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EFL TEACHER MOTIVATION

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Abstract

In this paper we first give a brief overview of literature on motivation, teacher motivation and some of the previous relevant studies dealing with this topic, followed by the detailed description of our own study. This study seeks to examine in detail the motivation of Croatian EFL teachers teaching on three different levels: primary education, secondary education and higher (post-secondary) education. The data has been collected by interviewing nine different teachers, three from each level, all of whom have been asked for permission to be recorded on tape. The results were then compared, first within each group, according to the level they were teaching at, and then they were compared generally. The assumption was that there would be significant differences in motivation among participants teaching English at different levels, as well as between the teachers of different age and years of teaching experience. It was also assumed that there would be some general similarities between the participants, stemming mostly from personality traits that people of the same profession often share. The hypothesis was in great measure proven to be correct, but there have also been some surprising results.

Keywords: *Motivation, Work motivation, Career satisfaction, Teacher motivation, EFL Teacher motivation, Croatian educational system*

Contents:

1. Motivation

1.1 Definition of motivation

Although it may seem as a rather easily understood and explained notion, motivation has been a source of confusion for many who have tried to form a concise definition of it. As Dörnyei (1998) explains it, there have been many different conceptions of the term, some of which he names static and others dynamic. In his view, motivation is a process which includes certain triggering forces that help start an action and it lasts until another kind of force ends the action, or until the goal is reached.

There certainly is an abundance of definitions of motivation; for example, some focus on the dimension of behavior of an individual, suggesting thus that motivation is a process of initiating, directing and retaining an individual's behavior aiming to achieve a certain goal (Roussel, 2000; as cited in Müller et al., 2009).

Müller et al. (2009) organized and presented the current theories of motivation using Kanfer's (2000) taxonomy and explaining them through three main paradigms. The first one includes need-motive-value approaches, which suggest that individual's needs, motives and values need to be satisfied in order for the individual to start a certain action and to achieve a certain goal. The second paradigm encompasses cognitive-choice theories. These focus on the value of a goal for an individual and on their expectancy of achieving the goal. Self-regulation/ metacognition theories are the ones grouped within the third paradigm. These theories focus on the effect of goals on work motivation of an individual, as well as on the processes behind determining the goals that the individual had chosen.

1.2 Types of motivation

Traditionally, motivation has been seen as varying not only in level, but also in orientation. Accordingly, it has been divided into two types: intrinsic and extrinsic motivation, depending on the source of individual's motivation (Ryan and Deci, 2000). Intrinsic motivation refers to individual's intrinsic enjoyment of doing an activity or performing a task, it comes from within the individual. On the other hand, extrinsic motivation includes factors from individual's environment, factors that can be both positive and negative, such as material and

other kinds of rewards or any kind of punishment. According to Ryan and Deci (2000), to be motivated means to be moved to do something. In their work on motivation, a major emphasis was on the notions of autonomy and internalization of motivation, stressing it as one of the most important factors when it comes to division of motivation.

In addition, another interesting notion connected to the division of motivation is the notion of possible language teacher selves and its subdivisions, which Kubanyova (2009) transfers from Dörnyei's (2005) L2 motivational self-system to talk specifically about motivation of language teachers. The subdivisions refer to the constructs of ideal language teacher self and ought to language teacher self - including the third type that comes between the first two, i.e. the feared language teacher self. The notion of ideal self refers to an individual's own idea of the person they would like to become. This represents the more intrinsic component of one's motivation. On the other hand, the imagined expectations from others, such as from parents or colleagues represent the so-called ought-to self, and the more extrinsic side to one's motivation. Moreover, the notion of feared self is the image of the person one fears to become in case the expectations are not fulfilled and negative consequences ensue.

1.3 Work motivation

There is a significant connection between one's motivation, one's satisfaction with their job and the way they perform at work. It is believed that, in right conditions, motivation can have a direct impact on every employee's individual performance and, consequently, on the success of a group or an organization (Müller et al., 2009). This is one of the reasons why there is more and more research on work motivation, since it is in every employer's best interest to know how to get the best out of their employees.

Moreover, many claim that motivation to teach is quite specific in its nature and essentially different from motivation to perform in any other sort of profession (Dörnyei, 2001). The factors that influence work motivation of a teacher are suggested to be unique and will be discussed in more detail in the following paragraphs.

2. Teacher motivation

2.1 Introduction

Unlike student motivation, or motivation to learn, teacher motivation has been a topic that has not gained a lot of attention in research until rather recently. However, due to increasing evidence of great influence of teacher motivation on student motivation, more research has been done to understand this issue. For example, teacher's expectations of their students' success can have direct or indirect influence on their students' achievement, which is referred to as the "self-fulfilling prophecy" or the "Pygmalion effect" (Dörnyei, 2001). Research has also shown that, the more enthusiastic and more committed to their work the teacher was, the more his or her students were motivated to learn – and since the success of students is important on so many levels, from the level of individual schools to the state level, the issue of teacher motivation has recently been the topic of a more significant amount of research.

As many professions, teaching has been a subject to many changes, from changes in society in general to advances in technology. When we talk about changes on the level of society, the most important thing that has changed for teachers is the level of their status. During the 1950s and 1960s, when things were changing far more slowly and there was not as much involving of other parties in teachers' work, when teachers were not as liable to criticism as they are today, schools were viewed as "closed systems", which made teachers far more autonomous. Today, there are various factors outside the school that influence and control teachers' work, and in this respect schools are seen as "societal systems" (Owens, 1998; as cited in Dinham and Scott, 2000). Hence, teachers and schools are nowadays under tremendous pressure stemming from them being exposed to an array of outside influences and various measures that are being taken in order to shape and control education.

2.2 Aspects of teacher motivation

However, change is not the only factor that has influence on teacher motivation. Focusing on teaching profession as a specific kind of activity, Dörnyei (2001) identifies four aspects of teacher motivation.

The first aspect includes the intrinsic component of motivation, which he claims is a rather important factor when it comes to teacher motivation. This refers to the fact that the most common reason for entering the profession, reported by teachers in most research studies, is that they "have always wanted to become a teacher". For them, most satisfaction comes from the nature of their job, which they enjoy. This includes intrinsic rewards such as the subject matter they teach and the process of education itself. In addition, it is suggested that behavior that is motivated intrinsically is connected to three basic human needs: the need for autonomy, for relatedness and competence. For teachers, the first need is (ideally) satisfied through dealing with their class without much intrusion from other parties; and the environment in which they work, including their colleagues and the rest of the school community, satisfies the need for relatedness. The third need is satisfied if teachers feel that they are doing their job properly and therefore feel efficient (Deci and Ryan, 1985; as cited in Dörnyei, 2001).

The second aspect reported by Dörnyei (2001) refers to social contextual influences. These external factors are often seen as having a potentially negative influence on teacher motivation and are in a way opposed to its more positive intrinsic aspects. The sources of these influences are external and stem from various levels of society. Thus they are divided into influences on macro and micro level. The first level encompasses influences from students' parents as well as those from politicians, the media and all other layers of society, since a teacher's job is rather public and plays a significant role for the whole society. The influences on the micro level refer to the educational institution in which the teacher works and include factors such as the school climate and norms, resources and facilities, relationship with colleagues, class size etc. (Dinham and Scott, 1998; as cited in Dörnyei, 2001).

The temporal dimension of teaching profession is the third aspect of teacher motivation. This refers to the issue of teachers' career path, which is somewhat "closed", since there is not much room for professional advancement. Since teaching is in most cases viewed as a lifelong career, the lack of these opportunities and similar awards often has a negative impact on their motivation. If there is not enough acknowledgements for one's work, alongside with a lack of variety in responsibilities, one easily finds oneself performing a routine job, which is not exactly perceived as dynamic and motivating.

The last aspect is the relative "fragility" of teacher motivation. That is, there are many factors that influence motivation in a negative manner. The issue here is that teachers are guided mostly by positive intrinsic motives, but there are many external influences that

decrease their motivation, such as stress and lack of autonomy in teaching. Another important factor is that their training is often not appropriate enough, which results in insufficient self-efficacy. In addition, there are other factors, such as the content they teach, which is often repetitive and leaves little space for intellectual development, and there is also the aforementioned structure of their career, which many of them find inadequate.

2.3 Teacher motivation and career satisfaction

The concept of career satisfaction has always been somewhat confused with the similar concept of motivation. However, while motivation is seen as a force that stimulates an individual for a certain behavior or action, career satisfaction or dissatisfaction is perceived more as a result of this action or behavior – both in a particular context. In addition, both phenomena are interrelated as they have an influence on one another (Nadler and Lawler, 1991; as cited in Dinham and Scott, 1998). Career satisfaction therefore indicates to which degree needs of an individual are fulfilled (Dinham and Scott, 1998).

In Herzberg's view, career satisfaction is under the influence of factors which he groups in two broad domains: intrinsic and extrinsic matters. The first group refers to matters that are found in the nature of the work itself, while the latter includes factors such as inappropriate working conditions. He believes that the two groups are not mutually interconnected but rather exclusive, in the sense that the presence of negative factors (most often belonging to the extrinsic domain) result in dissatisfaction, while their absence does not result in increased satisfaction (Herzberg et al., 1959; as cited in Dinham and Scott, 1998).

2.4 Teachers' roles in a changing environment

As it has been suggested above, the teaching profession has been under great influence of various changes in society, especially during the last fifty years. Due to an ever increasing development of technology as well as other social and economic changes, teachers are forced to learn new skills and to adopt new roles that are emerging.

While it is believed by some that computers might someday evolve to the extent that they should be able to replace teachers altogether, which is a possibility that will not be discussed here, there are many teachers today that work almost exclusively online, and most of them use

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some forms of technology in their classes. This alone puts a great pressure, especially for older teachers, who accordingly have a completely new set of skills to develop. Namely, as much as technology is taking a lot of workload off teachers, it also sometimes makes their job more difficult. There are a lot of problems accompanying the use of technology. Computers might break down and there are also a lot of issues that are often time-consuming (Corbel, 2007).

Furthermore, Spodark (2001; as cited in Corbel, 2007) argues that the role of foreign language teachers is becoming ever more complex, since they are not only providers of knowledge but also designers of activities, motivators, checkers of grammar, guides, linguistic models for their students, technology resource people and much more.

It is understandable therefore that new kind of training and new skills are needed throughout the whole career of a teacher, and the levels of support they receive in these changing conditions often vary a lot, which can also be a major source of career dissatisfaction.

2.5 Motivation of L2 teachers

As little the amount of literature on teacher motivation is, there is even less on the topic of motivation of language teachers. Nonetheless, drawing from the existing literature, there are a few conclusions that can be made. Respectively, Dörnyei (2001) describes the teaching profession as consisting of professionals that are highly qualified and experience their job as fulfilling, motivated mostly by intrinsic factors. However, he recognizes that there are serious difficulties related to the profession and that these difficulties often overweigh the satisfaction with intrinsic qualities of their job. The difficulties he emphasizes include the high level of stress connected to teaching, the restrictions of teachers' autonomy, the feeling of self-efficacy (which is very fragile in teachers), repetitiveness of the content they teach and routinized classroom practices as well as the structure of their career, which is for many of them inadequate.

2.6 Relevant studies of teacher motivation

One of the first important studies dealing with teacher motivation was the work of Martha Pennington (1995; as cited in Dörnyei, 2001). This series of studies focused on work satisfaction and motivation of teachers of English as a Second Language (ESL teachers) and it provided some important conclusions that served as a basis for many following studies. One of the important insights referred to ESL teachers' positive motivation, which turned out to be of significantly intrinsic nature, including factors such as their enjoyment of the work process itself and the factor of human relations. In addition, it was shown that the most dissatisfying factors influencing ESL teachers' motivation were the ones such as insufficient opportunities considering their long-term career and the lack of recognition received for their work, which belong to the more extrinsic domain (Dörnyei, 2001). She was also one of the first to warn about the consequences of stress and burnout for teachers, claiming that it is causing serious damage to their mental health and affecting their performance as well as the performance of their students (Hastings, 2012).

Work of Doyle and Kim (1998, 1999; as cited in Dörnyei, 2001) dealt with the same topic, but they approached it in a slightly different manner. Unlike Pennington, who relied only on questionnaires as instruments for her study, they added interviews with teachers so as to get more detailed data from their two samples of Korean and American teachers of English. Another difference was in the fact that they decided to pay more attention to the cultural, social and political factors influencing teacher motivation and satisfaction in a negative manner. Nonetheless, same as Pennington's, their results also showed the importance of intrinsic factors for increasing teacher motivation. Factors that seemed to lead to dissatisfaction again included more extrinsic factors, with most of the participants naming their salaries and opportunities for advancement as the ones that had the most detrimental effect. However, they report that there are three particular pressures that are curriculum-related and have a significant negative influence: the obligation to teach the set curriculum, usage of standardized tests and the interference from government - factors that diminish their autonomy in great measure and in turn result in their dissatisfaction (Dörnyei, 2001).

Barnabe and Burns (1994) also wanted to diagnose factors affecting teacher motivation and they approached their study with the assumption that the system in which teachers work differs significantly from other business systems, proposing therefore that their motivation is also different. They did this relying on Hackman and Oldman's Job Characteristics Model of

Motivation. The study was conducted on a sample of teachers in Quebec, Canada and their focus was on certain job characteristics and psychological states that create conditions that increase the internal motivation of teachers. Namely, they suggest that the teachers must believe that their work is meaningful, that they must experience responsibility for their work as well as receive proper feedback on their performance. In that sense, they claim that specific characteristics of a certain job are connected with specific psychological states that are job-related. For example, they claim that if the job provides an individual with enough autonomy, the individual experiences responsibility for the outcomes of their work and in turn shows high internal work motivation and work effectiveness. As the conclusion they propose that it is necessary that the work of teachers gets redesigned and that the key is in personal dialogue and the development of program – not in measures such as better career ladders or merit pay.

A more specific study of teacher motivation was conducted by Evans in 1998. It was a case study that included teachers of a primary school in Rockville County and its aim was to present the view of the teachers managed by a senior management team. The study was conducted in 4 stages, using the method of observation and interviews, and it resulted in some very important insights. For example, the senior management team seemed to be perceived quite negatively by the majority of the staff, which had to do with the fact that they were not seen as competent and, in the staff's opinion, they had too much power and comparatively not enough responsibilities. The teachers felt powerless due to their perceived lack of control and autonomy, which lead to significant demoralization. This study has shown that one of the key issues concerning teacher motivation was the involvement in school's decision making, which they did not feel a part of. It is also true that some of them did not seem to be interested in being involved, but the ones who did had little chance to do so. This is interesting because school management issues were reported by most of the participants as most dissatisfying factors, whereas issues like low salary and their status in society were hardly mentioned as important at all.

Dinham and Scott's "Teacher 2000 project" in 1998 and its revised model in 2000 was a study that included not only teachers but also the school executives. The first part was conducted on a sample of teachers and school executives in Sidney using the method of surveys, and the sample in the second part was extended to include participants from Australia, England and New Zealand, using the method of a self-report questionnaire. The traditional view of career satisfaction consisting of two factors, belonging to the intrinsic and extrinsic domains was once again confirmed, with the most satisfying factors being of

intrinsic nature and the extrinsic factors the ones that were most dissatisfying. However, it was shown that the most dissatisfying factors referred to changes in the field of education and the increased expectations on schools and their employees, which lead to the conclusion that there is actually a third domain of career satisfaction, consisting of school based factors, such as school reputation, school leadership, general climate and the decision making process. The issue of control was once again proven to be one of the key issues.

However, in the revised model it was found that the most dissatisfying factors were not found within the school but within the broader context of society that the school is a part of. These most dissatisfying factors included the status of teachers in society, changes in education and their lack of control over these changes. This was reported to create major pressure on both teachers and school executives and resulted in the conclusion that teachers and schools needed to connect more with this outer domain, rather than isolate themselves from it.

In a slightly different study the role of money in teacher motivation was reassessed, with the assumption that merit pay as a measure was a flawed one. Firestone (1991) looked into two case studies, using the method of interviews with additional surveys, first of a school that introduced the aforementioned measure and then the other one, where job enlargement was an alternative measure. In the first school, based on merit, teachers were getting promotions and pay increase. In the second one, teachers were a part of a career enhancement program, where they were paid and given more time to do different work. The first measure resulted in reduced enthusiasm and autonomy and increased levels of stress and pressure, as well as in reduced collegiality among teachers, since they began perceiving one another as competition. On the other hand, teachers that were subjected to the second measure felt more enthusiastic and motivated, since they had more time for preparation and increased training, which attributed to their sense of accomplishment, personal growth and being more appreciated. In addition, they did not have a reason to feel competitive towards their colleagues, since they all had the same opportunities and they actually helped one another. Hence, it was shown that, although financial rewards were important for all participants, what was even more important were the intrinsic rewards. Money in that sense affects teacher motivation in a more indirect manner and Firestone suggests that the intrinsic rewards can therefore be stimulated with proper measures. Time for preparation was one of the crucial issues, as well as the variety in tasks and additional training for teachers.

Regarding the aforementioned relationship between teacher motivation and student motivation, an interesting study was conducted by Pellietar and colleagues in 2002. It was conducted on a sample of teachers from three schools in Quebec, using questionnaires as the method of acquiring data. The results of this study have shown that teachers who are more autonomous in their work, and therefore are more motivated, allow more autonomy for their students, who are in turn also more motivated for work. Pressures imposed on teachers come from various sources, from students' parents, the school, their colleagues, but also from the society as a whole. It is suggested that many teachers facing these pressures experience a decline in effectiveness and in their intrinsic motivation, confirming once again the assumption that autonomy is one of the key issues in teacher motivation.

Moreover, another study dealing with the relationship between teacher and student motivation looked into the effects of accountability policies on teacher motivation and performance. Finnigan and Gross (2007) also suggest that teachers who are better motivated perform better and as a result have more motivated students who also perform better. The study was conducted with teachers in ten low-performing schools that were placed on probationary status, which caused a significant pressure on teachers to help improve their students' performance. The instruments used were interviews and a survey. The stress was coming both from the fear that their students would not improve their results and from the threats of them losing their jobs, but it was shown that the teachers' wish to see their students succeed and to prove that they are not "a failure" had far more influence on their motivation then the fear of losing their jobs. However, most of the teachers seemed to show better performance because of these pressures. It was also reported that among the most demotivating factors they named was the feeling of being blamed and personally attacked for their students' bad results, as well as the lack of support from their superiors and the society in general. Nonetheless, this was yet another support to the claim that teachers are mostly motivated internally.

Furthermore, in one of the more recent studies, the emphasis was on the importance of "commonplace events" or the so-called "Affect Triggering Incidents" (ATI s) for motivation of teachers in their early career years. The study was conducted by Kitching, Morgan and O'Leary in 2009 and its participants included two groups of primary teachers in Ireland. It was divided into two stages, the first one based on the diary method, while the second one was conducted using rating scales. During the first stage, the participants described the aforementioned ATIs, i.e. they wrote about the incidents occurring in their classes on a

weekly basis. In the second stage, they were asked to rate the incidents according to their importance and the impact they had for them. These "minor events" were reported to trigger certain emotions and affective reactions, but their power lay more in their frequency than it did in their intensity. The results therefore showed that factors such as student engagement and achievement had the most positive impact on teacher motivation and factors such as student behavior and time constraints were perceived as having the most negative impact. The positive factors were also shown to be much stronger than the negative ones, in terms of their influence on teachers. In addition, it was also interesting that the absence of these positive impacts had a stronger influence than the presence of the negative ones, but they did not seem to have significant influence on one another.

Finally, another important study by was conducted by Müller, Alliata and Benninghoff in 2009 and its aim was to look into reasons for entering and leaving the teaching profession. More specifically, they wanted to identify the most adequate measures for attracting and retaining teachers within the teaching profession. The study was conducted in Switzerland using questionnaires given both to candidates for recruitment and for early retirement. The results have helped identify three main factors that seemed to influence both entering and leaving the profession in the greatest measure. The first factor referred to job characteristics, i.e. to the fact how the teachers deal with the routine of the job or, on the other hand, with too many changes in the course of their career. The second factor referred to working conditions or, more specifically, to the presence or potential lack of autonomy. The last one included the image that the profession has in society, in terms of their identification with the profession fading over the course of their career. In conclusion, they claim that there are measures that could help maintain the initial motivation of teachers; namely, they say that the key is in providing teachers with enough support and adequate training, as well as in improving the image of teachers both inside and outside the school system.

3. Problems in Croatian educational system: background to the current study

As well as in many other countries, the educational system in Croatia has been under the influence of many changes, especially during the recent years. The most prominent one was the introduction of the state graduation exam. The first generation of students taking this exam included the ones who enrolled in the first grade of grammar school or four-year vocational and art school in the school year of 2006/2007. These mandatory exams which are

standardized are the same for each secondary school and they have put a lot of pressure on both teachers and their students. One of the most serious consequences of this was the fact that most teachers, under the pressure of assuring that their students pass this exam, have started "teaching to the test", thus limiting the curriculum to the particular set of knowledge necessary for passing these exams. This has made the work of teachers even more public and decreased their autonomy in great measure. Alongside with the state policy, which has shown little sympathy and support towards teachers, their seriously diminished reputation in society in general and many other factors, this has made the work of teachers in Croatia more difficult than ever. Their dissatisfaction resulted in many strikes and protests during the last few years, which unfortunately did not seem to resolve many issues.

4. The study

4.1 Aim

This study seeks to gain a better insight into the motivation of Croatian EFL teachers teaching at different educational levels: primary, secondary and higher (post-secondary) level. It was the researcher's opinion that the topic had not received enough attention so far and that it deserved a better looking into. The aim of this study was to determine whether there are some common denominators concerning the motivation of teachers who teach at the same educational level, teachers of similar age or sharing some other characteristics, i.e. to analyze why people choose to enter this profession and to continue doing their job in spite of different factors that might change their mind at some point in their lives – and if so, what these factors might be. The hypothesis was that there would be similarities in motivation for teaching between teachers who teach at the same educational level; age was considered to be another important factor.

4.2 Sample

The participants in this study were nine Croatian EFL teachers who taught at different educational levels: primary school, secondary school and university, i.e. three teachers from each level. For the purpose of this study, they were analyzed as nine case studies and, in order to simplify the presentation of the results, they will be referred to as P1, P2, P3 (teachers who

teach in primary schools), S1, S2, S3 (the ones who teach in secondary schools) and U1, U2 and U3 (teachers who teach at the university). They have basically been selected on the one principle – the level at which they are teaching, while all other characteristics were optional. They were chosen mainly through personal connections – the researcher's former mentors and teachers or friends' parents and their friends. It is probably because of this that the participants were more willing to sit through a rather lengthy interview and allow the interview to be recorded. Gender-wise, the sample turned out to be completely homogeneous, consisting only of female teachers. This was not the researcher's original intention, but it certainly simplifies the data analysis, given that there is one less variable to take into consideration. It also confirms the presumption that teaching is still in great measure a female profession, which also turned out to be an important factor in understanding teacher motivation. Age of the participants varied from early 30s to early 50s, and so did their years of teaching experience – from 10 to 30. The sample was, generally speaking, in many ways homogeneous – but this made it easier to focus on other factors.

4.3 Methodology

The instrument used for this study was an interview consisting of 53 items divided into six groups, according to the topic: bio data, personal questions, current working conditions, the nature of the teaching profession, interpersonal relationships and motivation for teaching. What this study aimed to explore were the true reasons why some teachers love their job and some do not, and why they all continue doing it. The data was collected through oral interviews with nine different teachers teaching at different educational levels: primary, secondary and post-secondary. What needs to be taken into consideration is the fact that the first interview was a pilot; however, since the collected information was valid and nothing needed to be changed, it was used as a regular part of this study.

4.4 Procedure

Before the interviews, the teachers were asked for permission to have the interview recorded on tape and they were informed about the general topic of the study, but not about the specific one, in order for it not to influence their answers. That is, they were told that the topic was EFL teachers generally. Some participants felt somewhat uneasy about giving their

personal information and having the conversation recorded, but they were all assured that anonymity was guaranteed. The interviews lasted from 30 to 60 minutes and the answers were not only audio recorded, but notes have also been made during the interviews in case something happened to the recording, which was unfortunately the case with one of the interviews, when the recorder's battery emptied up during the conversation. During the interviews, some participants were more willing to cooperate than others, which resulted in different lengths of interviews as well as with different quality of answers. That is, some participants would only answer the question concisely, while others would answer several questions in one answer, trying to help as much as they could. The information was then analyzed, first by comparing the answers of the participants belonging to the same group (the groups were, as has already been mentioned, formed according to the level the teachers were teaching at), and then by comparing all nine participants generally.

4.5 Results and discussion

The gathered data are presented as content analysis and displayed in the form of tables. The first three tables show the profiles of all nine teachers in their groups, while later each group is further analyzed and presented in separate tables.

Table 1

Profiles of primary school teachers

	P1	P2	P3
Age	43	53	33
Gender	F	F	F
Teaching experience	15 years	23 years	10 years
Education	Faculty of Humanities and Social Sciences	Faculty of Humanities and Social Sciences	Faculty of Teacher Education
Marital status	Married + children	Married + children	Single, no children
Current workplace	Primary school; city outskirts	Primary school; city outskirts	Primary school; city outskirts

Table 2

Profiles of secondary school teachers

	S1	S2	S3
Age	49	53	54
Gender	F	F	F
Teaching experience	18 years	20 years	32 years
Education	Faculty of Humanities and Social Sciences	Faculty of Humanities and Social Sciences	Faculty of Philology (foreign country)
Marital status	Married + children	Married + children	Married + children
Current workplace	Grammar school; city center	Grammar school; city outskirts	Secondary vocational school; city outskirts

Table 3

Profiles of university teachers

	U1	U2	U3
Age	53	38	33
Gender	F	F	F
Teaching experience	30 years	13years	12 years
Education	Faculty of Humanities and Social Sciences	Faculty of Humanities and Social Sciences	Faculty of Humanities and Social Sciences + studying abroad
Marital status	Married + children	Married +children	Single, no children
Current workplace	School of Medicine, College of Business and Management	Faculty of Humanities and Social Sciences	Faculty of Humanities and Social Sciences

As has already been said, the sample in this study ended up looking quite homogeneous at first sight, but when other factors were taken into consideration, differences came to light. First teachers from group 1 (primary school teachers) are compared in different tables, according to different topics, and then the same is done with the other two groups. The first category of items refers to personality traits, based on self-assessment. The participants were asked if they considered themselves to be an introvert or an extrovert, a calm person or an impulsive and temperamental person, how good their organizational skills were, how self-confident or insecure they were and how successful they thought they were considering their profession, as well as if they thought that their students thought the same.

Table 4

Personality traits of primary school teachers

	P1	P2	P3
Are you an introvert or an extrovert?	Both	Both	Extrovert
Are you calm or impulsive and temperamental?	Calm	Calm	Calm
Do you have good organizational skills?	Yes	Yes	Yes
Are you self-confident or insecure?	Self-confident	Self-confident	Self-confident, but sometimes insecure
Do you think you are professionally successful?	Very successful	Very successful	Very successful
Are you strict or permissive? What do your Ss think?	In-between, students' opinion varies	Permissive, students think the same	Permissive, students are aware of what is expected from them

In the first category the answers showed that the participants shared almost all the same personality traits, based on their self-assessment. Participants P1 and P2 saw themselves as both introverts and extroverts, depending on the situation, while participant P3 said she was definitely an extrovert. They all saw themselves as calm people with good organizational skills and as self-confident people, although participant P3 admitted that she sometimes felt insecure about herself and her abilities. All three of them considered themselves successful in their professional field. The last item referred to whether they considered themselves to be a strict or a permissive teacher. Participant P1 said she was somewhere in-between, not too strict, but not permissive either, and that she thought that her students' opinion depended on their own successfulness. Participant P2 said she was permissive and that her students also saw her the same way, while participant P3 said that she was probably more permissive than strict, but that her students were only aware of all the rules and that that was the reason they did not think of her as a strict teacher. Considering this part, there were not many differences among the participants. They all share personality traits that are seen as desirable in a teacher

– especially in someone teaching in primary school, which is a good basis for motivation to do a certain job.

The second category referred to the previous and current working experiences. The participants were asked to name some other jobs (preferably the ones connected to the current profession) and to compare the previous experiences to the current one – in terms of them being more positive or negative. Then they were asked about specific aspects of their current position – the state of the educational institution they worked in, the working conditions, their schedule etc.

Table 5

Primary school teachers' previous and current working experiences

	P1	P2	P3
Where did you work before you started working at your current position?	Various jobs in America – unrelated to the current profession (2 years); foreign language school during college	Translation company (7 years)	British council, foreign language school (3 years), children animator (2 years)
What were these experiences like in comparison to your current working position?	All experiences were different – in a positive way	Less stressful but with worse working hours	All experiences were different – in a positive way
What is the average age of your Ss (currently)?	11 – 14 years	11 – 15 years	10 – 14 years
How good is the reputation of your school?	Excellent reputation	Good reputation (students' results)	Very good reputation (students' results)
How well is the school equipped?	Not well; not enough space, no specific classroom	Very poorly equipped	Very well equipped
What is the average size of your classes?	20 – 25 students	20 – 22 students	20 students
Do you have enough freedom in creating the curriculum and choosing materials?	All English teachers choose the textbook together; enough freedom	All English teachers choose the textbook together; enough freedom	All English teachers choose the textbook together; enough freedom
What kind of materials do	Textbook + many own	Textbook + many own	Textbook + some own

you use for your class?	original materials	original materials	original materials
In what form do you receive feedback for your work?	Anonymous student questionnaires, school principal and school counselor	Only students' results, informal feedback	Anonymous student questionnaires, school principal and school counselor + informal feedback
How often do you have the opportunity to go to teachers' seminars, courses, etc.?	Only free or not too expensive ones (local)	Not very often (once a year outside Zagreb) – hard to compensate the time; poor choice of seminars	Very often; but teacher's education at Faculty of Teacher Education is a big problem
Who covers the expenses for the seminars and courses?	School covers only for local seminars – not enough money	School covers the expenses – but not enough money	School covers the expenses – but not enough money
What is the average time you spend preparing for class?	1 hour per day on average	Depends on many factors	1/3 of work spent in class and preparing for class
What do the other responsibilities (outside the classroom) include?	A lot of paperwork, class teacher responsibilities, parent-teacher meetings… Sometimes too much	Mostly for correcting tests; paperwork, workshops, meetings, school competitions… Not every day but in waves	Paperwork – 3-4 hours per week; class teacher responsibilities, parent-teacher meetings… 2/3 of all work
Do you have enough spare time and how long is your vacation?	Enough spare time, only summer vacation significant (1 month per year)	Enough spare time, 1 month per year of real vacation	Enough spare time, 1 month per year of real vacation
Can you name 1 or 2 extremely positive / negative situations in your teaching experience so far?	Pos. : rare; parents' praise Neg. : parents' threats	Pos. : not many Neg. : serious conflicts with parents	Pos. : many situations Neg. : lawsuit by a parent
Do you have an additional job besides teaching?	No additional job	No additional job	Branch president of a teacher association
Are you satisfied with your current salary; how big should it be?	Not satisfied; should be around 10 000 kn	Not satisfied; should be around 7 000 kn	Almost satisfied; should start with 5 000 kn and grow to 8 000 kn
Do you feel overwhelmed?	Yes – being a class teacher	No	Sometimes

Did your education prepare you enough for teaching?	Only basic methodology, but it was enough	No; they do not teach you how to discipline students	Yes; enough practice during her education

When it came to previous and current working experiences, there were significant differences. While participants P1 and P3 have worked in foreign language school before working in a primary school, P2 has worked as a translator for quite a long time. The way they perceived these different experiences also varied: while participants P1 and P3 viewed all experiences as different and positive in its own way, participant P2 was fully aware of the different nature of the two jobs she has had: when she was working as a translator her life was less stressful – but, at the same time, when she was a teacher her schedule was far more flexible as she could manage her time more freely. She later stressed this as a major advantage of the teaching job. The average age of the students was the same in all three cases; i.e. all three teachers taught in higher grades of primary school. The only difference here was that participant P3 attended the Faculty of Teacher Education, which qualified her more for teaching children in lower primary grades, but formally her qualification was enough to teach upper primary learners as well.

However, the conditions the three teachers work in varied quite a lot. Although the average class size was approximately the same and the schools had reasonably good reputation, mostly thanks to the students' results at competitions and their grades, there were big differences when it came to having a specific classroom for English, staff rooms and equipment such as cd-players, projectors, laptops etc.

The situation seemed to be the same in all three schools regarding the materials for class. All English teachers agreed on one textbook and they all used it, combining it with their own original materials, and often sharing those materials with one another. Although all three participants claimed they used their own materials, participants P1 and P2 seemed to use them more often and with more enthusiasm than participant P3; especially participant P2, who emphasized that this was particularly delightful for her.

While participants P1 and P3 claimed that they received regular formal feedback in the form of student's questionnaires and comments from the school principal and counselor, participant P2 received it in a more informal way, such as by way of students' results and their reactions. The situation with seminars and courses for teachers was more or less the

same in all three schools (and they all agreed that the situation was similar in all Croatian schools) – they were free to go if they want to, but the school covered only the costs for the local ones, since they are the cheapest, while participant P2 reported that she could probably go for a seminar outside Zagreb and have the costs covered by the school, but not more than once per year. Participant P3, however, emphasized the fact that the teachers received certain points for attending these seminars and that it was a way to advance in their career, but that these opportunities were not available to her because of her education at Faculty of Teacher Education, as it only allowed for her to work as a primary school teacher. During the interview she showed a lot of enthusiasm combined with frustration when talking about this issue.

Furthermore, when they were asked about how much time they spent preparing for classes in comparison to all other responsibilities outside the classroom, they all first said that it was difficult to estimate. Participant P1 managed to estimate the preparation time to 1 hour per day and participant P3 estimated it in relation to other responsibilities (which include the thing enumerated in table 5), that is, she said that the time spent preparing for the class was only one third of her responsibilities. All participants complained about extensive paperwork that came in waves, and said that many responsibilities came with being a class teacher. However, they all agreed they had enough spare time in their lives and that, in spite of what most people may think, they only had one month of real vacation per year, which does not differ much from other professions. In addition, only participant P3 reported that she had an additional job besides teaching in primary school. This probably had to do with her age and enthusiasm.

An interesting thing happened when the participants were asked to name one extremely positive and one extremely negative situation from their teaching experience so far. While they either could not think of a particular positive situation, or said that there hadn't been many, they could all remember a negative one – and the interesting thing is that they all involved students' parents. In the case of participant P1 there were threats by a parent, in the case of participant P2 there were serious conflicts which resulted in her taking sedatives in order to cope with the situation, while in the case of participant P3's situation, a lawsuit by a parent ensued; and in most cases this was a result of the parent's dissatisfaction with their child's grades or with some other injustice that their child had allegedly suffered. And the problem was (this was what participant P2 emphasized) that the parents most often almost immediately turned to the Ministry to complain about the teacher, instead of approaching the

teacher herself to discuss things first. This suggests a high level of teachers' susceptibility to criticism, which does not exactly make the environment they work in pleasant.

Moreover, neither one was completely satisfied with their current salary, although participant P3's expectations seem to be the lowest. When asked about this, she seemed very reluctant to say that the teachers deserved better, adding that the situation was similar with any other profession in Croatia and that no-one had it any better anyway. The interesting fact was that the participant P1 was the only one who felt overwhelmed by her job; and the difference in the level of preparedness for teaching practice seemed to stem from the fact that the three participants had different education. Whereas at the Faculty of Humanities and Social Sciences the emphasis is on the knowledge of the language, at the Faculty of Teacher Education the future teachers get more in-class practice – and this is what participant P3 emphasized as her advantage.

In the next category the items referred to interpersonal relationships i.e. to the teachers' relationship with the students, students' parents, their colleagues and superiors.

Table 6

Primary school teachers' interpersonal relationships

	P1	P2	P3
How would you describe your relationship with your superiors (the school principal)?	Cooperative, open, understanding – they are a team	Not a problematic relationship	Excellent relationship, supportive
How would you describe your relationship with your colleagues?	Excellent relationship, supportive and helpful	Excellent relationship, they are a team	A strong team, they back each other up
How would you describe your relationship with your students' parents?	Interesting relationship; it varies, can be very problematic	It can be very problematic	Good relationship; can be problematic, but she understands them
How would you describe your relationship with your students?	Strictly professional, not too friendly – clear rules and understanding	Fair and honest, warm relationship; but the rules are clear	Warm relationship, but the rules are clear

All three participants reported they felt lucky that they had such a good relationship with their superiors, seeing them as a great support; the same situation was observed with their colleagues. When they were asked how these relationships affected their work (since it was the researcher's assumption that this was one of the key issues), they all emphasized how important their team was for them. However, regarding their students' parents, as they all already mentioned in another part of the interview, there were many problems. To some (participant P2) these problems have sometimes caused great emotional distress. Although, participant P3 added that, regardless of all problematic situations that had occurred, she understood the parents and tried to be as tolerant and friendly as she can be. Their relationship with the students was not very different, either. They all stressed the importance of clear rules, although participant P1 was the only one who described the relationship as strictly professional, explaining that it was not her goal to be the children's friend, and the other two participants described it as more warm and friendly, adding that to some children the school was more like a home than their parents' house is (participant P2). In this part it was easy to notice that some teachers viewed their profession merely as a job like any other, while to some it was more of a mission. In this case, participant P2 seemed to be not only the children's teacher but, when necessary, a friend and a third parent; and this is one of the things that truly make a difference, but this will be discussed in detail later.

The items in the next category deal with the way the teachers felt about their profession, their opinions on certain issues concerning the nature of the teaching profession and their own experiences.

Table 7

Primary school teachers' feelings and opinions about the teaching profession

	P1	P2	P3
Is teaching as a profession monotonous or dynamic?	Dynamic, challenging, interesting	Dynamic, creative	Very dynamic
Do you think your job comes with great responsibility?	Yes; but there is only so much you can do	Yes; if you have a conscience	Great responsibility – many aspects when working with children
Is your job awarded and	No; society has prejudice,	No; society (parents)	No; it is demotivating

appreciated enough?	but it doesn't upset her	doesn't appreciate them enough; it is a disgrace	
Do you think teaching is a stressful profession? Why?	Very stressful - disorderly shifts, no time for real lunch, difficult parents	Very stressful - difficult parents, the Ministry is on the parents' side, no respect for teachers	Very stressful – paperwork, tests, difficult parents, often no understanding from others
How important factor is a teacher in their students' lives?	Teachers as a team – important	Very important; second parents	Very important; second parents (at that age)
What were your reasons for choosing the teaching profession?	By chance; not her first choice, started as a substitute	Aunt and sister were teachers; her role-models (but it was not her first choice)	Scholarship and former teachers as role-models
Would you choose the same again?	No; something completely different	Yes	Yes; it is a calling
What motivates you to continue teaching?	Money; financial stability	Stability and love for the job	Love for the job
Were your expectations about teaching fulfilled?	She is not disappointed, but she had prejudice	First it was a disappointment, but it changed later	Her opinion has not changed
What are the most positive and most negative things about teaching for you?	Pos: Self-improvement, working with people Neg: financial aspect	Pos: Working with children, you can organize your time Neg: difficult parents	Pos: working with children, she loves her job Neg: violence (students and parents), no respect for teachers, parents' expectations
Would you recommend the teaching profession to young people?	Everyone should decide according to their aspirations and try	Yes; especially if you are creative, love children and have a family	Yes; it is a way of life
What should change in order for more young people to choose this profession?	First the salary, working conditions	Status in society (more respect); the Ministry should protect the teachers	More practice for students before teaching, people's attitude towards teachers

The opinion of the three participants about their profession varied significantly in some points, although they did agree on most issues. They all agreed that the job was very dynamic and responsible; however, it was only participant P1 who emphasized that she only felt responsible for what she thought she could do and that she was aware of her limitations and that it didn't worry her. She was also the one who didn't think that one teacher made a big difference in a S's life, which seemed to add to her lack of feeling of responsibility. Moreover, although they all agreed that teachers were not appreciated enough by the society, she seemed not to be as bothered by that fact as the other two. All three participants agreed that the job was very stressful, the most important factor being the problematic parents.

Furthermore, while teaching was not the first choice of profession for neither participant P1 nor P2, participant P3 chose teaching first – although mostly for practical reasons. However, when they were asked if they would make the same choice again if they had the chance, the real difference among the participants was obvious: while participants P2 and P3 saw their job as a calling and something that fulfills them, participant P1 felt a need for change of career, something completely different from her current profession. The main motivation for continuing to work as a teacher for participant P1 was merely financial stability, while for participants P2 and P3 it was love for their job, besides the stability. Considering their expectations, their opinions about the profession changed either for the better, because of previous prejudice or initial disappointment (P1 and P2), or it has not changed, due to realistic expectations (P3). The lack of disappointment therefore certainly contributed to their motivation.

As most positive aspects of teaching they all named working with children and other people, adding a chance for self-improvement, organizing one's own time or simply the fact that it was something they love to do, while as most negative aspects they named problematic situations with the students' parents and the financial aspect - the surprising fact was that it was participant P1 who claimed that money was the main reason she is still working as a teacher. We could conclude that the financial aspect was a very important dimension of her motivation.

Also, all three participants agreed that they would recommend the job to everyone who was inclined towards it, suggesting that one needed to love this job in order to do it, or at least be ready to try different things in life. In addition, when they were asked what needed to change in order for more young people to become teachers, their answers came down to the

fact that it was necessary for their social status to improve, starting from their salaries, to generally gaining more respect from people and the Ministry.

Finally, the last set of items referred to the participants' plans and opportunities in the future.

Table 8

Primary school teachers' opportunities and plans for the future

	P1	P2	P3
Are you satisfied with the opportunities for advancement and additional education in teaching profession?	There are opportunities, but they are not profitable and not motivating enough	There are opportunities for advancement, but she is not interested	Great interest for advancement, but limited opportunities due to her education
Do you have any plans for postgraduate studies?	Yes, but in some other profession	No	No opportunity – costs too much
Do you have any plans for working abroad?	Not really; maybe some other profession somewhere else	Maybe earlier in life, but not now	Maybe
What are your plans for the future – are you considering a change of job?	Yes - if there is an opportunity and enough money for a change	Staying at the current position	Staying at the current position
What would be the potential "triggers" that could make you leave the teaching profession?	An opportunity for a change; change of financial circumstances	Radical salary reduction or severe discipline problems	Radical salary reduction

Regarding the opportunities for primary school teachers, the interviews showed that there were certainly many seminars and courses for them to take, although their quality varied and they could not afford many of them. The possibilities for advancement included becoming a mentor or a counselor through gaining extra points for attending seminars etc., but they were rather limited, especially for someone who was educated at the Faculty of Teacher Education. There was a difference between the three participants in this respect, as it seemed that the two who could advance in their profession were not quite interested (be it because of lack of

financial or general motivation), and the one who was interested did not have the same kind of opportunities, which seemed unjust. While the oldest participant (P2) had no interest in continuing her formal education, participant P1 felt a need for a change of career, if possible, and the youngest participant (P3) once again showed motivation for advancement for which she currently had no opportunity. However, when they were asked about potential "triggers" that would make them quit their current jobs, they all named a radical change in financial circumstances, which lead to the conclusion that there was a certain limit beyond which their salary should not drop and that the financial aspect still cannot be overlooked, no matter how much one loved their job – which is understandable.

In conclusion, all three participants had a lot in common, concerning their motivation for teaching. They all emphasized violence, problematic parents and a need for discipline among their students as big problems, as well as the importance of good interpersonal relationships in the school environment. Also, the important fact was that they all taught the same age group. However, there were significant differences in the participants' age, experience, life and working conditions, which had an impact on their feelings about their profession and their plans for the future. Another important issue in this group to keep in mind was the difference in education, which, while it provides the teachers with a different set of skills (at the Faculty of Teacher Education there is a bigger emphasis on methodology of teaching), sometimes made it impossible for them to advance professionally – which apparently does not have to affect their motivation.

Next, there were three secondary school teachers. In the following table their personality traits have been compared, based on their self-assessment.

Table 9

Personality traits of secondary school teachers

	S1	S2	S3
Are you an introvert or an extrovert?	Extrovert	Extrovert	In-between
Are you calm or impulsive and temperamental?	Calm	Calm	In-between
Do you have good	Yes	Yes	Yes

organizational skills?			
Are you self-confident or insecure?	Self-confident	Self-confident	Self-confident
Do you think you are professionally successful?	Very successful	Successful	Successful
Are you strict or permissive? What do your students think?	In-between, students' opinion varies	Permissive, students think the same	Permissive, students think the same

Based on the data in table 9, it could be concluded that all three participants shared the same personality traits, with small variations. They all considered themselves to be self-confident, more or less successful, with good organizational skills. However, while participants S1 and S2 considered themselves calm extroverts, participant S3 claimed she was somewhere in-between those characteristics – sometimes an extrovert, sometimes an introvert; mostly calm, but sometimes impulsive.

As for the last question in this category, participant S1 expressed a doubt about the use of terms "strict" and "permissive" and claimed she was probably somewhere in the middle, while other two participants both claimed to be permissive and seen as such by their students. This we found somewhat peculiar, given the fact that they taught at the secondary level. It seems difficult to keep the students in line with that sort of approach, especially at that age and especially in the kind of school in which participant S3 worked; but they seemed to manage.

The next part referred to previous and current working experiences.

Table 10

Secondary school teachers' previous and current working experiences

	S1	S2	S3
Where did you work before you started working at your current position?	Primary school (1 year), another secondary school (2,5 years)	Tourist agency (6 years)	Primary school (1 year)
What were these	The previous experiences	The previous job was	The previous job was

experiences like in comparison to your current working position?	were harder	better (more interesting and dynamic)	better (better students)
What is the average age of your Ss (currently)?	15 – 18 years	15 – 18 years	14 - 19 years
How good is the reputation of your school?	Excellent reputation	Good reputation	Very good reputation
How well is the school equipped?	Very poorly equipped	Very well equipped	Very well equipped
What is the average size of your classes?	28 – 32 students	30 students	25 students
Do you have enough freedom in creating the curriculum and choosing materials?	All English teachers choose the textbook together; enough freedom	All English teachers choose the textbook together; enough freedom	All English teachers choose the textbook together; enough freedom
What kind of materials do you use for your class?	Textbook + many own original materials	Textbook + some own original materials	Textbook + some own original materials
In what form do you receive feedback for your work?	Only students' results, informal feedback	Anonymous student questionnaires	Informal feedback (students and superiors)
How often do you have the opportunity to go to teachers' seminars, courses, etc.?	Some are compulsory, some optional; she goes as often as she can	Not very often lately	Quite often
Who covers the expenses for the seminars and courses?	School covers the expenses	School covers for about 2 seminars per year (more expensive ones)	School covers the expenses
What is the average time you spend preparing for class?	Equal as the time spent in class (double work)	6 hours per week on average	Almost equal as the time spent in class
What do the other responsibilities (outside the classroom) include?	A lot of paperwork, reading, class teacher responsibilities…	Mostly paperwork; she is not a class teacher	Paperwork, class teacher responsibilities, tests…
Do you have enough spare time and how long is your vacation?	Almost no spare time; takes work home	Enough spare time, 1 month per year of real vacation	Enough spare time, 1 month per year of real vacation
Can you name 1 or 2 extremely positive / negative situations in your teaching experience	Pos. : positive student reaction Neg. : unpleasant	Pos. : positive student feedback, encounters with former students Neg. : no particular	Pos. : good students' results at competitions Neg. : people from

so far?	situations with students' parents	situation	outside of school harassing students, suicide threat by a student, difficult situations during the war
Do you have an additional job besides teaching?	No additional job (but writing a dictionary)	No additional job	No additional job
Are you satisfied with your current salary; how big should it be?	Not satisfied; should be around 12 000 kn	Not satisfied; should be around 8 000 kn	Not completely satisfied; should be more than 6 000 kn
Do you feel overwhelmed?	Yes (tests – a big burden and stress)	Sometimes	Sometimes (paperwork comes in waves)
Did your education prepare you enough for teaching?	No; you learn the most through practice	No	Not enough (e.g. students with special needs)

As we can see, all three participants reported to have had different previous working experiences, and currently they did not work in the same conditions. Although their previous experiences were different, both participants S2 and S3 agreed that the previous ones were better – although participant S2 added that this might only be her impression, as she was much younger back then, and everything was new and exciting. Participant S1, however, reported that she was much happier at her current position.

However, their current working conditions varied a lot, which in great measure had to do with the different schools they worked in. As can be seen in table 2, participant S1 worked in a grammar school, located in the city center; participant S2 also worked in a grammar school but the one that is located in city outskirts, and participant S3 worked in a vocational school, located in city outskirts, in a rather problematic area. The average age of their students was the same, since they were teaching the same grades.

The interesting fact was that the school's reputation did not always seem to correspond with how good the school was equipped (e.g. S1 worked in a school with great reputation – due mostly to the students' results; yet, the teachers lacked basic equipment for their classes). Another interesting fact was participant S3's claim that the school had very good reputation, while the school is generally seen as school for problematic (mostly male) students that not many teachers would like to teach.

Furthermore, all three participants (as it was the case with the previous group) claimed that they chose their own textbooks and used them alongside with (more or less) their own original materials. Feedback was in most cases informal; only participant S2 reported that she sometimes handed out anonymous questionnaires for students.

As for the additional courses and seminars, the situation was (oddly enough) similar in the cases of participant S1 and S3, who worked in completely different schools, but had similar chances of additional education, with the expenses covered by their school. On the other hand, participant S2 reported that there had been less chances to go to these seminars in the last few years, and that the school could not cover those expenses.

The amount of work outside the classroom seemed to depend in a great measure on being a class teacher, since the two teachers who had this additional role reported that they had a lot more additional responsibilities that require a lot of extra work. Nonetheless, one of these two, the same as participant S2, said she still had enough spare time, including a real vacation, while participant S1 claimed that she always brought her work home, and that she could not divide work from her personal life, since she was always working on something. It could be concluded that one decides about their spare time for themselves, the amount of work notwithstanding.

When they were asked about the most positive situations in their teaching practice, all three participants mentioned situations where their students got excellent results or their encounters with former students; however, while one of them could not remember any particularly negative situation, and another recalled some unpleasant situations with students' parents, teacher S3 admitted that there had been some rather negative situations in her experience. Some of them had to do with the war time in Croatia, some of them reportedly happened quite often, due to the school's location in a problematic area. Supposedly, certain groups of older boys from outside of school had on multiple occasions entered the schools premises, harassing the students and taking their money. In addition, the teacher recalled a situation when one of her students threatened that she would kill herself because of her bad grade. However, all these situations did not seem to have left a big mark on this teacher. During the interview, she talked about these events as if they were something normal, although a bit hesitatingly.

Neither one of the three participants claimed they had an additional job besides teaching in the particular secondary school, although participant S1 added that she had been working on

her own dictionary. In addition, even though their estimations of the proper salary for a secondary school teacher varied quite a lot, all three participants agreed that they were currently not satisfied with it.

Moreover, they agreed that they sometimes felt overwhelmed by their job (be it because of tests or big amounts of paperwork that came in waves) and that they did not feel as if their education alone had prepared them enough for teaching and all the problematic situations that came with it.

The following table deals with the three secondary school teachers' interpersonal relationships at work.

Table 11

Secondary school teachers' interpersonal relationships

	S1	S2	S3
How would you describe your relationship with your superiors (the school principal)?	Good relationship	Good relationship	Good relationship
How would you describe your relationship with your colleagues?	Excellent relationship	Excellent relationship	Good relationship – no conflicts
How would you describe your relationship with your students' parents?	Mostly good, but can be very problematic	No contact with students' parents – she is not a class teacher	Mostly good relationship
How would you describe your relationship with your students?	Warm relationship, but the rules are clear	Fair and warm relationship, but the rules are clear	Warm and friendly relationship

As it can be seen in table 11, all three secondary school teachers claimed to have good relationships with their superiors and their colleagues. Some of them called it an "excellent" relationship, some used the words "correct" or "fair", but neither one of them complained about it. Reportedly, their superiors were supportive, and their colleagues were their team.

However, there was a difference when it came to the relationship with their students' parents. While participants S1 and S3 were both class teachers, participant S2 (as it has already been mentioned) was not. And although the two class teachers claimed to mostly have a good relationship with the parents, they have admitted that there had been several unpleasant and stressful situations – participant S2 was spared of this stress, which could mean quite a lot when it comes to her motivation for teaching.

In addition, all three participants claimed to have a warm and friendly relationship with their students, but they all seemed to know when they would draw the line to maintain good discipline in their class.

The next category of items referred to feelings and opinions about the teaching profession.

Table 12

Secondary school teachers' feelings and opinions about the teaching profession

	S1	S2	S3
Is teaching as a profession monotonous or dynamic?	Dynamic, interesting	Dynamic, but when you get into routine, it can become monotonous	Not boring
Do you think your job comes with great responsibility?	Yes (working with young people)	Yes (working with young people)	Yes (working with young people)
Is your job awarded and appreciated enough?	No; but it does not demotivate her	No	No; but it does not demotivate her
Do you think teaching is a stressful profession? Why?	Not very stressful – grading students is the most stressful	Quite stressful – grading students is the most stressful	Quite stressful – a lot of uncertainty and insecurity
How important factor is a teacher in their students' lives?	Quite important	Not very important	Quite important
What were your reasons for choosing the teaching profession?	Many teachers in her family (role-models)	It was not her first choice; started teaching by chance	It was not her first choice; started teaching by chance
Would you choose the same again?	Yes	Yes	Probably
What motivates you to	Love for the job	Working with young	Love for the job,

continue teaching?		people makes it interesting	proximity of school – it is convenient
Were your expectations about teaching fulfilled?	She was not disappointed	She was not disappointed	She was not disappointed
What are the most positive and most negative things about teaching for you?	Pos: Self-improvement, lifelong education Neg: teachers are not appreciated enough	Pos: Working with young people Neg: stress, teachers are not appreciated enough	Pos: Working with young people makes you feel younger, it is interesting Neg: violence (students and parents)
Would you recommend the teaching profession to young people?	Yes, especially to enthusiastic people	Yes	Yes; but love for the job and children is necessary
What should change in order for more young people to choose this profession?	Status in society (more respect)	Status in society (more respect), better salary; the Ministry should do something	Status in society (more respect), better salary, parents should cooperate with teachers; the Ministry should do something

As it can be seen from their answers, all three participants found their job dynamic and interesting, but the level of their enthusiasm varied - from participant S1, who found it the most interesting, to participant S3, who only said it was not boring, to participant S2, who, although she said her job was dynamic and interesting, added that there were more dynamic and more interesting ones (such as her previous job in a tourist agency).

All three agreed when it came to several things: that their job carried a lot of responsibility (since they work with and influence young people) and that it was not awarded or appreciated enough (although participants S1 an S3 seemed to be less bothered by that fact than participant S2), but also that they were not disappointed about their profession, that they would probably choose the same again, and that they would recommend it to young people, especially to the enthusiasts (participant S3 only added that love for the job and for children was necessary). In addition, when asked what changes were necessary in order for more young people to decide to become teachers, all three agreed that the status of teachers should be improved – financially and respect-wise, adding that the Ministry was the most responsible in that regard.

However, while participant S1 did not consider her job to be very stressful (adding that grading students is the most stressful part), participants S2 and S3 claimed that it was quite stressful. Interestingly enough, S2 named the same reason as participant S1, while participant S3 said that the job was full of uncertainty and insecurity – which again probably has to do with the violent incidents that occurred during her teaching experience on several occasions.

Their opinion about the importance of a teacher in a student's life also varied: unlike participants S1 and S3, who considered themselves (as well as teachers generally) as important factors in their students' lives, participant S2 did not seem to think the same. Also, when they were asked about their choice to become EFL teachers, participant S2, as well as participant S3, admitted that it was not their first choice and that they just happened to get the job, so they took it – without a special wish to do so. On the other hand, participant S1, who said she had a lot of teacher role-models in her family, claimed that she always knew she wanted to be a teacher.

Regarding their reasons to continue teaching, although both participants S1 and S3 said it was their love for the job, and participant S2 said it was working with young people (which made it interesting), what turned out to be a big reason for participant was actually something more practical, i.e. the proximity of the school to her house, which made it possible for her to walk to work every day.

In addition, when they were asked about the most positive and most negative sides of teaching, their answers were again similar, but with certain variations. The most positive thing for participants S2 and S3 was working with young people (participant S3 claimed that this made her feel younger), and for participant S1 it was the fact that teaching provided chance for self-improvement and lifelong education. As for the negative sides, participants S1 and S2 claimed it was the fact that teachers were not appreciated enough by the society (participant S2 added it was also the stressful nature of the job), while for participant S3 it was violent incidents including students or their parents; perhaps because it was something specific for her working conditions.

The final category included items that refer to teachers' opportunities and plans for the future.

Table 13

Secondary school teachers' opportunities and plans for the future

	S1	S2	S3
Are you satisfied with the opportunities for advancement and additional education in teaching profession?	There are opportunities for advancement; but they are not equal for everyone (personally, she is satisfied)	There are opportunities for advancement; but she is not interested	There are opportunities for advancement; but she is not interested
Do you have any plans for postgraduate studies?	Maybe; working on her own dictionary	Maybe earlier in life, but not now	No
Do you have any plans for working abroad?	Maybe	Maybe	No
What are your plans for the future – are you considering a change of job?	Staying at the current position	Staying at the current position	Staying at the current position
What would be the potential "triggers" that could make you leave the teaching profession?	Lack of strength	Radical salary reduction, serious conflicts, further degrading of teaching profession	Violent incidents

Regarding the last category of items, there were again many similar answers, but with some significant variations. For example, all three teachers agreed that there were opportunities for advancement in their field, but participants S2 and S3 were much less interested in these opportunities. Participant S1 added that these opportunities were not equal for all teachers, which seemed as important information. Reportedly, all teachers got certain points for their achievements (which for the most part referred to their students' results), which enabled them to advance in their career, to positions such as mentors. However, as participant S1 said, not all teachers work in the same conditions, their students are not equally motivated, and this made the situation much more difficult to some of them.

Moreover, while participant S1 claimed she might be interested in working abroad as well as in getting a postgraduate degree (if her dictionary qualifies for it) and participant S2 said she might be interested, but also that she thought it was too late for such things in her life, participant S3 showed no interest for either one of these options and said she was satisfied with things the way they are.

Finally, although all three participants claimed that they currently had no intention of changing their job, they all agreed that there were certain circumstances that would make them reconsider their choice of profession. For participant S1 it was her lack of strength (physical and mental), which probably comes with age; for participant S2 it was concrete things such as radical salary reduction or serious conflicts at work, or generally speaking, further degrading of teaching profession. Participant S3 again mentioned the violent incidents taking place in school, claiming that she would have to change her job if the incidents became more violent and frequent.

To sum up, one of the things that these three secondary school teachers had in common was their age, varying only one to five years. Besides that, all three claimed to enjoy working with young people, which seemed to be an important factor regarding their motivation. However, there was a big difference regarding their working conditions, which did not seem to affect their motivation in great measure – although one might expect it to. Another important factor could be the fact that one of these three teachers (participant S2) was not a class teacher, which means she had no contact with the students' parents and had less responsibilities and work load.

The overall impression I got during these three interviews was quite different, too. While participant S1 seemed the most enthusiastic of all and one could really tell that she loved her job, the interview with participant S2 was one of the shortest and she was not as half as enthusiastic as the previous one. On the other hand, participant S3 was rather reluctant to talk about anything negative regarding her job, trying to ignore those things and focus on the positive ones – which seemed to be her general outlook on life, or maybe she just did not feel comfortable talking about it during the interview. It took a while to convince her to share the negative experiences as well as the positive ones for the good of the research.

The last group consisted of three university teachers. The following table shows their personality traits, based on their own opinion of themselves.

Table 14

Personality traits of university teachers

	U1	U2	U3

Are you an introvert or an extrovert?	Extrovert	Extrovert	Introvert
Are you calm or impulsive and temperamental?	Calm, but sometimes impulsive	Calm	Calm
Do you have good organizational skills?	Yes	Yes	Yes
Are you self-confident or insecure?	Self-confident	Self-confident, but sometimes insecure	Self-confident
Do you think you are professionally successful?	Very successful	Very successful	Very successful
Are you strict or permissive? What do your students think?	Permissive, students think the same	Somewhere in-between, students' opinions vary	Permissive, students think the same

The results in this category were quite similar, comparing the three participants. All three of them considered themselves to be calm (although participant U1 admitted that she was sometimes impulsive), to have good organizational skills and to be self-confident (although participant U2 admitted she sometimes felt insecure and doubted her own abilities) and they all considered themselves successful regarding their profession. Furthermore, two of them admitted to be quite permissive as teachers (participants U1 and U3) and participant U2 claimed she was somewhere in-between and that her students had different opinions about her and her work. One can assume that they do not have problems with disciplining their students as, for example, their colleagues in primary and secondary schools do, so they do not have to be as strict with them.

On the other hand, while participants U1 and U2 said they were definitely extroverts (and participant U1 added that it was impossible to be a teacher and be an introvert), participant U3 said she was, in fact, an introvert. In this respect, she was different than all other participants in this study. However, this proves that it is possible for such people to be teachers, however strange it may seem.

In the next category, participants answered questions about their current and previous working experiences.

Table 15

University teachers' previous and current working experiences

	U1	U2	U3
Where did you work before you started working at your current position?	Secondary school, police academy, foreign language school (about 20 years all together)	Secondary school (4 years), another faculty (3 years), foreign language school (5 years)	Foreign language school (2 years), translating (still)
What were these experiences like in comparison to your current working position?	The current position is far better than the previous ones	The current position is better than the previous ones	The current position is far better than the previous ones
What is the average age of your students (currently)?	18 – 24 years	20 years	20 years
How good is the reputation of your school (faculty)?	Good reputation	Good reputation	Good reputation
How well is the school (faculty) equipped?	Very well equipped	Very well equipped	Very well equipped
What is the average size of your classes?	18 – 34 students	15 - 20 students	10 - 15 students
Do you have enough freedom in creating the curriculum and choosing materials?	Teachers choose the materials; enough freedom	Teachers choose the materials; enough freedom	Teachers choose the materials; enough freedom
What kind of materials do you use for your class?	Textbook + some own original materials	Textbook + some own original materials	Textbook + some own original materials
In what form do you receive feedback for your work?	Anonymous student questionnaires	Anonymous student questionnaires + informal feedback (students and colleagues)	Anonymous student questionnaires + informal feedback (students and colleagues)
How often do you have the opportunity to go to teachers' seminars, courses, etc.?	2 seminars per year (and some additional ones)	Not very often; every teacher receives 1500 – 2000 kn per year for these seminars (from the faculty)	Not very often; every teacher receives 1500 – 2000 kn per year for these seminars (from the faculty)
Who covers the expenses for the seminars and	Faculty covers the expenses (but only 2	Faculty covers only the aforementioned sum per	Faculty covers only the aforementioned sum per

courses?	times per year)	year	year
What is the average time you spend preparing for class?	3-4 hours per week	A couple of hours per day	Twice as much as the time spent in class
What do the other responsibilities (outside the classroom) include?	Paperwork, tests… 2-3 hours per week	She spends very little time in classroom; most work includes paperwork and other additional responsibilities	Mostly paperwork
Do you have enough spare time and how long is your vacation?	Enough spare time, 1 month of vacation per year	Enough spare time, 1 month of vacation per year	Enough spare time, 1 month of vacation per year
Can you name 1 or 2 extremely positive / negative situations in your teaching experience so far?	Pos. : positive student reaction Neg. : very unpleasant situations at previous jobs, mostly with colleagues	Pos. : positive student feedback, students' success Neg. : no particular situation	Pos. : good students' results, positive student feedback Neg. : one problematic student who ended up in prison
Do you have an additional job besides teaching?	Translating, writing articles and working on her own textbooks	Always; translating, tutoring etc.	Her own translation company
Are you satisfied with your current salary; how big should it be?	Almost satisfied; should be around 10 000 kn	Satisfied; it definitely should not be less than a doctor's or a lawyer's salary, for example	Not completely satisfied; should not be below 8000 kn
Do you feel overwhelmed?	Sometimes	Sometimes (paperwork comes in waves)	Sometimes
Did your education prepare you enough for teaching?	No	No, but one should not expect that – you learn most through experience	Yes, she learned how to improve herself

There were quite a lot similar answers in this category, some of them due to the fact that two of these three participants worked at the same faculty, which, of course, made their current working conditions very similar. For example, all three participants claimed that the current position was better than the previous ones, that the reputation of their faculty was good and that it was very well equipped. The average age of their students was reportedly the same, i.e. around twenty years.

Furthermore, all three claimed that they chose their materials for the class, and that they always combined those materials with some of their own original ones. Regarding feedback for their work, they all said that they received it through anonymous student questionnaires, and participants U2 and U3 added that they also received it in a more informal way, in the form of comments from their colleagues and their students' reactions. Other similarities in answers included the same amount of spare time and length of vacation for all three participants and the fact that all three said they sometimes felt overwhelmed by the amount of work (participant U2 added that this was mostly due to paperwork).

All three participants had different working experiences before they started teaching at their faculties. Although participants U1 and U2 were more experienced and worked at more different positions, all three of them at some point worked in a foreign language school.

The difference in the size of their groups was not that big, although participant U1's groups are sometimes almost twice as big as, for example those of participant U3's. In addition, while participants U2 and U3 worked at the same faculty and therefore had the same conditions concerning the opportunities to attend additional seminars and courses (there was a set sum of money intended for covering the costs of these seminars for every teacher), participant U1 did not mention any particular sums, only the fact that the faculty covers for two seminars per year for each teacher – which makes the situation rather similar for all three participants.

However, their estimates for time they spend preparing for class varied to some extent. While participant U1 claimed she spent 3-4 hours per week, participant U2 claimed that she needed a couple of hours every day, while participant U3 compared it to the time she spent in class and said that preparing for class lasted almost as much as time spent in class. They all added that this depended on how much of new materials they used.

Furthermore, when they were asked about additional responsibilities outside classroom, they all said it was mostly paperwork and other things such as composing and correcting tests, but participant U2 emphasized that she spent very little time in class, and that most of her work actually included other things beside class.

Regarding their most positive experiences, they all mentioned situations referring to positive reactions from their students, their success and their comments. However, while participant U2 could not remember any particularly negative situation, participant U1's

negative experiences referred to her previous job in secondary school, where she was mistreated by her colleagues, which was very traumatic for her, since she was a young teacher with little experience back then. Participant U3 claimed she had a negative experience at her current position, where she had a problematic student she did not know how to deal with, and who later ended up in prison. These kinds of situations are more common in primary and secondary schools but, obviously, they can occur at higher educational levels, too.

All three of these participants had additional jobs besides teaching at the university. Participant U1 (who taught at two faculties), said she was also translating, writing articles and working on her own textbooks, always trying to improve herself and learning new things. Participant U2 said she was always doing something additional, whether it was translating, tutoring or something else connected to her field. She also added that this was specific for the teaching profession in general and that teachers at all levels very often had additional jobs. Although in this sample, not many teachers at lower educational levels had many additional jobs. Participant U3 said she had her own translation company and that it was enough for her.

When it came to their salaries (which were presumably at least very similar), their opinions varied a tittle. While participants U1 and U3 claimed they were almost satisfied, participant U2 said she was quite satisfied with her salary. Their estimations of salary as it should be were quite similar, although participant U2 did not mention any numbers, but said that a teacher's salary should be the same as, for example, a lawyer's or a doctor's salary.

In addition, although both participants U1 and U2 said that their education did not prepare them enough for teaching, participant U2 added that one should not expect it to and that one learned the most through experience. However, participant U3 did not agree with the first two and said that her education served its purpose in the way that it taught her to learn and improve herself, to be independent. In that sense, their perceptions of teachers' education varied, which was interesting.

The next category consisted of questions referring to teachers' interpersonal relationships within their faculty.

Table 16

University teachers' interpersonal relationships

	U1	U2	U3
How would you describe your relationship with your superiors (the school principal)?	Not a problematic relationship	Not a problematic relationship	Not a problematic relationship
How would you describe your relationship with your colleagues?	Excellent relationship	Excellent relationship	Excellent relationship
How would you describe your relationship with your students' parents?	No contact with students' parents	No contact with students' parents	Usually, there was not much contact with students' parents, but there was one very unpleasant situation
How would you describe your relationship with your students?	Warm and friendly relationship	Not too friendly, but warm and professional (somewhere in the middle)	Not too friendly, but warm and professional (somewhere in the middle)

Table 16 shows that all three participants were in a good relationship with their superiors and their colleagues and all three have emphasized the importance of latter. Participant U1 found it the most important, since she claimed that she had quite bad experiences with her former colleagues in a secondary school where she previously worked. Furthermore, while they all said that there was usually no contact with the students' parents at that level, participant U3 told a story about a very unpleasant experience she had with a parent of one of her students, who aggressively complained about their child's grades, as if they were in primary or secondary school.

In addition, regarding their relationship with their students, participant U1 claimed it was much more friendly and warm than the other two participants, who said they were definitely not friends with their students, but that they try to be more professional and distant.

The following table shows the participants' answers to questions referring to their feelings and opinions about the teaching profession.

Table 17

University teachers' feelings and opinions about the teaching profession

	U1	U2	U3
Is teaching as a profession monotonous or dynamic?	Dynamic	Dynamic	Dynamic
Do you think your job comes with great responsibility?	Yes	Not a great responsibility; more casual than at lower educational levels	Yes
Is your job awarded and appreciated enough?	Materially yes (at the current position), but still no respect from society	Not really; low status in society	Yes; considering the current situation in Croatia (every profession is devalued)
Do you think teaching is a stressful profession? Why?	Quite stressful (it used to be far more stressful at previous positions)	A little bit stressful – everything you do is public, you are like an actor in front of an audience	No; she is not the kind of person who gets stressed
How important factor is a teacher in their students' lives?	Very important	Very important	Not really important (and it has nothing to do with the educational level)
What were your reasons for choosing the teaching profession?	Many teachers in her family; she knew she wanted to be a teacher, too	It happened by chance, she was offered a job	All options were open, it was a logical thing to do - and it is not her only job
Would you choose the same again?	Yes	Probably	Yes
What motivates you to continue teaching?	Opportunities for self-improvement, challenges, a wish to learn more	Love for the job + the working hours are flexible, it is convenient if you have a family	Love for the job, flexible working hours, great colleagues and students, it is not boring, especially combined with her other job
Were your expectations about teaching fulfilled?	She was not disappointed	There were no surprises and no previous illusions about it (her mother was a teacher)	She was not disappointed
What are the most	Pos: working hours (not	Pos: Working with young	Pos: flexible working

positive and most negative things about teaching for you?	much time spent in the classroom), constant self-improvement and learning Neg: teachers always carry their job home	people, you can organize your time, constant self-improvement and learning, it keeps a person young for a long time Neg: low status of profession in society	hours Neg: the financial aspect
Would you recommend the teaching profession to young people?	Yes	Yes, but only if they really want to do it (not because there is nothing else to do)	Yes
What should change in order for more young people to choose this profession?	First the salary and status in society; grading should be more objective, not everyone should be able to get the license to teach	First the salary and status in society; there should be a better image of teachers in the media	There is enough interest, only the financial aspect should improve

As can be seen from the table above, there were again many similarities in the participants' responses. For example, all three agreed that their job was dynamic and that it provided opportunities to be creative. Furthermore, they all said that they would (probably) choose the same profession again if they were given the opportunity, and neither one of them said they were disappointed with their choice of profession.

Also, even though each participant added certain things to their list, all three agreed that the most positive aspect of the teaching profession were the working hours - being flexible and providing them the opportunity to spend more time at home with their families or to organize their time in some other way. Besides that, two other participants (U1 and U2) added that it was also the constant opportunity for self-improvement and learning. As for the negative aspects, they all named different (although connected) things: the fact that they always carried their job home (It was interesting that participant U1 named the working hours as both positive and negative aspects), the low status of the profession in the society and the financial aspect.

Despite everything, all three participants said that they would recommend the teaching profession to young people (participant U2 added that it was important that they do it because

they want to, and not only because of lack of choice). In addition, they all said that the salary (and the status of the profession generally) was the first thing that should change in order for more people to be motivated to do this job.

However, there were aspects where their answers varied. While participants U1 and U3 claimed that their job came with great responsibility, participant U2 said that she did not feel that way, mostly because of the educational level at which she taught.

Furthermore, regarding their satisfaction with their salary and the level of appreciation they got from society, participants U1 and U3 seemed to feel better about it than participant U2, claiming that it was the same for every profession in Croatia currently (financially), and the profession's low status in society seemed to bother the first two participants more than it did participant U3.

Moreover, while participants U1 and U2 both agreed that their profession was (more or less) stressful, participant U3 said that she did not feel that way, adding that it was probably because she was not the kind of person who got stressed out about anything. We can assume that this personality trait was very useful for her in this profession. It was also interesting that participants U1 and U2 again agreed when it came to their opinion that a teacher was an important factor in a student's life, while participant U3 claimed that it was not so – adding that it had nothing to do with the level at which she taught. This lack of feeling of great responsibility probably relieved her even more from possible stress she might feel at her job.

Regarding their decision to become a teacher, only participant U1 said she always knew she wanted to become one, while with participants U2 and U3 it was something that happened by chance, when they were offered a job as a teacher. Also, when they were asked about what motivated them the most to continue working as a teacher, their answers varied, since they focused on different things. For participant U1 it was the fact that her job was an opportunity for self-improvement and constant learning, while for participant U2 it was the working hours (besides love for her job) that were most important, which allow her to spend more time at home with her family. Participant U3 named many things, besides love for her job, but emphasized that it meant a lot for her that she had her own translation company alongside with her teaching job.

Finally, the last table shows teachers' answers about their opportunities and plans for the future.

Table 18

University teachers' opportunities and plans for the future

	U1	U2	U3
Are you satisfied with the opportunities for advancement and additional education in teaching profession?	There are opportunities for advancement	Not many opportunities for advancement, she is not satisfied	There are opportunities for advancement
Do you have any plans for postgraduate studies?	Already has a postgraduate degree	Currently working on it	Currently working on it
Do you have any plans for working abroad?	Maybe earlier in life, but not now	Maybe - for a certain period of time, not forever	Maybe - for a certain period of time, not forever
What are your plans for the future – are you considering a change of job?	Staying at the current position	Staying at the current position	Staying at the current position, but dealing with different aspects of language (literature and culture)
What would be the potential "triggers" that could make you leave the teaching profession?	Getting too old	Radical salary reduction or other negative changes in working conditions	Not liking the job anymore, loss of interest

We can see that not all three participants perceived their opportunities for advancement in the same way – while participants U1 and U3 said they were more or less satisfied with the situation, participant U2 disagreed and said that there was not much for her to achieve after she got her postgraduate degree. We can suppose that this depended on one's ambitions and affinities. Same as participant U2, participant U3 was also in the process of getting her PhD degree at the time, while participant U1 said that she already had one.

However, while participants U2 and U3 claimed that they would consider working abroad, although only for a certain period of time, participant U1 said that she was not considering that option at her age. Moreover, although all three said that their plan was to stay at the current position, participant U3 admitted that she wanted to teach different subjects after she got her PhD degree in literature.

In addition, all three participants named different things that could make them leave the teaching profession. Participant U1 claimed she would quit her job when she felt she was too old for it, while participant U2 said there would have to be radical changes in working conditions, such as salary reduction. Interestingly enough, participant U3 said it would be enough that she felt that she did not like her job anymore, and she would stop working as a teacher.

To sum up, the three university teachers had a lot in common – they all worked in rather good conditions, they spent little time in the classroom and had the opportunity to organize their time more freely than the teachers from the other two groups; for example, they had more time to work at additional jobs. They all agreed that the students at the age they taught were a far better audience than those at lower educational levels and that a faculty was generally a very pleasant working place. One might assume that the important factor in this case was the fact that they had very little (if any) contact with their students' parents, and also that there was less contact with the students themselves. There is no role of class teacher at this level, for example. Their educational level was higher (they all either had a PhD or were currently working on one) and their salary was reportedly significantly bigger than the teachers at lower levels had. The level of stress, assuming from their answers, was also rather low – or at least lower than at their previous positions, since two of them worked at lower educational levels before working at the current position. This seemed to be an important experience for them and it certainly made their answers more interesting, since they often compared the different experiences throughout the interview, providing the researcher with important insights about the teaching profession.

However, there were significant differences when it came to age in this group – which served as an explanation for certain answers, although not always; and the level of their enthusiasm also varied. The latter was felt based on the length of the answers and the whole interview, and the general tone of the interview. Participant U2 was the most willing to talk and one could really see that she had genuine love for her job end enjoyed doing it. Participant U1 was similar, although more reserved, and participant U3 seemed rather satisfied with her job, but she did not seem very emotional about it, or very interested in talking about it.

4.6 Conclusion

Although the sample of participants in this study was too small to allow for making any generalizations, some conclusions can still be made based on these results. The most important one was that the intrinsic factors seemed to have the greatest influence on motivation for most teachers. All other factors notwithstanding, what mattered the most was their love for their job and the enjoyment of working with children and young people. This is in accordance with the results of most previous studies on teacher motivation. Another important factor was their personality. It was confirmed that there is a set of personality traits that EFL teachers have in common that makes them more suitable for the job and more motivated to do it. For example, all nine participants claimed that they were extroverts (to a certain extent), that they were rather mild-tempered and had good organizational skills. This confirms the claim most of them agreed on, i.e. that it takes a specific (enthusiastic) kind of person to enter this profession.

Furthermore, some of the extrinsic factors that were perceived as positive by some of them, had a more negative influence on other participants. Therefore, the flexibility of working hours can be seen as positive, since it allows for teachers to organize their own time more freely. On the other hand, it was reported that most of them carried their work home and could not separate their private lives from their job easily. It was interesting that this, alongside with other more "practical" extrinsic reasons, such as the proximity of the school to their home, had significant influence on their motivation in a positive manner. This was important considering that the sample consisted almost entirely of married female teachers, who wanted to have more time to dedicate themselves to their families. It could be suggested that this is the reason why teaching is still by most part a female profession.

However, the assumption that the difference in working conditions would be one of the crucial issues was not proven to be entirely correct. For instance, the most enthusiastic of all nine participants was the one who worked in the poorest conditions. On the other hand, some of them worked in far better working environments and their motivation was significantly lower, simply because of their lack of intrinsic motivation.

In accordance with the results of previous studies, this study has also shown that the financial rewards do not seem to play a major role in teacher motivation, which is unfortunately a fact that is being taken advantage of by the governments in most countries today. Although almost all participants claimed that they were underpaid, and most of them

agreed that they would leave the profession if the situation got worse, they are still motivated to do their job, which proves that the intrinsic rewards are more important to them.

In addition, one of the factors that seemed to play the most important role was the contact with the students' parents. This was reported to be one of the major sources of stress for most teachers who had the additional role of class teacher. Considering that most of them reported positive relationships with their superiors and colleagues, claiming that they provided them with the necessary support, this was the one aspect of human relations that seemed to be extremely problematic at times. Teachers are now more than ever susceptible to criticism and students are more protected in comparison. The consequences of this are even more prominent if we compare the working conditions of primary and secondary school teachers with the ones of university teachers, since the latter have reported significantly lower levels of stress at their jobs. In this regard, the primary level is special since at this level teachers play the additional role of "the third parent" for their students, and the responsibility they feel is increased.

The educational level at which the teachers work was proven to be an important factor for teacher motivation, although not as important as the intrinsic component of their motivation, which seemed to be stronger than any other negative factor. The teachers' age was important only because it seemed to have influence on their plans for the future, since most of them were not willing to try new experiences and had no need for advancement in their later age. Years of working experience were also shown not to be as important as it was initially assumed. Besides the fact that it provided teachers with a wider perspective and seemed to influence their feeling of efficacy, it did not necessarily influence their motivation in a significantly positive or negative manner.

Furthermore, some of the issues that were often mentioned in previous research studies, such as autonomy and control, were not mentioned as much in the results of this study. Teachers were mostly satisfied with their level of autonomy, which was interesting, and only a few of them mentioned the standardized state exams as something that had detrimental effect on their motivation. The most detrimental factors were again of extrinsic nature, including the problems with discipline, workload, the poor status of teachers in society and poor financial rewards. Another problem that was only mentioned was the rather inadequate education and training of EFL teachers. The emphasis in their education, as reported, is on the subject matter, and the more practical skills are by most part left for the teachers to acquire

during their working experience. This is the case at The Faculty of Humanities and Social Sciences, while at the Faculty of Teacher Education the situation is the opposite. The problem is, as it was suggested by one of the participants, that the education of teachers plays a significant role in their career, since the career path is more closed for some of them than it is for the others.

As it has already been said, it is hard to make generalized remarks based on these results; however, some conclusions are consistent throughout all studies concerning teacher motivation. Teachers are highly intrinsically motivated and, for most of them, this is the reason why they stay within the profession, in spite of the negative extrinsic factors such as low salaries and decreased status in society. However, it is clear that this situation is not sustainable and that some serious changes are necessary, starting from improving the reputation of teachers and returning the dignity to the profession by increasing the teachers' salaries. The biggest responsibility is on the Ministry of Science, Education and Sports, which should improve its communication with the teachers and provide them with more support, but also on the politicians and the media. Teachers should also be provided with more adequate training, both before starting their teaching practice, as well as during their entire teaching career, and this should not depend on their own financial resources. It is time to recognize the importance of the role of teachers in society, since the future lies in well-educated and motivated individuals. In addition, more research is necessary in order to identify the most adequate measures of increasing teacher motivation, which is bound to lead to better teacher and student performance.

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6. Appendix A

EFL TEACHER MOTIVATION - INTERVIEW

OSOBNI PODACI

1) Ime i prezime:
2) Dob:
3) Spol:
4) Godine radnog iskustva (kao nastavnik/-ca):
5) Obrazovanje:
6) Bračni status:
7) Obrazovna ustanova u kojoj trenutno radite:
8) Dob učenika:

OSOBNA PITANJA

1) Gdje ste radili prije nego što ste se zaposlili u ovoj školi? Koliko dugo?

2) Kakva su bila ta radna iskustva u usporedbi s trenutnim? Objasnite.

3) Smatrate li se introvertom ili ekstrovertom?

4) Smatrate li se mirnom i sabranom osobom ili osobom koja je sklona burnim

   reakcijama?

5) Mislite li da imate dobre organizacijske sposobnosti?

6) Smatrate li se osobom koja ima dovoljno samopouzdanja ili često sumnjate u sebe

   i svoje sposobnosti?

7) Koliko se smatrate uspješnima na profesionalnom planu?

8) Kao nastavnik/nastavnica, mislite li da ste strogi ili popustljivi? Mislite li da Vas i

   Vaši učenici tako doživljavaju?

TRENUTNI UVJETI RADA

1) Kakav je ugled škole u kojoj trenutno radite?

2) Koliko dobro je škola opremljena, jeste li zadovoljni time?

3) Kolika je veličina prosječnog razreda?

4) Jeste li zadovoljni svojom trenutnom plaćom? Što mislite, kolika bi trebala biti? Koliko Vam je to važno?

5) Koliko slobode imate u kreiranju plana nastave, odabiru udžbenika i kreiranju testova? Koliko na to utječe vodstvo škole i nadležno ministarstvo?

6) Koristite li puno svojih originalnih materijala u nastavi ili se pretežito koristite udžbenikom? Biste li željeli veću slobodu u organiziranju nastave?

7) U kojem obliku dobivate povratnu informaciju o svom radu? Od strane koga?

8) Koje su mogućnosti napredovanja koje Vam se nude na profesionalnom planu, jeste li zadovoljni takvom situacijom?

9) Kolike su Vaše mogućnosti za daljnje usavršavanje u Vašem području rada? Koliko često imate prilike ići na seminare, tečajeve i slično?

10) Koliko od tih troškova pokriva škola u kojoj radite? Mislite li da je situacija svugdje ista po tom pitanju?

11) Jeste li razmišljali o nastavku svog obrazovanja, odnosno upisivanju poslijediplomskog studija?

12) Biste li voljeli raditi kao nastavnik/-ca u nekoj drugoj zemlji? Mislite li da biste u inozemstvu imali bolje uvjete rada?

PRIRODA NASTAVNIČKE PROFESIJE

1) Smatrate li svoj posao jednoličnim i dosadnim ili dinamičnim poslom gdje imate priliku biti kreativni?

2) Smatrate li da Vaš posao nosi veliku odgovornost? Objasnite.

3) Osjećate li se preopterećeni obavezama?

4) Koliko vremena u prosjeku tjedno izgubite na pripremu za nastavu i za sve ostale nastavničke obaveze izvan učionice koje Vam se nameću? Što sve uključuju te ostale obaveze?

5) Ostaje li Vam dovoljno vremena za druge aktivnosti u životu? Koliko slobodnih dana u godini zapravo imate?

6) Mislite li da ste za svoj rad dovoljno nagrađeni – kako materijalno, tako i priznanjem od strane društva općenito? Kako se zbog toga osjećate?

7) Koliko je za Vas nastavnički posao stresan? Što mislite, koji faktori najviše utječu na to?

8) Mislite li da Vas je Vaše obrazovanje dovoljno pripremilo za sve izazove nastavničke prakse?

9) Možete li izdvojiti po jednu ili dvije iznimno pozitivne i negativne situacije iz Vaše dosadašnje nastavničke prakse i opisati kako su navedene situacije utjecale na Vas? Jesu li veći utjecaj imali one pozitivne ili oni negativne?

MEĐULJUDSKI ODNOSI

1) Kako biste opisali svoj odnos s nadređenima (ravnatelj/dekan...)?

2) Kako biste opisali svoj odnos s kolegama/-icama nastavnicima/-cama? Na koji način to utječe na to kako obavljate svoj posao?

3) Kako biste opisali svoj odnos s roditeljima učenika?

4) Kako biste opisali svoj odnos s učenicima? Biste li se prije opisali kao nastavnika/-icu koji/koja učenicima pokušava biti prijatelj/-ica ili kao distanciranog/-u i strogo profesionalnog/-u?

5) Na koji način mislite da utječete na svoje učenike, mislite li da ste bitan faktor u njihovim životima i kako se zbog toga osjećate?

MOTIVACIJA ZA BAVLJENJE NASTAVNIČKIM POSLOM

1) Koji su bili razlozi zbog kojih ste odabrali nastavničku profesiju?

2) Da imate priliku ponovno donijeti tu odliku, biste li opet odabrali isto? Objasnite.

3) Bavite li se trenutno još nekim poslom uz nastavnički posao?

4) Što Vas motivira da se nastavite baviti ovim poslom?

5) Jesu li Vaša očekivanja u vezi s nastavničkom profesijom ispunjena ili ste doživjeli razočaranje? Objasnite.

6) Koji su Vaši planovi za budućnost, mislite li se zauvijek baviti istim poslom/ostati na trenutnoj poziciji ili planirate nešto drugo?

7) Koji su potencijalni "okidači" zbog kojih biste jednog dana napustili nastavničku profesiju?

8) Što biste izdvojili kao najpozitivnije i najnegativnije strane nastavničke profesije?

9) Što biste savjetovali budućim nastavnicima engleskog jezika, biste li im preporučili taj posao i zašto?

10) Što mislite, što se treba promijeniti kako bi se više mladih ljudi poželjelo baviti nastavničkom profesijom?

11) Ima li još nešto što biste htjeli dodati?