonal relations among peers	.39
Student apathy	.70
Unsupportive parents	.75
Low motivation of students	.59
Percentage of Total Variance	9.52
Cronbach $\alpha$	0.76
<b>FACTOR 3. Personal problems</b>	
Long distance from living to working place	.37
Conflicts with the school administration	.61
Problems within family	.59
Principal's behavior	.57
Personal financial problems	.46
Percentage of Total Variance	8.17
Cronbach $\alpha$	0.66
<b>FACTOR 4. Lack of support from school authorities</b>	
Inadequate physical facilities	.40
Lack of support for students	.56
Lack of supplies and equipment	.40
Uneducated staff on top	.33
Organizational problems in school	.51
Percentage of Total Variance	10.64
Cronbach $\alpha$	0.79

### *Pre-war period*

The factor structure for the pre-war period was very similar to the one for the post-war period. Items belonging to specific scales were the same, only with different factor loadings.

## **Motivators in pre-war and post-war period**

Table 3. presents mean motivation scores as a function of pre-war or post-war period.

Subscale	post-war	pre-war	t-test	p
Self-fulfillment and achievement	4,42	4,34	2.75	.007
Working conditions	3,22	3,43	2.75	.007
Patriotism and socially valuable work	4,30	3,96	5.46	.000
Peace	4.40			

**TABLE 3**  
Mean motivation scores for pre-war and post-war period (N=135)

In the post-war period Self-fulfillment and achievement had the highest rating followed by Peace and Patriotism and socially valuable work. Work conditions (including salary) had the lowest rating. In the pre-war period teachers reported to be mostly motivated by Self-fulfillment and achievement, then by Patriotism and socially valuable work and the least by Working condition. When Peace (which emerged as a motivator only in the post-war period) is excluded, the rank of other motivators is the same for both pre- and post-war period.

To examine differences in motives for work in pre-war and post-war period t-tests for related samples for each scale were computed (Table 3.). Significant differences were found for all three scales of motivators. In the post-war period teachers reported to be more motivated by Self-fulfillment and achievement and Patriotism and socially valuable work, but less motivated by Working conditions than in the pre-war period.

## **Demotivators in pre-war and post-war period**

Table 4. presents mean demotivation scores as a function of pre-war or post-war period.

Subscale	post-war	pre-war	t-test	p
Social status	3.58	3,51	1.11	.ns
Unsupportive environment	3.51	3,52	.08	.ns
Personal problems	2.50	2,54	.70	.ns
Lack of support from school authorities	3,52	3,77	2.92	.004

**TABLE 4**  
Mean demotivation scores for pre-war and post-war period (N=135)

In the post-war period teachers reported to be demotivated mostly by Social status, followed by Lack of support from school authorities and Unsupportive environment. Personal problems had the lowest rating as demotivator. In the pre-war



DRUŠ. ISTRAŽ. ZAGREB  
GOD. 9 (2000),  
BR. 2-3 (46-47),  
STR. 393-407

RIJAVEC, M., MILJEVIĆ  
RIDIČKI, R.: PRE- AND...

period the highest rated demotivator was Lack of support from school authorities followed by Unsupportive environment and Social status. As in the post-war period Personal problems had the lowest rating as a demotivator.

The only difference between pre- and post-war period was found for the scale Lack of support from school authorities. Teachers reported themselves as more demotivated by Lack of support from school authorities in the pre-war period.

## Self-ratings and perception of colleagues' motivation

### Motivators in the pre- and post-war period

Table 5. presents mean motivation scores of self-ratings and ratings of colleagues in the pre- and post-war periods.

Subscale	post-war		pre-war	
	self-rating	other teachers	self-rating	other teachers
Self-fulfillment and achievement	4,42	4,04	4.34	4.06
Working conditions	3,22	3,19	3.43	3.47
Patriotism and socially valuable work	4,31	4,14	3.96	3.81

TABLE 5  
Mean motivation scores of self-ratings and ratings of colleagues in pre- and postwar period (N=135)

To examine differences in motivators for self-ratings and ratings of other teachers in the pre-war and post-war periods, three analyses of variance (self/others x pre/post-war) with repeated measures on both factors were performed (Table 6).

Subscale	self/others	pre/post war	interaction
Self-fulfillment and achievement	F = 102.62 p = .000	F = 5.07 p = .026	F = 1.69 p = ns
Working conditions	F = .007 p = ns	F = 10.402 p = .002	F = 2.51 p = ns
Patriotism and socially valuable work	F = 20.235 p = .000	F = 33.51 p = .000	F = .073 p = ns

TABLE 6  
Analyses of variance (self/others x pre/post war) for motivators

Significant F ratios for rating of self/others were found for all motivators. Teachers rated themselves to be motivated more by Self-fulfillment and achievement and Patriotism and socially valuable work and less motivated by Working conditions than their colleagues both in the pre- and post-war period. There were no significant interactions.

### Demotivators in pre- and post-war period

Mean demotivation scores of self-ratings and ratings of other teachers are shown in Table 7.

Subscale	post-war		pre-war	
	self-rating	other teachers	self-rating	other teachers
Social status	3.59	3.87	3.51	3.66
Unsupportive environment	3.52	3.52	3.52	3.50
Personal problems	2.50	3.02	2.54	3.06
Lack of support from school authorities	3.68	3.80	3.77	3.72

TABLE 7  
Mean demotivation scores of self-ratings and ratings of other teachers (N=135)

To examine differences in demotivators for self-ratings and ratings of other teachers in the pre- and post-war periods three analyses of variance (self/others x pre/post-war) with repeated measures on both factors were performed (Table 8).

Subscale	self/others	pre/post war	interaction
Social status	F = 29.02 p = .000	F = 5.54 p = .020	F = 9.21 p = .002
Unsupportive environment	F = .154 p = ns	F = .021 p = ns	F = .884 p = ns
Personal problems	F = 91.57 p = .000	F = .375 p = ns	F = .004 p = ns
Lack of support from school authorities	F = 13.082 p = .004	F = 2.258 p = ns	F = 9.848 p = .002

TABLE 8  
Analyses of variance (self/others x pre/post war) for demotivators

Significant F ratios for rating of self/others were found for all demotivators except for Unsupportive environment. Teachers rated themselves to be generally less demotivated by Social status, Lack of support from school authorities and Personal problems than their colleagues. Significant interactions show that these differences are greater in the post-war period for Social status and Lack of support from school authorities.

## DISCUSSION

### Categories of motivators and demotivators

Four different categories of motivators and demotivators were identified in this study. Motivators included Self-fulfillment and achievement, Working conditions (including salary), Patriotism and socially valuable work and Peace (for the post-war period). Demotivators comprised Social status, Unsupportive environment, Personal problems and Lack of support from school authorities.

These categories roughly correspond to the motivation-hygiene theory proposed by Herzberg (Herzberg et al. 1959.). According to this theory intrinsic factors, such as achievement, recognition, work itself, responsibility, advancement, and growth seem to be related to job satisfaction. When people feel good

DRUŠ. ISTRAŽ. ZAGREB  
GOD. 9 (2000),  
BR. 2-3 (46-47),  
STR. 393-407

RIJAVEC, M., MILJEVIĆ  
RIDIČKI, R.: PRE- AND...

about their work, they tend to attribute these characteristics to themselves. On the other hand, when they are dissatisfied they tend to cite extrinsic factors, such as company policy and administration, supervision, interpersonal relations and working conditions.

However, there are some differences. In our study working conditions (including salary) appeared in the list of motivators. As we pointed out in the introduction, the teachers in our study had worked for four years in very difficult conditions. School buildings were or still are damaged, classrooms were overcrowded, there was a lack of school material and salaries were extremely low. It might be possible that in such conditions every improvement in working conditions, however slight, may be motivating, although to a rather low extent.

#### Pre-war and post-war period

The most pronounced difference between teachers' responses for the pre-war and post-war periods is Peace emerging as motivator in the post-war period with the highest rating. It is not surprising since teachers had great difficulties in doing their job in war conditions. Peace is something that people usually take for granted, but becomes very important when lost. We assume that the motivating aspects of peace will not last very long and if the situation continues to be relatively stable people will get used to it. A follow-up study is needed to test this hypothesis.

Apart from peace, in the post-war period teachers reported themselves as motivated mainly by Self-fulfillment and achievement and Patriotism and socially valuable work, while Working conditions (including salary) had the lowest rating. The same order of motivators was found for the pre-war period. But, there were significant differences between the post- and pre-war periods. In the post-war period teachers reported themselves as more motivated by Self-fulfillment and achievement and Patriotism and socially valuable work, but less motivated by Working conditions than in the pre-war period.

Work in general is a source of social status and prestige since people's positions in society depend largely on what they do at work. Demands from society on teachers during and just after the war have significantly increased. For some of them this fact could contribute to their status and prestige and make Patriotism and socially valuable work a strong motivator. Also, studies have empirically supported the assertion of humanistic psychologists (Maslow, 1970) that most people want to use their abilities, to express themselves creatively and to achieve self-realization (Super & Šverko, 1995). All of

DRUŠ. ISTRAŽ. ZAGREB  
GOD. 9 (2000),  
BR. 2-3 (46-47),  
STR. 393-407

RIJAVEC, M., MILJEVIĆ  
RIĐIČKI, R.: PRE- AND...

our subjects graduated at university, and it has been shown that subjects at higher occupational levels express a greater degree of orientation to self-fulfillment, whereas those at lower occupational levels are more often extrinsically oriented, stressing the importance of material rewards and security (Centers & Bugental, 1966; Fein, 1977). It seems that in our subjects war circumstances increased the importance of intrinsic motivators and at the same time further decreased the importance of extrinsic factors. It might be due to the fact that working conditions during war were very difficult and could hardly serve as a strong motivator. In addition, it is possible that in extremely difficult situations (such as in war) people are prone to seek satisfaction in intrinsic factors such as helping others, doing their job in spite of all difficulties etc.

In the post-war period teachers reported to be demotivated mostly by Social status, followed by Lack of support from school authorities and Unsupportive environment. Personal problems had the lowest rating as a demotivator. In pre-war period the highest rated demotivator was Lack of support from school authorities followed by Unsupportive environment and Social status. As in the post-war period Personal problems had the lowest rating as a demotivator.

The only significant difference between pre- and post-war period was found for the scale Lack of support from school authorities. Teachers reported being more demotivated by Lack of support from school authorities in the pre-war period. This might be due to the fact that schools in war-affected areas had received considerable help during and immediately after the war from school authorities as well as from various humanitarian organizations.

#### Self-ratings and perceptions of colleagues' motivation

When their colleagues are concerned, teachers rated them as less motivated and more affected by demotivators than themselves. Teachers rated themselves to be motivated more by Self-fulfillment and achievement and Patriotism and socially valuable work and less motivated by working conditions than their colleagues both in the pre- and post-war periods. Teachers also rated themselves to be generally less demotivated by Social status, Lack of support from school authorities and Personal problems than their colleagues. Significant interactions show that these differences in demotivators are greater in the post-war period for Social status and Lack of support from school authorities.

This might be a sign of dissatisfaction that teachers were reluctant to show openly. It can also be due to the fact that

DRUŠ. ISTRAŽ. ZAGREB  
GOD. 9 (2000),  
BR. 2-3 (46-47),  
STR. 393-407

RIJAVEC, M., MILJEVIĆ  
RIDIČKI, R.: PRE- AND...

self-ratings of motivators and demotivators were somewhat influenced by a tendency to give socially desirable answers.

In order to assess the stability of perceived motivators and demotivators a follow-up study is planned in twelve months. Changes in the labor, social policy, policy of school authorities as well as general political situation can influence teachers to redefine their motivators and demotivators for work.

## REFERENCES

---

American Association of Colleges for Teacher Education. *Teaching Teachers: Facts and Figures*. Washington, D.C., 1981.

Bacharach, S.B. *The Conditions and Resources of Teaching*. Washington, D. C.: National Education Association, 1986.

Bartholomew, B. *Nationwide Teacher Opinion Poll – 1981*. Washington, D.C.: National Education Association, 1981.

Centers, R; Bugental, D.E. Intrinsic and extrinsic job motivations among different segments of the working population. *Journal of Applied Psychology*, 50, 1966, pp. 193-197.

Cotton, L; Tuttle, J. M. Employee Turnover: A Meta-Analysis and Review with Implications for Research. *Journal of Applied Psychology*, February 1977, pp. 1-8

*European Community Report from Occupied Croatian Territories*, June, 1995.

Fein, M. Why job enrichment does not work. In M. G. Miner & J. B. Miner (Eds.), *Policy issues in contemporary personnel and industrial relations*. New York and London: Macmillan, 1977.

Fernandez, J; Mateo, M. A; Muniz, J. Evaluation of the Academic Setting in Spain. *European Journal of Psychological Assessment*, Vol.11, 2, 1995, pp.133-137.

Hackett, R. D; Guion, R.M. A Reevaluation of the Absenteeism-Job Satisfaction Relationship. *Organizational Behavior and Human Decision Processes*, June 1985, pp. 340-81,

Harris, L; Kagay, M; Ross, J. *The American Teacher 1987*. New York: Metropolitan Life, 1987.

Herzberg, F; Mausner, B; Snyderman, B. *The Motivation to Work*. New York: John Wiley, 1959.

Iaffaldano, M. T; Muchinsky, P. M. Job Satisfaction and Job Performance: A Meta-Analysis. *Psychological Bulletin*, March, 1985, pp. 251-73.

Ivanchevich, J. M; Matteson, M. T. *Stress and Work: A Managerial Perspective*. Glenview, Ill.: Scott, Foresman, 1980.

Keith, T. Z; Page, E. B. Now Who Aspires to Teach? *Educational Research*, 1983, p.20.

Maslow, A. H. *Motivation and personality*. New York: Harper-Collins, 1970.

Mitchell, D. E; Ortiz, F. I; Mitchell, T. K. *Work Orientation and Job Performance: The Cultural Basis of Teaching Awards and Incentives*. New York: State University of New York Press, 1987).

DRUŠ. ISTRAŽ. ZAGREB  
GOD. 9 (2000),  
BR. 2-3 (46-47),  
STR. 393-407

RIJAVEC, M., MILJEVIĆ  
RIĐIČKI, R.: PRE- AND...

National Education Association, *Status of the American Public School Teacher*, 1985-86. Washington, D.C.1986.

*A Report on the Conditions of Schooling in Croatia*. Ministry of Education and Sport, Republic of Croatia, June, 1995.

Super, D. E; Šverko, B. *Life Roles, Values, and Careers: International Findings of the work Importance Study*. San Francisco, Ca.: Jossey-Bass, 1995.

## Prije- i poslijeratna radna motivacija učitelja u ratom zahvaćenim područjima Hrvatske

Majda RIJAVEC, Renata MILJEVIĆ RIĐIČKI  
Teachers' Academy, Zagreb

Cilj ove studije bio je: a) odrediti čimbenike koji motiviraju i demotiviraju učitelje osnovnih škola u područjima zahvaćenima ratom, b) usporediti ih s motivatorima i demotivatorima u prijeratnom razdoblju i c) usporediti učiteljsko samoocjenjivanje motivatora i demotivatora s njihovom percepcijom motivatora i demotivatora koji djeluju na njihove kolege u prije i poslijeratnom razdoblju. Uпитnik je sastavljen kako bi se procijenili motivatori i demotivatori u radu osnovnoškolskih učitelja u ratom pogođenim područjima Hrvatske. U istraživanju je sudjelovalo 135 učitelja. Otkrivene su četiri različite kategorije motivatora i demotivatora. Motivatori su Samoispunjenje i postignuće, Radni uvjeti (uključujući plaću), Domoljublje i društveno vrijedan rad i Mir (Mir samo u poslijeratnom razdoblju). Demotivatori su uključivali Socijalni status, Nerazumijevanje okoline, Osobne probleme i Nedostatak podrške od strane školskih vlasti. Ove kategorije uglavnom odgovaraju motivacijsko-higijenskoj teoriji koju je izložio Herzberg. Osnovna razlika između odgovora učitelja za prijeratno i poslijeratno razdoblje je Mir koji se pojavljuje kao motivator iz poslijeratnog doba s najvišom ocjenom. Osim mira, u poslijeratnom vremenu učitelji su potvrdili svoju motiviranost uglavnom Samoispunjenjem i postignućem te Domoljubljem i društveno vrijednim radom, dok su Radni uvjeti (uključujući plaću) imali najniži rang. Isti je redosljed motivatora iskazan i u prijeratnom razdoblju. Kad je riječ o njihovim kolegama, učitelji su ih ocijenili manje motiviranima Samoispunjenjem i postignućem i Domoljubljem i društveno vrijednim radom, a više pod utjecajem demotivatora od njih samih.

DRUŠ. ISTRAŽ. ZAGREB  
GOD. 9 (2000),  
BR. 2-3 (46-47),  
STR. 393-407

RIJAVEC, M., MILJEVIĆ  
RIDIČKI, R.: PRE- AND...

## Die Arbeitsmotivation der Lehrer in den vom Krieg betroffenen Landesteilen Kroatiens vor und nach dem Krieg

Majda RIJAVEC, Renata MILJEVIĆ RIDIČKI  
Lehrerakademie, Zagreb

Die Ziele dieser Studie waren: a) die Faktoren zu bestimmen, die auf die Grundschullehrer\* in den vom serbischen Aggressionskrieg 1991–95 betroffenen Landesteilen Kroatiens motivierend und demotivierend wirken; b) die ermittelten Faktoren mit den Motivatoren und Demotivatoren in der Vorkriegszeit zu vergleichen und c) die von den Lehrern selbst bewerteten motivierenden und demotivierenden Faktoren mit jenen zu vergleichen, die ihrer Beobachtung nach auf ihre Kollegen wirken, und dies in der Zeit vor und nach dem Krieg. Die Umfrage sollte Motivatoren und Demotivatoren unter Grundschullehrern ermitteln, die in den kriegsbetroffenen Landesteilen Kroatiens unterrichten. An der Umfrage nahmen 135 Lehrer teil. Die Untersuchung ergab vier verschiedene Kategorien von Motivatoren und Demotivatoren. Motivatoren sind: Selbstverwirklichung und Erfolg, Arbeitsbedingungen (Gehalt mit eingerechnet), Vaterlandsliebe und gesellschaftlich wertvolle Arbeit sowie Frieden (Letzteres nur in der Nachkriegszeit). Demotivatoren sind: gesellschaftlicher Status, Verständnislosigkeit der Umwelt, persönliche Probleme, ungenügende Unterstützung vonseiten der Schulbehörden. Diese Kategorien entsprechen im Großen und Ganzen der sog. motivationshygienischen Theorie von Herzberg. Der Hauptunterschied zwischen den Antworten der Lehrer bezüglich der Vor- und der Nachkriegszeit offenbart sich in der angeführten Kategorie des Friedens, die nach dem Krieg 1991–95 als wichtigster Motivator bewertet wird. Weitere wichtige Motivatoren in der Nachkriegszeit sind Selbstverwirklichung und Erfolg sowie Vaterlandsliebe und gesellschaftlich wertvolle Arbeit, während die Arbeitsbedingungen (Gehalt mit eingerechnet) am niedrigsten bewertet wurden. Dieselbe Reihenfolge der Motivatoren galt auch in der Zeit vor dem Krieg. Untereinander bewerteten sich die Lehrer als weniger motiviert durch die Kategorien Selbstverwirklichung und Erfolg, Vaterlandsliebe und gesellschaftlich wertvolle Arbeit. Vielmehr schien es den Befragten, als seien die anderen eher unter dem Einfluss von Demotivatoren als sie selbst.

\*Die Grundschule umfasst in Kroatien 8 Klassen.  
(Anm. d. Übers.)