

MOTIVATIONAL LANDMARKS FOR PERSONAL DEVELOPMENT

Cochava FARJUN

Carmel College, Israel

Personal development in current conditions comes from the tendency of self-realization through career. Personal development is seen as a process of improvement, meaning to experience positive emotions. Personal development is directly related to the motivation generated by satisfying a need. Personal development is seen as a process of choice – Glaser (1998). Each person sets own priorities and has the power to change lives for the better, as a result of the choices they made. One person can make the right choices and to take greater responsibility for their actions. Personal development is a trend towards happiness.

Keywords: *motivation, personal development, theoretical approaches, paradigms.*

REPERE MOTIVAȚIONALE DE DEZVOLTARE PERSONALĂ

Dezvoltarea personală, în condițiile actuale, vine inerent din tendința de autorealizare prin carieră. Dezvoltarea personală este percepută ca un proces de îmbunătățire, în sensul de a experimenta emoții pozitive. Dezvoltarea personală este în legătură directă cu motivația, generată de satisfacerea unei nevoi. Dezvoltarea personală este concepută ca un proces de alegere – Glaser (1998). Fiecare persoană stabilește și are puterea de a schimba viața în bine, ca rezultat al alegerilor pe care le face. O persoană poate face alegeri corecte și poate să-și asume o mai mare responsabilitate pentru acțiunile sale. Dezvoltarea personală este o tendință spre fericire.

Cuvinte-cheie: *motivație, dezvoltare personală, abordări teoretice, paradigme.*

Personal development

This distinction between the two paradigms, the traditional versus the novel, has been found in relation to career conceptualization. Career, as well as motivation, according to the traditional paradigm, has been conceptualized as a mechanism which origin is in needs, as opposed to career as a mechanism characterized in choice and autonomy according to the novel paradigm. As the main purpose of current study is to examine the factors that motivate teachers for professional development in their teaching career, the researcher intends to follow the principal dimensions of motivation for professional development, in this part. The main question current study would deal with is: why people are not satisfied with needs that allow for their existence and make changes/innovations in various areas of life whereas the transition brings about an abandonment of all that is familiar and safe towards the new and the unknown. And regarding this study, the question would be what motivates teachers for professional development in their teaching career? – A question that would be examined through questionnaires and interviews with teachers with professional advancement in their teaching careers.

From the research literature, which deals in the term of personal development (Maslow, 1954; Rogers, 1959; Glaser, 1998; Kaplan, 2011; Sligman, 2005; Ben-Shahar, 2008; Frenkl, 1970), we can learn that this aspiration of people stems from the inherent tendency to personal development and self-realization. In the literature, the term of personal development is defined as a betterment process a person undergoes throughout his entire life. While physical existence is common to all human beings, personal development is unique to each individual, according to his aspiration of progressing towards the gaining of achievements towards the achievement of goals he has set for himself. Personal development is manifested through self-realization that is defined as an inherited tendency of a person to be the best self his inherent nature allows him to be. The expression of self-realization is in maintaining both physical existence and personal growth of an individual. In actuality, self-realization is a powerful motivator of a person for his enhancement and the improvement of his lot. The level of self-realization is a function of the realizations of a person's goals in an area of life that is focal for him, be it studying, family, leisure or work. Several principal facts arise from the above: first, personal development being a positive phenomenon that is beneficial for a person. Second, its being a congenital phenomenon that lasts for the lifetime of a person and the third fact is, personal development changes from person to person according to his aspirations. From these facts, it could be hypothesized that people who have advanced in career, have done so in order to improve the reality of their lives. As current study deals in motivation for professional development of teachers in career, it could be assumed that teachers who

have advanced in the teaching career, have done so in order to improve their career and reach their best self. This assumption would be examined later on, through questionnaires and interviews with teachers with professional advancement in their teaching career.

This part of the chapter would deal with the term of personal development as defined by various theoreticians who deal with the subject of personal development in general and as well would be presented in particular models of teachers' development.

From the literature review conducted, it has been found that in the perception of this term as well as of previous terms of motivation and career, a difference has occurred between the two paradigms – the novel as opposed to the traditional. Although these two paradigms perceive the term of personal development as an optimization process a person aspires to, the origin and purpose of this process are different in these two paradigms. According to the traditional paradigm (Maslow, 1954; Rogers, 1959), personal development is perceived as an optimization process which stems from the principle of hedonism aimed at pleasure and satisfaction of immediate goals only. On the other hand, the novel paradigm (Glazer, 1998; Kaplan, 2011; Sligman 2005; Ben-Shahar, 2008; Frenkl, 1970) perceives personal development as a basic need of a feeling that combines both present and future gains. The meaning is that in order to improve the quality of life a person needs to find both meaning and pleasure – meaning, that he must both find the sense of purpose and also experience positive emotions. The difference in the reality of life in these two periods has brought about worldviews that are different from one another. In actual fact, the interest in, and review of good life exceeds the boundaries of location and time. Everywhere, since time immemorial, people have been looking for the secret of happiness. However, in the post-modern era that is characterized by a rise in the level of material abundance as compared with the previous era, it would be expected that this issue of search after the quality of life would not be part of the agenda as wealth can bring about happiness. But notwithstanding wealth and abundance, people of the current era relentlessly seek happiness and quality of life. As mentioned earlier, in the reality of life, an answer to the following question can be found: what do people search for beyond basic needs? In the past, in a reality of financial shortage, people have been consumed by the satisfaction of their needs and therefore, believed that they would be able to live fulfilling lives, if and when their basic needs would be guaranteed. Due to this fact, it has been easy for them to explain the absence of satisfaction. People could explain that they are not happy as they lack basic needs; they have been consumed in fulfilling them. Thus stems the traditional paradigm, according to which personal development is an optimization process aimed at pleasure and immediate satisfaction. Presently, while the basic needs of many are guaranteed, apparently there is no excuse for lack of satisfaction, as they are free from being occupied in survival. However, it turns out that in a reality where people are not satisfied despite the fact that they have the basic survival needs, they seek a way to resolve the paradox that money brings along misery instead of happiness. That is the reason that appears from the literature review, that in current era, people are not satisfied with pleasure as they have been in the modern era and they aspire to find a sense of purpose in addition to the experience of positive emotions. Thus stems the perception of personal development as a betterment process in the sense of experiencing positive emotions together with the location of purpose according to the novel paradigm.

Personal development as self-realization – Maslow (1954) and Rogers (1959) talk about personal development through the term of self-realization which is defined as the realization of potential, concealed in a person. However, the way they relate to this term is different. The tendency towards self-realization is defined by Rogers, as a biological power that operates in all levels of functioning of an organism, and not just on the level of conscious planning and intention. The tendency to self-realization constitutes a foundation for any human behavior. To his opinion, this tendency is congenital and drives a person to develop his skills and abilities, to create and be productive and to choose directions and situation that allow for a continuation and enhancement of his positive functioning in the future as well. This tendency is characterized by being a drive which brings about an increase in tension. To Rogers' opinion, there is a force in a person which drives him forward towards new stimuli while coping and struggling with difficulties and barriers. A person, to his opinion, is not interested in calmness but in growth. Therefore, a person operating in the direction of fulfillment will be willing to face various situations for this purpose, part of which is dealing with difficulties and barriers, and invest much effort in acquiring skills that would allow him to develop his abilities and realize them. Realization, according to Rogers, is not a condition to be reached, but a force that drives a person throughout his life towards achievements and various purposes. As a purpose is fulfilled, or a certain way to fulfillment reaches its peak, a person is confronted with new purposes and new ways. Therefore, the fulfill-

ment process continues endlessly. Nonetheless, Rogers claims that a person has a congenital ability to positively evaluate those things that promote fulfillment and negatively evaluate those things that delay it, a process termed organismic evaluation, an evaluation that is a sort of perpetual internal classification of experiences a person encounters. An experience, evaluated as positive and promoting of fulfillment, gives a person a sense of satisfaction and good feeling, whereas one that is evaluated as negative and delaying fulfillment brings about frustration and pain to a person. He maintains that a person tends naturally to get closer to experiences that are perceived as positive and tries to increase their frequency and tends to step back from experiences that are perceived as negative. The most important ingredient in personal development theory of Rogers, is the term – self, which means the way a person perceives himself. It includes everything one sees in himself, as a unique being that is separate from others and the environment; what person he is, what he is personally, professionally, socially and alike, what are his skills and talents, what he aspires to, etc. an important part of the term of self, is the ideal self, which is the way a person would like to see himself, the expectations he has from himself. An ideal person is one who functions fully, who has a positive unconditional self-evaluation, openness to experience, ability to trust his inner senses, ability to live each moment to the fullest and a sense of freedom to live his life as he pleases, creativity and ability to create successful interpersonal relationships. "The good life is a process not a condition. It is a direction and not a target." (Rogers, p.186). To the question: who is a person who fulfills himself and functions with his full abilities and skills? Rogers responds that few reach the aspired fulfillment. The attributes and characteristics of such a person are: first, a positive unconditional self-esteem – a person who fulfills himself does not feel threatened by external experiences, and does not employ defense mechanisms in order to justify his actions. Second, in openness to experience: a person who fulfills himself is aware of his emotions and acknowledges them. He does not attempt to twist them or deny them. The third, organismic trust – a person who fulfills himself, makes decisions regarding directions of his activities according to his inner feelings, in difference from most people who make decisions and take courses of action affected by external factors, such as: opinion norms of others, what is accepted, etc. Maslow's theory (1954) is in essence a motivational theory; meaning, that a person's congenital tendencies are phrased in terms of needs that motivate his behavior. As opposed to Rogers who attributes the tendency towards self-realization to all human behaviors, Maslow attributes it to the level of conscious planning and intention. As opposed to the theory of Rogers, that the tendency to self-realization is a single congenital motive, Maslow's theory describes a variety of congenital motives that are organized in a form of a pyramid of five levels. Each level motivates behavior until a need is satisfied, after which it ceases to be a motivator for action and the next level begins to motivate. The principal distinction of Maslow is between two types of motives: motives of deprivation and motives of growth. The distinction point between these two types of motives is the origin the satisfaction arrives from. Deprivation motives operate to decrease unpleasant tension and restore the person to a condition of homeostasis. These motives are satisfied by external sources such as food, sex, physical security and financial security, social needs of belonging, love and more. On the other hand, growth motives do not cancel a situation of unpleasant tension, but create a situation of pleasant tension, such as learning new things and granting of love to others. These motives are not vital for the existence of a person, but they provide him the contents for which it is worth living. As they do not operate according to a principal of decreasing a drive, such as deprivation motives, their satisfaction leads to an enhancement of the behavior, a person who had satisfied his hunger does not feel the need to eat anymore. On the other hand, a pleasure from playing a violin, only increase the desire to continue playing it. Growth motives are different from person to person, as they entail a fulfillment of the unique nature of each individual. In order to satisfy them a person draws from his inner strengths and is not dependent upon external sources. Maslow classifies the human needs into five groups, organized in a hierarchical order. Four needs (physiological, security, belonging and love and appreciation needs) appear in the first stage of development, and they are also stronger in their intensity. Only after these needs have been satisfied, the next needs in the hierarchy appear and require being satisfied. To his opinion, a satisfaction of needs of a lower order in the hierarchy is a condition to the appearance of needs of a higher order. Growth needs are in a higher hierarchical level than deprivation needs. All four types belong to the category of deprivation needs. These needs stem from unpleasant conditions of stress, they are important to his opinion, for physical and psychological survival, but do not contribute to pleasure and real satisfaction from life. The needs of self-realization, that are at the top of the hierarchy of needs, are the only ones, according to Maslow that are defined as growth

motives. Amongst them are cognitive needs, such as the need to know, understand and research and the need for self-realization. He expresses this idea in a perceptible manner: "a musician must make music, an artist must paint, a poet must write" (Maslow, p.46). A person who has reached the highest level of the hierarchy, seeks to realize all of his resources: he strives at gaining cognitive values, such as knowledge and truth, and aesthetic values such as beauty and perfection. At this level, to his opinion, the dependency of a person upon basic needs decreases; he less requires the help of other people and the reactions of his environment, and becomes more independent in his behavior. Self-realization, to his opinion, is not static; it is characterized by movement and change that stem from an internal drive for growth and enhancement and not from external pressure of the environment. The appearance of self-realization needs, would occur in a person at an adult stage of life, after all other needs have been reasonably fulfilled. He claims that only a small portion of people reach that level. Those who have fulfilled all of their needs, except for the needs for self-realization, might feel alienation, boredom, absence of joy of life and lack of purpose in their lives.

Personal development as a process of choice – Glaser (1998), in his choice theory, determines that each person has the power to change the life for the better, as a result of choices he makes. To his opinion, a person can make the right choices and take greater responsibility for his actions by asking himself the following questions: 1. what do you want? 2. What do you do in order to achieve what you want? 3. Does it work out? 4. What are your plans or options? As opposed to Maslow (1954) who attributes the tendency for self-realization only to the level of conscious planning and intention, Glaser maintains that the origin of any behavior out of the totality of behaviors of human beings is in choice. Thus, we can conclude that Glaser aims at personal responsibility regarding human behaviors. In relation to this research questions, it can be concluded that teachers who wish to make changes and innovations in their teaching careers, must take personal responsibility for their behavior and choose sensibly their behavior in order to achieve what they want in the field of their career. Glaser determines that the purpose of any behavior of the totality of behaviors of human beings is to provide one or more need from the five basic needs in order to feel happy and successful: 1. **Survival** - (food, shelter, clothing), to his opinion, people are born with an inner sense of survival and are programmed to struggle in order to survive and supply their physical needs. 2. **Power** – the need to feel important. This need can be expressed in various manners, depending upon the person; there are those who seek power through succeeding in study, athletics, friendship, acquiring fame and or money, status at work, etc. 3. **Love/belonging** – the need to gain a sense of belonging. 4. **Freedom** – the need for freedom of choice in all areas of life: choose where to live, what to eat, what to believe in and express this freedom when it fits right to do so and not be dictated. 5. **Fun** – the ability to find pleasure in life. According to Glaser, people study better when they enjoy what they study and then they learn from someone they enjoy learning from, also, people work in the best way when they enjoy work or find challenge in it. All behaviors are comprised of 4 components: 1. Action. 2. Thinking processes accompanying the action. 3. Emotions related to the action. 4. Physiology – bodily responses to what takes place (heart rhythm, digestion problems and headaches). Contrary to Maslow, Glaser maintains that a person controls all his behavior. Conscious control over two aspects of behavior: actions and thoughts, and following them, emotional changes and bodily reactions appear.

Personal development as finding happiness – Kaplan (2011) defines happiness as a term which includes in it the object of aspirations and dreams of an individual. The term happiness is defined by him as an elusive term stemming from the difficulty in its definition due to the fact that not all human beings are happy of same reasons and due to the fact that the definition of happiness is not similar in different cultures. Similarly to Maslow (1954), Kaplan maintains that in a reality of deprivation and conditions that encumber physical survival, the search for happiness focuses on the satisfaction of most basic needs in the pyramid of human needs. As in a poor world, all an individual could ask to be happy was having enough to feed his children. However, as opposed to Maslow, who maintains that only few would make it to self-realization, Kaplan maintains that in the post-modernist period, as the basic needs are satisfied by the Western person more rapidly, he aspires to reach self-realization as a default. Kaplan states that in satisfying conditions the following ingredients must be present: challenge, skill, concentration, involvement, activity out of will and not duty, control. Sligman (2005), the founder of "positive psychology" which general definition is "exploration of the optimal human functioning" defines happiness as a subjective experience created out of an accumulation of renditions of personal reality. He indicates two main components that fill a person with joy: pleasure and satisfaction. Pleasure, is defined by him as a raw, physical and sensual phenomenon, with a short and powerful peak and entailing a fast fading. To his opinion, this component is related to "the good life" – delightful pleasures that are mediated, in most cases, through the senses – food, sex, beauty and music. Satisfaction,

contrary to pleasure, according to Sligman, has a tendency to survive over time. Its experiential power does not reach a peak which brings about pleasure and its fading out is not fast as well. This component is related to the inner meaning expressed in a sense of fullness as different from pleasure in the sensual sense. For example: looking at the family, children or a business one has established with his own two hands can give inner meaning. When one learns to live for the day and also for tomorrow, Glikman maintains that it is possible to create a balance between immediate personal needs and long-term goals and fully enjoy life – this is the secret to sustainable self-realization. Sligman relates to a certain aspect of the experience of satisfaction which is the phenomenon of Flow. This experience is an expression related to the sense of time passing, in which a person is engrossed in with much involvement, so much so that he "forgets himself" for a period of time, for example: when a person looks back at the end of a working day and wonders how fast time has passed, he experiences flow. According to Sligman, the experience of flow that can take place in the daily routine, is a source of personal growth as a circularity is created; the subjects that people are skilled in give them satisfaction and flow and these then invite an enhancement of that strength and over again. To his opinion, the location of strengths, powers and personal abilities lead to flourishing both in the field of love and relationships and in the field of work, personal interest and rest of activities which are in fact happiness as an expression of self-realization. The idea of central influence life possesses together with the meaning of happiness of Sligman (2005), connects with one of the ideas of Victor Frenkl (1970), author of the book "Man in a search for meaning", when he says: "those who have a 'why' to live for would be able to bear almost any 'how'". The meaning of life, according to Frenkl, is not a nebulous thing. Each person has a role and destiny of his own in life, and each situation in life is a challenge a person has to cope with. Life, according to Frenkl, poses a question before every person of what is the meaning he assigns it, and assigns him with the responsibility for his choices and path. Frenkl believes that people who do not find meaning and purpose in life are in a condition that is termed 'existential void'. In the post-modernistic era that is characterized by a multitude of leisure and conditions of boredom following the modernism and automation, the existential void finds its expressions. To the opinion of the researcher, that is also why people search after an internal meaning that can be construed as a condition in which people feel energetic and fuller as human beings. Ben-Shahar (2008) defines happiness as a combination of pleasure and discipline. To his opinion, happiness is an unlimited resource with no ending point. Meaning that, one can always be happier, and at each happiness point there is more to strive for. A person must ask two main questions in everything he does: one, does he enjoy what he is doing? And second, does it hold any meaning for him? The combination between pleasure and discipline, according to Ben-Shahar, must be created in every area of life, be it at work, study or intimate relations. There could be situations and limitations in which one cannot achieve pleasure and discipline together, however, it would be considered as happiness so long it is an exception and not the rule. In addition to the questions, one must, according to Ben-Shahar, set himself goals that match ones personality, targets the journey to which gives joy, those stemming from a desire to express oneself and not to impress others.

As mentioned in the beginning of this part, personal development is a function of the realization of ones aspirations in an area of life, which is focal for him. As current study deals in motivation for professional development of teachers, the personal development of teachers shall be examined through their professional development in the teaching career.

Bibliography:

1. ALDERFER, C.P. An Empirical Test of a New Theory of Human Needs. In: *Organizational Behavior and Human Performance*, 1969, no4, p.142-175.
2. MADJAR, N. From Quantity to Quality how to Create Expertise from Drive. In: *Echo of Education*, 2011, no7, vol.85.
3. MELTZER, S. *Conflicts and Burn-Out in a Teacher's Job*. Master's Thesis Department of Education, 1998. Haifa: University of Haifa, 1998.
4. NICHOLSON, N. The Transition Cycle: Causes, Outcomes, Processes and Forms. In: Fisher, S. & Cooper C.L. (Editors), *On the Move: The Psychological Effects of Change and Transition*, 1990, p.83-108.
5. RYAN, R.M. & WEINSTEIN, N. Undermining Quality Teaching and Learning: Self-determination Theory Perspective on High-stakes Testing. In: *Theory and Research in Education*, 2009, no7(2), p.224-233.
6. RYAN, R.M. & DECI, E.L. Intrinsic and Extrinsic Motivation: Classic Definition and New Direction. In: *Contemporary Educational Psychology*, 2000, no25, p.54-67.
7. SIMCHON, A. *Variables which Predict Teachers' Burn – Out in Junior High Schools in Israel*. *Reader and Study*, 2000, no78, p.17-21.

Prezentat la 25.08.2014