



Journal Website:
<https://theusajournals.com/index.php/ajsshr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS OF EDUCATORS WORKING IN EDUCATIONAL INSTITUTIONS

Submission Date: December 12, 2024, **Accepted Date:** December 17, 2024,

Published Date: December 22, 2024

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume04Issue12-17>

Tillashayxova Xosiyat Azamatovna

Head of the Department of "General Psychology" at Tashkent State Pedagogical University named after Nizami, Candidate of Psychological Sciences, Uzbekistan

ABSTRACT

Currently, the issue of professional motivation is highly relevant in many institutions, including educational ones. This article examines the main factors that motivate the activities of educators and presents the results of a study on the motivation of educators working in organizations of various forms of ownership. This information will be of interest to specialists in the fields of educational psychology and labor psychology.

KEYWORDS

Motivation, activity, educator, formation, subjectivity, aspiration.

INTRODUCTION

This article describes the differences in motivating factors inherent to educators working in educational institutions of various forms of ownership, which constitutes the novelty of this research. The importance of the study is determined by the fact that the identified issue is one of the key and priority

problems of state personnel policy and, consequently, a crucial condition for achieving new results and a higher quality of education. The aim of this work is to study the professional motivation of teachers whose activities take place in educational institutions of different ownership forms. The research results can be



used to develop methodological recommendations for teachers and managers of educational organizations, as well as in the work of educational psychologists. The formation of professional motivation, its results, and the degree of satisfaction with activities are usually associated with the influence of factors such as human needs, expectations, value orientations, incentives, and external circumstances [1]. In studying the transformations of professional activities, two directions of influence vectors are used, which directly interact and define the formation space: subjective (intrapersonal) and objective (environmental) factors [2]. Subjective factors depend on individual personality traits, needs, and values, corresponding to objective factors, which constitute the structure of motivation. Objective factors are influenced by the specifics of the workplace, where professional motivation is formed and functions. They also rely on the regional, political, economic, and social conditions of a given society [3]. Social motives are based on interactions with others, including the desire to acquire new social connections and like-minded individuals; a drive for communication and experience exchange; and the need for a sense of belonging, significance in society, and purpose in life [4]. Psychological incentives arise from the importance of communication in an individual's life, where communication acts as a leading need and a condition for normal functioning. Accordingly, a comfortable atmosphere in the team that promotes normal interaction allows a teacher to self-actualize and serves

as an excellent incentive for job satisfaction [10]. Work motivation is considered as a teacher's drive to work, integrating internal motivational components, including needs, interests, and value orientations, on the one hand, and, on the other, external environmental factors reflected in human consciousness, which drive professional activity.

Glorious motivation is manifested in the desire for self-affirmation, fame, the need to gain recognition and honor from others, feelings of pride and superiority, as well as a sense of satisfaction with one's achievements, increased self-worth, and personal value [9]. A strong interest in new knowledge, new information, and the enjoyment derived from the process of discovering something new is driven by educational motivation. This type of motivation is usually altruistic, reflecting a desire for self-education and an aspiration to improve methods of acquiring knowledge [2]. The inclination towards pedagogical activity stems from professional motives, aspirations, and desires to work with people; a positive attitude towards interacting with children; a desire to assist others in times of failure; ease in establishing contacts; sociability; responsiveness to others; and high satisfaction derived from fulfilling pedagogical duties [3]. One of the most important motivations for a teacher is love for children. However, this love is often perceived by educators in an abstract way, without being reflected in their actual relationships with students. Love, as the highest



spiritual aspiration of an individual, is based on the realization of another person's ultimate value, alongside a selfless and devoted wish for their well-being and happiness [8]. In this study, respondents were surveyed using a specialized, author-designed questionnaire on professional motivation for educators. Initially, this questionnaire was tested on various groups of teachers, evaluated by experts in pedagogy and psychology, and deemed valid and reliable. The survey involved teachers working in municipal educational institutions, private educational organizations, as well as those combining work in both types of institutions. The teachers were divided into three groups, with thirty participants in each. The first group consisted of teachers from municipal educational institutions, the second group included teachers working in private educational organizations, and the third group comprised teachers combining work in both municipal and private educational institutions.

In the theory of external and internal motivation, it is stated that internal motivation is relevant only when professional activity is inherently significant to the educator. Social motivation received the lowest value among the first group of respondents. This fact suggests that participants in the first group do not consider relationships within the team or connections with students' parents important. Such behavior also reflects a lack of ambition to improve their social

status. The absence of a desire to enhance social status likely indicates a low inclination toward career motivation in this group. However, a correlation analysis did not reveal a relationship between these indicators (-0.05). Therefore, teachers engaged in pedagogical activities in municipal educational organizations do not aspire to career advancement, but this is not due to a lack of social motivation. This could be related to the specific nature of public schools: when moving to a higher position or increasing responsibilities, salary growth is not proportional to the level of responsibility or workload. When calculating correlations between motivational directions in the first group, a negative relationship was found between the following types: social and work-related ($r = -0.36$); career and glorious ($r = -0.33$); inclination toward pedagogical activity and psychological motivation (-0.30) as well as career motivation ($r = -0.35$); and love for children and career motivation ($r = -0.54$). The obtained data show a tendency that as material motivation increases, psychological motivation and the level of love for children decrease. An increase in social motivation is accompanied by a decrease in work-related motivation.

Among the group of teachers engaged in pedagogical activities in private educational organizations, the distribution of motivation across directions was similar to that in the first group: the highest levels of



motivation were observed in the material direction and the inclination toward pedagogical activity. The lowest level of motivation in the second group of respondents was recorded in the category of glorious motivation. This fact suggests that respondents in the second group do not place importance on self-affirmation. It also indicates a lack of ambition to improve their social status. The result of a low level of glorious motivation is a teacher with limited creative potential, not striving to achieve results in their work, lacking personal pragmatic motivation, and finding no satisfaction in innovative activities.

When calculating the correlation between motivation directions in the second group, a negative relationship was identified between material motivation and work-related motivation ($r = -0.42$), inclination toward pedagogical activity ($r = -0.40$), and love for children ($r = -0.49$), as well as between social motivation and inclination toward pedagogical activity ($r = -0.41$). The obtained data suggest that an increase in material motivation leads to a decrease in work-related motivation, as well as a decline in the inclination toward pedagogical activity and love for children. A high degree of interconnection between motivations in the second group was not identified. However, it is worth noting that the strongest relationship was found between the inclination toward pedagogical activity and love for children ($r = 0.57$). This indicator value indicates a moderate degree of interconnection.

Consequently, the value of work-related motivation depends on the psychological and other characteristics of respondents in this group. At the same time, the importance of material motivation is evident in the responses, indicating a high level of statistical significance. The main directions of motivation in the second group were identified as the inclination toward pedagogical activity and material motivation, both of which demonstrated the most reliable indicators. The next step is to evaluate the motivational sphere of teachers engaged in pedagogical activities in both public educational institutions and private educational organizations. In the group of teachers who simultaneously carry out pedagogical activities in educational organizations of both forms of ownership, the distribution of motivation across directions was as follows: the highest levels of motivation were observed in the educational direction and the inclination toward pedagogical activity. The lowest level of motivation in the third group of respondents was recorded in the category of material motivation. This fact suggests that, for respondents in the third group, remuneration is not a motivating factor in their pedagogical activities. Additionally, a low level of non-material motivation was identified. Teachers combining activities in both types of educational organizations are most interested in the effective education of children rather than in satisfying purely personal needs. It is also worth noting the high level of love for children in this group of respondents.



A pronounced inclination toward pedagogical activity is accompanied by a decrease in psychological and career motivation, which may indicate a lack of desire among teachers in municipal educational organizations to stand out or advance up the career ladder. The unattractiveness of such prospects for this group of respondents is determined by the direction of possible advancement: methodological or administrative fields, which involve a somewhat different type of activity and, in essence, a departure from the teaching profession. For the second group of respondents, the most motivating factors, as in the first group, were material orientation and an inclination toward pedagogical activity. Material motivation was most strongly associated with glorious motivation and least with career motivation. It can be assumed that teachers in private schools perceive a link between their salary and the recognition they achieve in society, which attracts more students to them. However, this does not mean they strive for promotion; rather, they are likely satisfied with their current position and plan to develop within this field. An increase in material motivation leads to a decrease in non-material, work-related, pedagogical, and love-for-children motivations. The motive of striving for pedagogical activity is most strongly correlated with psychological motivation. An increase in the inclination toward pedagogical activity is accompanied by a decrease in social motivation, which may be attributed to the role of pedagogical activity as the leading motivating

factor, diminishing the importance of social interactions. As a result, they may find it challenging to communicate with groups other than their students. Respondents in the third group considered educational motivation, an inclination toward pedagogical activity, and love for children as the most motivating factors. Educational motivation was most strongly associated with social motives and least with glorious motives. An increase in educational motivation leads to a decrease in non-material, psychological, work-related, and career motivations. The inclination toward pedagogical activity in this group was most strongly associated with motives of fame and least with career motives. An increase in the inclination toward pedagogical activity is accompanied by a decrease in non-material, psychological, work-related, and social motives. Love-for-children motives showed the highest correlation with glorious motivation and the weakest with social motivation. An increase in love-for-children motivation leads to a decrease in non-material, psychological, career, and power motivations. This likely indicates the teachers' satisfaction with their professional activities specifically as teachers and mentors who do not aspire to high positions. It also reflects their perception of their students' potential, emphasizing that students need care and love to achieve the best results.

REFERENCES



1. Шмелев А.Г., Зеличенко А.И. К вопросу о классификации мотивационных факторов трудовой деятельности и профессионального выбора // Вестник Московского университета. Серия 14: Психология. 1987. № 4. – С. 33–42.
2. Ильин Е.П. Мотивация и мотивы (Серия «Мастера психологии») – СПб: Изд-во «Питер», 2000. – 512 с. Мир науки. Педагогика и психология World of Science. Pedagogy and psychology 2019, №5, Том 7 2019, No 5
3. Чугунова Э.С. Социально-психологические особенности профессиональной мотивации в инженерной деятельности и проблемы творческой активности // Психологический журнал. 1985. – № 4. – С. 15–21.
4. Байметов А.К. Мотивы педагогической деятельности, 2008 [Электронный ресурс]. – URL: <https://psy.wikireading.ru/64991> (дата обращения: 7.08.19).
5. Кокин Ю.П. – Экономика труда. – М.: 2010. – 686 с.
6. Карпова, Е.В. Структура и генезис мотивационной структуры личности в учебной деятельности. – Ярославль: ЯГПУ. – 570 с.
7. Маркова А.К. Психология труда учителя: кн. для учителя. – М.: Просвещение, 1993. – 192 с.
8. Ричи, Ш. Управление мотивацией / пер. с англ. Е.Э. Лалаян; под ред. Е.А. Климова. – М.: ЮНИТИ-ДАНА, 2009. – 399 с.
9. Рогов, Е.И. Учитель как объект психологического исследования. – М.: ВЛАДОС, 1998. – 496 с.
10. Воробьева М.А. Формирование системы мотивации педагогических работников. // Педагогическое образование в России. 2016. №2. – С. 57–61.