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## Decision making of university teacher: motivating and inspiring students versus too high criticality and demands of teacher

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### Abstract

Profession of a university teacher is extremely difficult and responsible. On the one hand, teachers are faced with a sense of high social responsibility for their work, and on the other hand, they need a high motivation for their work, often associated with a great deal of altruism and a sense of belonging with their colleagues and students. Based on the questionnaire survey, conducted on a sample of 357 students of University of Žilina, students deemed the skills to motivate and inspire students as essential attribute of a great university teacher. On the contrary, excessive criticism and demands of teachers in relation to students (which basically represents the mirror – reflection – of the teacher's perceived responsibility) is considered by students as inappropriate, undesirable attribute of teacher. Based on analysis, synthesis, comparison and generalization of theoretical knowledge and evaluation of the survey results, the aim of paper is to focus attention on two academic top-attributes of teacher: (a) the effort to instill in students a high responsibility for their own decisions/outcomes; (b) the skills to motivate and inspire students to expected results. To master a harmonized mixture of these two elements represents a difficult decision problem of many university teachers. Therefore, conclusion of the paper gives a simple qualitative model of decision-making that can simplify teacher's decision-making regarding the efforts to be popular among the students for easy

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tasks and/versus be respected in motivating-and-inspiring approach based on precise and hard work and interaction of both the student and the teacher.

Keywords: university teacher; students; competences; survey; motivation; decision making; criticism; demandingness;

## 1. Introduction

Highly responsible work commitment and strong motivation are among the core competences of each high-qualified employee or manager of productive and non-productive organization. The effort to precisely carry out own work, perform own duties in a timely manner and with the desirable degree of creativity and invention, provide a distinct and irreplaceable added value for employers through own work, use effectively and protect responsibly the resources and property entrusted, etc., is the result of combination of a demandingness against oneself and a felt motivation. Because of the personality is (at least) genetically determined (Staw, 2012), the individuals obtain the basis of key personal competences naturally in their primary genetic makeup (Papalia & Olds, 1990). However, in substantial portion, the individuals have to develop these ones by an appropriate individual qualification-educational 'project'. Such a project of own qualification-career development should be now laid down by every young person who cares for his or her future and life satisfaction.

Just the *universities* have an important role in this systematic development process. According Jakubowska & Rosa, higher education is perceived as the main component of the formation of the intellectual capital (2014) and mission of university education should consist in preparing students for a life of the creators (Benčo, 1998). But universities have to change themselves because: "Each new generation of higher education graduates gives a new perspective to the aspirations that shape higher education now. What appears to be the hallmark of the future present generation, is a large-scale revival of the interest in the quality of the teaching-learning process, for the cultivation of the moral and intellectual perfection of the future graduates," (Brândușa-Oana & Cosma, 2015).

Because of the teachers' attitude can impact motivation of the learners (Gursoy, 2013), it is important for the teacher to have positive attitudes toward the study subject and reflect this positivity towards the students (Ghorbani, Akbari & Ghonsooly, 2015, p. 31). This means the successfulness of implanting self-criticism/responsibility for high performance, ethical behavior and motivation into the students is based on the *high motivation and the high performance of teachers*. But the real outputs of high requirements that are now expected from universities teachers are not always adequately taken, respectively awarded from the part of other colleagues (universities or ministries executives) and/or students. Teacher's results are often not reflected in the quality of social status of university teacher and scientist. Sometimes undemanding teacher, who only builds his or her own popularity, is received more positively by several groups of students than a teacher who is demanding and conscientious and tries to guide students to precise work and systematic study. The ambitious of such a group of students is to get a university degree effortlessly. Fortunately, the group of students who want to obtain not only an university degree but especially acquire serious knowledge and developed competence, continues to be more numerous (e.g. Vašutová, 2002; Lueddeke, 2008; Slavík, 2012; etc.). Johnston & Elton (2005) in their study on comparing the views of British and German graduates even confirmed the graduates put the development of their personality as the most important in their study.

Based on mentioned above ideas, the *aim of paper* is to focus attention to two academic attributes of teachers and define simple qualitative decision model that can make the teacher's decision-taking in this field will be more easy. Specifically, based on theoretical knowledge and results of questioning students of University of Žilina (Slovak Republic), we search following academic attributes in the

paper: (a) the effort/the skill to instill in students a high responsibility for their own decisions/outcomes (through the searching importance of teacher's criticism and demandingness); (b) the skills to motivate and inspire students to expected results. Harmonic mastery of these two elements represents a difficult decision problem for many university teachers. Therefore, analyzing, synthesizing, comparing and generalizing theoretical knowledge, and statistical processing obtained data, conclusion of the paper gives a simple decisional model that can simplify teacher's decision-making dealt with the efforts to be popular among the students for easy tasks and/versus be respected in motivating-and-inspiring approach based on precise and hard work and interaction of both the student and the teacher.

## 2. Academic motivation and/versus high demands put on teachers and students

In human psychical life, the motivation performs instigative, reinforcing, accelerating, directive and selective functions (Jedinák, 2011, p. 24). In our opinion, academic motivation represents a unique type of work or developmental motivation. According to Aslan & Kirikkanat, it can be depicted as the total of the skills, achievements and effectiveness shown by the individual under the circumstances he is exposed to (2013).

When considering *academic motivation in relation to the teachers*, this one means the strong preparedness and enthusiasm to achieve and fulfill the long-life mission and role of teacher/academician who is excellent in teaching/cultivating personality of students, searching/discovering natural or social phenomena, publishing valuable scientific results, and developing own personality, professionalism, and pedagogical competences.

What is important is the fact the *teacher's motivation necessarily leads to the student's motivation*. It means the strong motivation of teacher accompanied by his/her real criticism towards oneself and one's own effort can positively affect the motivation of students; the low motivation of teacher can cause an insufficient motivation of students.

When considering *academic motivation in relation to the students*, it is one of the crucial factors that underline the depth of students' learning process and attributive results flowing from this process, students' academic achievements and psychological well-being (Pintrich & Schunk, 2002; Blašková, 2014; Ivanova & Minaeva, 2015; etc.). It is the strong preparedness and enthusiasm to be an excellent student, i.e. acquire needed competences, skills, knowledge, experiences, contacts, impulses, inspirations, ideals, and ethics for future career, and cooperate with the teachers in education-learning process. According Ferreira, Cardosob & Abrantesc, students' motivation should be considered carefully by teachers, trying to mobilize the capabilities and potential of each student for academic success (2011) because of motivators may have many marvelous ideas about motivation but these ones may not function as teachers do not understand their own values and orientation of the students concerned (Gregar, 2001).

But motivation of teachers is confronted with or must fight with high demands and critique put on the teachers and the students. Demanding lecturer is person who requires much skill or effort; makes other work hard or meet high standards; not easily satisfied (Soanes & Stevenson, 2003); the criticism has been recognized as a valuable tool for learning across multiple disciplines (Watson & Kenny, 2014). High demands help the personality (of teacher as well as students) growth. According Ginnis: "...when the brain is asked to solve a problem, decipher a code, fathom a mystery, unravel a puzzle, respond to a curiosity, answer a creative request, it immediately bursts into life," (2001). And, "The best students in the hard sciences learn to be critical, self-reflecting, and so forth, without having been taught how to. We have to make all students critical and self-reflecting, but this requires a different style of teaching," (Elton, 2006). Smith (2011) worked out a model of critical reflection which encompasses different purposes (thinking, learning and assessment of self and social systems),

together with different forms of reflection (personal, interpersonal, contextual and critical), and emphasized that teaching critical reflection is a logical step towards students being able to recognize and negotiate complex ethical and professional issues.

This is another task that the teacher must master successfully: it is necessary to teach students to take and utilize the criticism as something positive, as aid that can move them ahead, accept it with humility, and not to fight against it. Similarly, also Purge expressed: "We, as teachers, must first of all strive to develop the human potential of every one of our students. This is the biggest challenge – to help students to be able of deep self-reflection and understanding themselves, teach them not only functional skills but change them into the thinking leaders; such leaders will be needed," (2013, p. 26). Unfortunately, we can often see that such efforts of teachers are not always mastered faultlessly. The reason is probably the fact the giving feedback with elements of critical, inspirational alerts, and even developing the leadership and motivational competences of students and younger colleagues, is indeed difficult.

It means, we can say, the demandingness and criticism are determined by the lecturer's responsibility. "Responsibility as very sensitive aspect of the personality" (Vidriková & Boc, 2014, p. 14) fulfills as like as bridge-function between the motivation and the demandingness which is connected with the criticism often, and makes able to achieve high academic results at the side of teachers as well the students.

We can generalize the hard tasks, ambitious challenges, felt fear or stress from possible failure or refusal from the colleagues or students call up the high motivation in a case of very powerful personality. But in a case of some (less psychically or physically disposed) individuals, these instigations could cause a long-term tiredness pointing to the burn out, and to the disturbed motivation. Based on self-determination theory, in contrast to the intrinsic and extrinsic motivation, Deci & Ryan (1985) defines also so called '*amotivation*'. This dimension of motivation is connected with the absence of a contingency between one's actions and concrete outcomes. Amotivated individuals do not demonstrate the intent to engage in an activity. Barkoukis, Tsorbatzoudis, Grouios & Sideridis (2008) distinguish four different types of amotivated behavior: (a) the belief concerning the lack of ability to perform an activity; (b) the belief that the adopted strategies will not produce the desired outcomes; (c) the belief that the activity is too demanding for the individual, and (d) the belief that even high effort is not adequate for successful task performance. It is important to win these reasons or excuses, and run from amotivation to intrinsic motivation, for behaviors to become self-determined (Deci & Ryan, 2000).

A similar problem with a conflict of motivation concerns also the students. Despite the mostly positive impacts of an academic environment (from teachers, support staff, fellow students, etc.), motivation of students become impaired. E.g. Ivanova & Minaeva (2015) draw attention to so called '*antimotive*' of educational activity – this is a motive with negative valence, featuring a reverse direction towards the educational activity itself. These antimotives are mostly negative in their content (laziness, dislike of a teacher or conflicts with one), although they can be positive in relation to other activities, e.g. a student's hobbies, active participation in social life of the university, etc.

What is very important and even crucial in facing amotivation or mastering students' antimotives, is deep understanding of true matter of fact of the pedagogical improvement of student's potential and personality. "In a real sense, the study of personality is a study of motivation" (James & Rentsch, 2012, p. 223). It means the teacher must disclose the personality = motivation of student, and, at the same time, disclose and fully activate his or her own personality = motivation.

### 3. Methods

In order to get views on the most important attributes of the university teachers directly from the students, we decided to carry out a questionnaire survey into which we engaged students of the Faculty of Management Science and Informatics of University of Žilina. In the survey, we investigated (inter alia) the importance of great teacher's attributes. For the purposes of this paper we opted for the basic attributes a *skill to motivate and inspire students* as a positive attribute, and an *excessive criticism and demands of the teacher* as a negative attribute of the teacher.

#### 3.1. Characteristics and results of the survey

The survey covered 357 students, including 215 male students (60.22%) and 142 female students (39.78%). This one was conducted in the months 11/2015 to 02/2016, i.e. in the winter semester (1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> semester of bachelor study, i.e. 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> study year, respectively 1<sup>st</sup> and 3<sup>rd</sup> semester of the master study, i.e. 1<sup>st</sup> and 2<sup>nd</sup> study year). In Slovakia, students standardly start their bachelor study after completing their high schools, i.e. at age 19 to 20 years; after completing a three-year Bachelor's degree, students may start their engineering or master study. This means, the age of bachelors is 19–23 and age of masters is 22–25 years. In terms of university education degree and specialization of study programs, there has been actively involved 277 bachelors in the survey, i.e. 77.59% of all respondents (of which 82 students studied a program Management and 195 students studied a program Informatics) and 80 masters, i.e. 22.41% (of which 62 students of Management and 18 students of Informatics), (Table 1).

**Table 1. Identification of Respondents (own study)**

	All Students 357 (100.00%)		Male 215 (60.22%)		Female 142 (39.78%)	
	Bachelor study			Master study		
	Frequency	% of all students	% of bachelors	Frequency	% of all students	% of masters
Total	277	77.59	100.00	80	22.41	100.00
Male	180	50.42	64.98	35	9.80	43.75
Female	97	27.17	35.02	45	12.61	56.25
1 <sup>st</sup> year	66	18.49	23.83	3	0.84	3.75
2 <sup>nd</sup> year	193	54.06	69.68	77	21.57	96.25
3 <sup>rd</sup> year	18	5.04	6.50	–	–	–
Management	82	22.97	29.60	62	17.37	77.50
Informatics	195	54.62	70.40	18	5.04	22.50

To express the importance of focused *positive attribute*, i.e. *skill to motivate and inspire students*, we have chosen scale from 1 (the least important) to 7 (the most important). As is clear from Table 2, this attribute is very important for all students. Means in all cases were greater than 6; value of 7 marked in all groups approximately on average 50% of the students, in total 49.58%. Female students evaluated this teacher's skill more important (52.82%) than males (47.44%) and likewise the bachelors (50.54%) compared with the masters (46.25%). The importance at least 6 points (i.e. 6 or 7) was expressed on average by 75% of respondents, in total 75.91%, and again, more female students (78.17%) than male students (74.42%), but higher significance was attributed in this case by the masters (78.75%) compared with the bachelors (75.09%). Value of at least 5 was indicated by more

than 90% of respondents. This also implies high values of quartiles (upper quartile, median and lower quartile).

**Table 2. Importance of Teacher's Skill of Motivating and Inspiring Students**

Value of importance	Total		Male		Female		Bachelors		Masters	
	Frequency	% of total	Frequency	% of male	Frequency	% of female	Frequency	% of Bachelors	Frequency	% of Masters
Total	357	100.00	215	100.00	142	100.00	277	100.00	80	100.00
Value ≤ 3 (1–3)	9	2.52	7	3.26	2	1.41	7	2.53	2	2.50
Value = 4	17	4.76	10	4.65	7	4.93	11	3.97	6	7.50
Value = 5	60	16.81	38	17.67	22	15.49	51	18.41	9	11.25
Value = 6	94	26.33	58	26.98	36	25.35	68	24.55	26	32.50
Value = 7	177	49.58	102	47.44	75	52.82	140	50.54	37	46.25
Value ≥ 6 (6–7)	271	75.91	160	74.42	111	78.17	208	75.09	63	78.75
Value ≥ 5 (5–7)	331	92.72	198	92.09	133	93.66	259	93.50	72	90.00
Value ≥ 4 (4–7)	348	97.48	208	96.74	140	98.59	270	97.47	78	97.50
Mean	6.15		6.09		6.23		6.16		6.10	
Std. deviation	1.07		1.13		0.98		1.05		1.14	
Upper quartile	7.00		7.00		7.00		7.00		7.00	
Median	6.00		6.00		7.00		7.00		6.00	
Lower quartile	6.00		5.00		6.00		5.50		6.00	

Investigation of teachers' *negative attributes* was focused primarily on the attribute of *excessive criticism and demandingness of teacher*. We used a scale from 1 (the least inappropriate) to 7 (the most inappropriate). The results in Table 3 show that, despite a little lower values compared to the previous positive attribute (motivating and inspiring students), 'negative significance' of criticism and demandingness of teacher in relation to the students is also high.

Means in all cases were greater than 5; the value of 7 was identified on average in all these groups by approximately a third of the students, in total 34.73%. Female students again attributed to this trait a slightly higher importance (35.92%) than the male students (33.95%) – it is still more than a third, and similar results were achieved by the bachelors (36.82%), while in a group of the Masters it was a little less (27.50%). The importance on the level at least 6 points (i.e. 6 or 7) was marked on average by more than 60% (in total 62.75%) of respondents, and again more by the female students (66.90%) than the male students (60.00%), and more by the bachelors (66.79) than the masters (48.75%). Value of at least 5 points was indicated in total by 82.07% of respondents, of which 90.14% of the female students and 76.74% of the male students, and 84.84% of the bachelors and 72.50% of the masters. Value of at least 4 was opted by about 90% of the students, while again higher values were achieved in a case of the female students and case of the bachelors. Table also shows that female students and bachelors, i.e. younger students, are more sensitive. Can be inferred that a *tolerance for teacher's excessive criticality and demandingness increases with an increasing age of students* which means that students are more aware of the significance of criticality of teacher and its positive impact on the proper growth of student's personality and strengthen of student's ability to be responsible and demanding against oneself.

Table 3. Negative Importance f Teacher’s Extensive Criticism and Demandingness

Value of importance	Total		Male		Female		Bachelors		Masters	
	Frequency	% of total	Frequency	% of male	Frequency	% of female	Frequency	% of Bachelors	Frequency	% of Masters
Total	357	100.00	215	100.00	142	100.00	277	100.00	80	100.00
Value ≤ 3 (1–3)	27	7.56	24	11.16	3	2.11	18	6.50	9	11.25
Value = 4	37	10.36	26	12.09	11	7.75	24	8.66	13	16.25
Value = 5	69	19.33	36	16.74	33	23.24	50	18.05	19	23.75
Value = 6	100	28.01	56	26.05	44	30.99	83	29.96	17	21.25
Value = 7	124	34.73	73	33.95	51	35.92	102	36.82	22	27.50
Value ≥ 6 (6–7)	224	62.75	129	60.00	95	66.90	185	66.79	39	48.75
Value ≥ 5 (5–7)	293	82.07	165	76.74	128	90.14	235	84.84	58	72.50
Value ≥ 4 (4–7)	330	92.44	191	88.84	139	97.89	259	93.50	71	88.75
Mean	5.69		5.55		5.91		5.81		5.30	
Std. deviation	1.32		1.46		1.04		1.24		1.51	
Upper quartile	7.00		7.00		7.00		7.00		7.00	
Median	6.00		6.00		6.00		6.00		5.00	
Lower quartile	5.00		5.00		5.00		5.00		4.00	

A comparison of these criteria may be considered as interesting. We compared the characteristics of individual respondents and their answers to both above questions. This value is reflected through a parameter  $\Delta$  (difference of values of importance). Another parameter  $|\Delta|$  expresses the absolute difference (i.e. absolute value of difference of expressions) – this value specifies the neighborhoods around the zero value when the individual students’ expressions are the same; they differ by value of 1 or other value.

As is apparent from Table 4, more than a third of students assigned the same importance ( $\Delta = 0$ ) to both criteria. Only about 20% of students attributed to the positive criteria a lower importance ( $\Delta < 0$ ) and more than 40% of students attributed a higher importance ( $\Delta > 0$ ). The difference of answers is even not greater than 1 in a case of 70% of the students ( $-1 \leq \Delta \leq +1$ ); this difference is greater than 1 only in a situation of less than a third of students ( $|\Delta| \geq 2$ ). Mean of these criteria difference is 0.45, while mean in group of the male students is 0.53 and in group of the female students it is 0.32. For the bachelors, the value is low too (0.35), while value for the masters is relatively high (0.80). In this case, the upper quartile is also 2.00 and median is 1.00, while these values for all other groups are 1.00, respectively 0. Stated differently, if we consider the absolute difference ( $|\Delta|$ ), students can be divided into three approximately equal groups when  $|\Delta| = 0$ ,  $|\Delta| = 1$ , respectively  $|\Delta| > 1$ . This confirms desirable homogeneity of students’ expressions.

**Table 4.  $\Delta$  Difference of Values of Importance and  $|\Delta|$  Absolute Difference of Values of Importance**

$\Delta /  \Delta $	Total		Male		Female		Bachelors		Masters	
	Frequency	% of total	Frequency	% of male	Frequency	% of female	Frequency	% of Bachelors	Frequency	% of Masters
Total	357	100.00	215	100.00	142	100.00	277	100.00	80	100.00
$\Delta = -4$	2	0.56	1	0.47	1	0.70	2	0.72		
$\Delta = -3$	3	0.84	2	0.93	1	0.70	2	0.72	1	1.25
$\Delta = -2$	22	6.16	12	5.58	10	7.04	20	7.22	2	2.50
$\Delta = -1$	49	13.73	31	14.42	18	12.68	39	14.08	10	12.50
$\Delta < 0$	<b>76</b>	<b>21.29</b>	<b>46</b>	<b>21.40</b>	<b>30</b>	<b>21.13</b>	<b>63</b>	<b>22.74</b>	<b>13</b>	<b>16.25</b>
$\Delta = 0$	<b>127</b>	<b>35.57</b>	<b>73</b>	<b>33.95</b>	<b>54</b>	<b>38.03</b>	<b>102</b>	<b>36.82</b>	<b>25</b>	<b>31.25</b>
$\Delta > 0$	<b>154</b>	<b>43.14</b>	<b>96</b>	<b>44.65</b>	<b>58</b>	<b>40.85</b>	<b>112</b>	<b>40.43</b>	<b>42</b>	<b>52.50</b>
$\Delta = +1$	79	22.13	46	21.40	33	23.24	60	21.66	19	23.75
$\Delta = +2$	48	13.45	30	13.95	18	12.68	35	12.64	13	16.25
$\Delta = +3$	15	4.20	9	4.19	6	4.23	9	3.25	6	7.50
$\Delta = +4$	9	2.52	8	3.72	1	0.70	7	2.53	2	2.50
$\Delta = +5$	3	0.84	3	1.40			1	0.36	2	2.50
$\Delta < -1$	<b>27</b>	<b>7.56</b>	<b>15</b>	<b>6.98</b>	<b>12</b>	<b>8.45</b>	<b>24</b>	<b>8.66</b>	<b>3</b>	<b>3.75</b>
$-1 \leq \Delta \leq +1$	<b>255</b>	<b>71.43</b>	<b>150</b>	<b>69.77</b>	<b>105</b>	<b>73.94</b>	<b>201</b>	<b>72.56</b>	<b>54</b>	<b>67.50</b>
$\Delta > +1$	<b>75</b>	<b>21.01</b>	<b>50</b>	<b>23.26</b>	<b>25</b>	<b>17.61</b>	<b>52</b>	<b>18.77</b>	<b>23</b>	<b>28.75</b>
$ \Delta  = 0$	127	35.57	73	33.95	54	38.03	102	36.82	25	31.25
$ \Delta  = 1$	128	35.85	77	35.81	51	35.92	99	35.74	29	36.25
$ \Delta  > 1$	102	28.57	65	30.23	37	26.06	76	27.44	26	32.50
Mean	0.45		0.53		0.32		0.35		0.80	
Std. deviation	1.45		1.53		1.31		1.41		1.51	
Upper quartile	1.00		1.00		1.00		1.00		2.00	
Median	0.00		0.00		0.00		0.00		1.00	
Lower quartile	0.00		0.00		0.00		0.00		0.00	

### 3.2. Discussion

Although the students assigned the excessive criticism and demandingness towards them to the 'wrong' attributes of teachers, exactly these features have to be tried to develop in students. This means the criticality and demandingness of graduates and later employees or managers cannot be understood as negative competences. The practice and results of numerous surveys consider these competences even as a priority (e.g. Koubek, 2007; Stýblo, 2008; Armstrong, 2009; Tomšík & Duda, 2011; Hoidn & Kärkkäinen, 2014; Aldag & Kuzuhara, 2015; etc.). Criticality and demands against oneself as well the others becomes negative only if the teacher will extent them to too large measure – if these ones suppress student's motivation. Just in this clash (with motivation), the criticism becomes an undesirable feature of teacher and is (potentially) able to negatively influence the student's enthusiasm.

On the other hand, critical reflection is hard. "There is not singular, easy answer to help foster the growth of critical reflection in others," (Watson & Kenny, 2014, p. 60). It means, for increasing and applying critical reflection in/to students, the strong motivation of teacher is needed.



In addition, Yukseloglu & Karagüven, by their survey on the sample of 300 students, confirmed the communal mastery and academic motivation are dependent variables ... Students have high academic motivation and communal-mastery levels if they are happy from their school (2013). Another survey, performed by Hamdan-Mansour et al. on the sample of 218 university students in Jordan, confirmed the students who have higher level of optimism, life satisfaction, and perceived social support from family, are more likely to have higher level of intrinsic motivation for academic accomplishment (2014).

#### 4. Conclusion: Qualitative model of teacher's decision making

The basis for teacher's qualitative decision-making model is to *identify and accept a complex goal* which the result of decision making could lead to. This goal/role of the teacher is to confirm, enshrine a high sense of responsibility and demands against oneself in the student's personality, and at the same time, which can be a little contradictory, to elicit the high and lifelong motivation and commitment in students, including the ability of sustained self-motivation and the ability of overcoming various obstacles. To meet such a goal, respectively to choose the right partial decisions, is not easy. As if two personality orientations or skills of the students meet here that the teacher has to 'hit': self-criticism and motivation. Stated differently, teachers must decide whether they:

- Prefer their *activating academic motivation*, i.e. conscientious, self-confirming and critically reflected enthusiasm which will be beneficial for the students with high personality-cultivation motivation but will be tiring for the teacher; or
- Prefer rather *attenuating academic motivation*, which, although, will be attractive for the comfort of both the teacher and the title-eager students but will be denied by students with high personality-cultivation motivation.

Harmonization of these three academic motivations is the core of proposed decision-making model. It is also a direct response to the question whether it is possible to strengthen students' motivation and, at the same time, be a challenging teacher who can instill demandingness also into his or her students.

In the process of improving student's responsibility/demands and motivation power, teacher has to apply knowledge from various disciplines (at least to some extent). These can include mainly psychology, social psychology, sociology, human resource management/human potential development, organization behavior, management, ethics, etc. It is obvious that, especially for teachers who are experts/teachers on natural and technical sciences, it may be difficult to understand in detail the psychological mechanisms taking place in the student's personality and disclose the motives influencing student's learning. This is perhaps why some teachers could not understand the psychology or the motivation, and try to downplay them. Likewise, the application of the principles of andragogy (as many senior students and external students already belong to the group of 'the adult') may seem uneasy for some teachers. If we use as inspiration the content of Theory Y (McGregor, 1960), an assumption of the model is that the teacher tends to do his/her job in the best and there is no need to force him/her to it. However, unfavorable social conditions, i.e. increasing demands of ministries, inadequate working conditions, insufficient remuneration, competition and envy among the colleagues, long response to the efforts (particularly in the case of published articles), etc., cause a *teacher's motivational conflict*: to continue in work as responsibly as so far versus/or to slacken, dump at work effort.

Similar decisional choices can also be related to the Theory of Equity (Adams, 1965), Goal Setting Theory (Locke & Latham, 1979), and Homeostasis Theory (Cannon, 1939). If a mental balance is disturbed, there is a tension, a need that is escalating internal pressure inside the individual. Using

cognitive functions and experience, the individual then focuses his or her activities in a certain direction with the intention to remove this pressure (Bedrnová & New, 2007). The model can also utilize the essence of Reactance Theory (choice behavior) formulated by Brehm (1966) and Synthesis of Motivation defined by Maccoby (1988).

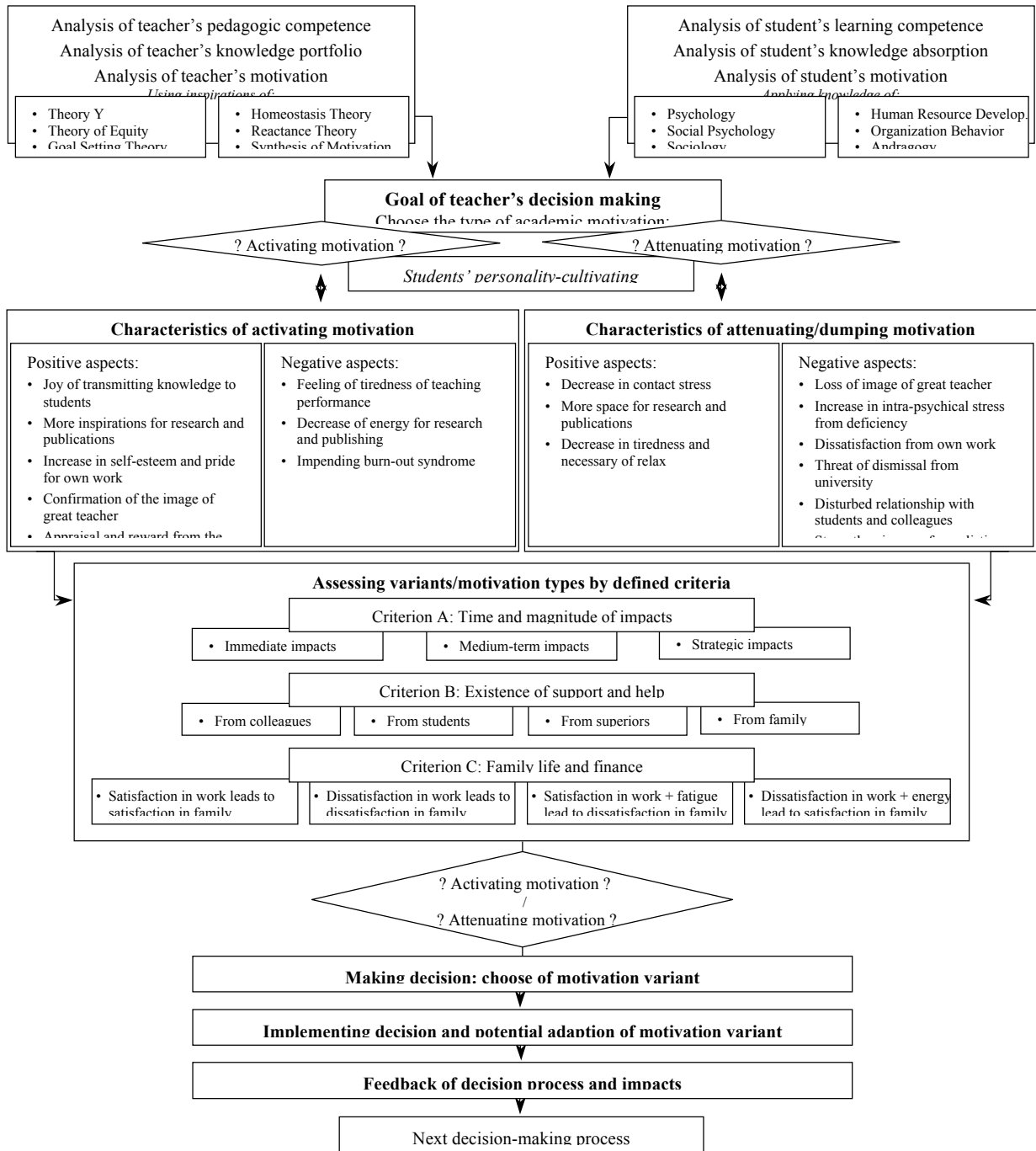


Figure 1. Qualitative decision-making model of university teacher's motivation

An important component of the model is the knowledge that teachers need to feel a social freedom, a space for some independence and flexibility in their decision-making, including perceived *consequences of their decisions*.

It is probably a strong reaction to the fact that teachers must periodically 'defend' and confirm their expertise and scientific results in front of the executive of their faculties – they are, usually in intervals of three years, auditioned for functional work-places of professors or associate professors. It is very strenuous and stressful.

The model must take account of many *criteria* that the decision maker would consider when making particular decision-taking steps. These criteria have threefold dimensions of time:

- Immediate, i.e. teacher considers current, in the near term expressed positives vs. negatives of taken choices.
- Mid-term, i.e. teacher compares unfavorable impacts vs. potential gains expected during the 1–2 years.
- Strategic, i.e. teacher intuitively estimates and compares long-term and severe effects vs. losses of his career.

Other decision criteria can be set differently, depending on concrete contexts and particularities of the university and faculty, as well the teacher's personality and characteristics of the students in a specific semester. This could include e.g. the existence of support and aid provided comparison of the impacts on teacher's family life, etc. After considering all the criteria, positives, negatives, dynamics of environment, etc., the teacher can take the final variant, i.e. decision on the choice of type of his or her own motivation. Hopefully, a prioritization of the activating motivation will be taken.

Subsequently, after fine-tuning of various specificities, the decision implementation may start. In accordance with model, the teacher may later decide for any amendments or minor modifications of motivating elements that should be applicable towards the students – it is the phase of the latest conditions adaptation. And, at the final, the feedback represents a necessary conclusion and challenge in this model/process. By this the teacher verifies the correctness of his or her decision on the one hand. On the other hand, the teacher can create a motivational basis for future decision model, concerned his or her future academic motivation. Such a model finalization seems very inspirational and useful.

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