

Pupil, Pros and Cons of Teacher's Motivation

Abstract

The study deals with motivation criteria of the teaching profession. We are assessing the value of protective and negative factors by means of the SEIQoL method and subjectively perceived work-load of the profession, level of health problems and well-being by attempting to assign each to the appropriate graphic scale. The respondents of our file are professional teachers and student teachers.

Key words: *protective factors, negative factors, work-load, health, well-being.*

Introduction

Relationships between teachers and pupils give rise to concrete memories in each of us. They might be a source of fun, which the spectators of an undying film called "School, Life's Principal" confirm. However, they might be also traumatic experiences for both sides. Many researchers have investigated the way the teacher's role conflicts with their relationships with pupils (Kiriadou 1991, Blackie 1977, Dods 1974, Grace 1972, Vašina 1997, 1999, 2001, 2009). This conflict becomes a source of teacher stress and this is transferred to direct or indirect contact with pupils. The teacher should be his/her pupils' friend and at the same time he/she should remain detached from them. He/she might be their advisor while solving school and personal problems, he/she must win their trust and on the other hand he/she might solve disciplinary problems and punish their transgressions. Pupils' evaluation might bring also many problems because of the fact that the teacher's and the pupil's interpretation of the demonstrated level of knowledge might be different. Parents and school headmasters enter this process, too. They might ascribe their children's failure to bad presentation of the family or school institution.