Peculiarities of Professional Motivation of Private and Public Schools Teachers

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Abstract

The aim of the article is description of the results of the research devoted to the study of peculiarities in the professional motivation of private and public schools teachers. The article gives a brief description of the notions “motive” and “motivation”, examines the directions of research of these notions, reveals the specifics of the content of professional motivation of teachers, analyzes its types and motivating factors. The article describes the results of the research carried out using the techniques: “The study of motivational profile of personality” (Sh. Richie and P. Martin), and “The study of the motives of the teaching profession” (T. N. Silchenkova). Conclusions are drawn concerning the existence of statistically significant differences between groups of respondents engaged in professional activity in private and public schools on separate scales of motivational profile of the personality.

Keywords: motive, motivation, motivating factor, pedagogical activity, teacher.

1. Introduction

Even in ancient and medieval philosophy thinkers laid the foundations for the appearance of scientific problems of motivation. For example, according to Plato, the basis of motivational behavior of a person is his goal, which can be judged on the efforts and thoughts of a man (Abulhanova, 1999).

The image of the motivational sphere of personality is complex, extremely multifaceted and socially changeable. In philosophical researches he is understood as the degree of formation of the development of consciousness, reflection, values, creativity, provided the riches of intuition and emotional experiences of the person.

The phenomenology of a motive is defined ambiguously. This is justified by the fact that this concept is developed by different authors independently of each other, in different problem contexts, as well as empirical studies dominate theoretical ones. For example, A. N. Leontiev identified the motive as the one that, responding to current needs, organizes in a certain way directs the behavior (Leontiev, 2005). V. S. Merlin characterizes the motive as a narrow, private, changeable attitude of a person to various objects and phenomena of the surrounding world.

Heckhausen separates the concepts of motive and motivation. He believes: “the motive reflects the individual-specific moments of the motivational process induced by situational characteristics. Motivation acts as an incentive to action by a certain motive as a process of choosing actions”. By that motivation explains the purposefulness of personality’s action. Thus, the concept of motive is equivalent to the concepts of personal, individual, value and evaluation.

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dispositions. According to Heckhausen (2003), “at the definite moment the behavior of a person is induced by the motive which has a dominant position in the hierarchy of motives”.

At the present time it is possible to distinguish two main directions in the analysis of motivation as a psychological phenomenon.

The first of them considers motivation as a structural formation, as a set of factors or motives. This approach can be traced in the works of Zh. Godfrua, V. I. Kovalev and V. D. Shadrivkov. V. N. Kunitsyna and E. P. Ilyin adhere to the second approach, in which the motivation is considered as a dynamic formation, as a process that supports the mental activity of a person at a certain level (Rogov, 2008).

Another understanding of motivation is also possible. It is defined as a set of motives of behavior and activity. In this case, for the assessment of motivation the same dynamic parameters of force and resistance as in assessment of motive are used. Along with them the other parameters are used as well – multiplicity, structure, hierarchy. Multiplicity characterizes the development of content, that is, a sufficient number of motives. An example of this is the well-known hierarchy of motives A. Maslow, which opens with physiological necessities, includes security needs, love needs, self-respect and ends with the needs of self-actualization (Maslow, 1999).

The term “motivation” presents a broader concept than the term “motive”. R. S. Nemov understands the motivation as a system of factors determining behavior. These are factors such as needs, motives, goals, intentions, aspirations and others (Kochetkova & Utkin, 1996). Thus, motivation can be defined as the set of psychological reasons which explain human behavior, its beginning, direction and activity.

According to A. K. Markova, motivation performs several functions: motivates behavior, directs and organizes it, gives it personal meaning and significance. The presence of several functions of motivation shows that motivation not only precedes behavior, but is constantly present at all its stages. The unity of these three functions provides the regulating role of motivation in behavior (Malyushev, 2000).

In the general psychological context motivation is a complex combination of the driving forces of behavior that open to the subject in the form of needs, interests, attractions, goals, ideals. They in turn determine human activity. In the broad sense of the word the motivational sphere or motivation is understood as the core of the personality, which is characterized by such its properties as direction, value orientations, attitudes, social expectations, requirements, emotions, volitional qualities and other socio-psychological characteristics (Belov et al., 2014).

Thus, motivation is understood by the majority of authors as a set, a system of psychologically heterogeneous factors determining human behavior and activity.

In order to reveal the essence and concept of professional motivation of teachers, it is necessary to touch upon the problem of motives of professional activity. There is a large number of classifications of motives related to professional activity. Such motives can be divided into three groups: motives of choosing a profession and motives of choosing a place of work, and in fact, motives of professional activity. A certain activity is caused by all kinds of motives that are connected with each other. For example, motives of professional activity lead to the formation of motives for choosing a profession, and these motives lead to the choice of a place of work (Koziev, 1978).

The motives of the teaching profession among the employees of the educational sphere are different and multifaceted. For example, A. K. Baymetov identified four groups of teachers by the nature of the prevailing motives of activity: such as, the dominance of the motive of achievement, the dominance of due, the dominance of interest in the discipline taught, the dominance of the needs in communication with children. There are also teachers without a leading motive, as a rule, these are teachers with high qualification and authority, but such representatives are a minority (Rogov, 2012).
The motivating factor for the employee is the opportunity to receive and see the result of their work. E. A. Utkin and A. I. Kochetkova distinguish supporting and motivating factors. Supporting factors are: money, conditions, tools for work, safety, reliability. Motivating factors are: recognition, growth, achievements, responsibility and authority. If both groups of factors are absent, the work becomes unbearable. If there are only supporting factors, dissatisfaction with the work is minimal. If there are only motivating factors, the employee likes the job, but cannot afford it. If both groups of factors are present, the work brings maximum satisfaction (Kochetkova & Utkin, 1996).

The director of the educational institution as an employer is interested in teachers with a high level of professionalism. That is why to maintain and attract highly qualified personnel it is necessary to create an effective system of motivation, which will affect not only the creative initiative and social activity of a separate employee, but also the results of the educational organization as a whole.

In the modern education system there is an increasing number of commercial organizations that provide professional services, the quality of which does not meet state standards. The growth of prices for educational services, including state colleges, lyceums and schools, has significantly increased. The absence of a well-formed system of increasing the level of professional motivation of teachers entails neglect of the work performance.

2. Methods

In modern Russia educational institutions by the nature of the organization are divided into state (public), the founders of which are local or federal education authorities, and private (commercial), the founders of which are individual citizens involved in the process of education and upbringing in various degree. The conditions of functioning of such organizations are very different, first of all, the differences can be traced in the organization of professional activities of teachers, requirements for them, their working conditions, the nature of remuneration. These circumstances may be the basis for determining the differences in the motivational sphere of teachers in relation to professional activity. In this regard, in order to study the features of professional motivation of teachers in commercial and public educational organizations, the corresponding research was conducted.

The objects of the research are pedagogical employees of public and commercial organizations.

The subject of the research was the professional motivation of teachers in commercial and public educational organizations.

The hypothesis of the research is formulated, according to which there are differences in the professional motivation of teachers of commercial and public educational organizations.

The sample of respondents were teachers of commercial and state educational organizations of the city of Rostov-on-Don, in the amount of 80 people, 40 teachers in each group.

The following tests were used as research methods: “Study of motivational profile of personality” (Sh. Ritchie and P. Martin), “Study of motives of pedagogical profession” (T. N. Silchenkova), as well as methods of statistical data processing: U-Mann-Whitney criterion.

The method of “Study of motivational profile of personality” was developed and tested by staff training experts Sheila Ritchie and Peter Martin. It serves to identify motivation factors that are highly appreciated by the employee, as well as those factors to which he attaches little importance as potential sources of satisfaction with the work performed.

The test allows to identify the needs and aspirations of the employee, and thus get some idea of his motivational factors. The test is based on the comparison of the significance of a number of motivational factors that are important for employees from the point of view of management.
The purpose of the methodology “Study of motives of pedagogical profession” is to identify the importance for teachers of motives that stimulate them to engage in their profession. The technique can be used for diagnostics of motives for choosing a profession. The respondents are suggested to fill a methodology form, ranking the given motives by a 5-point scale on the principle of semantic differential, thereby determining the significance of one or the other professional motive. On the basis of the obtained results the main motives of conscious choice of pedagogical profession are determined.

3. Results

![Figure 1](image.png)

Figure 1. The research of professional motivation of teachers on methodology: “Study of motivational profile of personality” (Sh. Richie and P. Martin)

In the first place among the twelve factors highlighted by Sh. Richie and P. Martin teachers of both commercial and public organizations place wages (the percentage of this factor is 9.5% and 9.9%, respectively), the differences between teachers on this factor are least presented. In second place among representatives of state organizations is the structuring of work (9.3 %), and the second group – working conditions (9.8%), in the public sphere, the third place is shared by such factors as recognition and self-improvement (9.1%), and in commercial – diversity and interesting work and self-improvement (9.5%), which may explain the existing greater opportunities for self-improvement and creative nature of activity of representatives of commercial organizations.

Also, teachers of public organizations in fourth place identified – achievement (8.9 %), in the fifth such factor as the interest that causes the work (8.8 %). The last place is occupied by authority and influence (6.6 %). It is also interesting that working conditions, diversity and creativity are also at the end of the list (7.8%, 7.4% and 7.2% respectively).

Teachers of commercial institutions have a slightly different picture. In the fourth place – the recognition and achievement (8.1% and 8.0%), the fifth – the structuring of the work (7.8%), it is possible that this fact reflects some of the problems of commercial educational organizations associated with a low degree of structuring the work of organizations in general and teachers in particular.

The application of the statistical Mann-Whitney criterion showed the presence of statistically significant differences in the motivation of teachers of commercial and public educational organizations on such scales as: working conditions: U=7, diversity: U=7, creativity: U=8. No significant differences were found on the other scales.
Figure 2. The research of motives of pedagogical activity on methodology: “Study of motives of pedagogical profession” (T. N. Silchenkova)

In the first place among the eight fundamental motives of the teaching profession, highlighted by T. N. Silchenkova, teachers of public organizations place the “desire to teach” (4.9 points) and “interest in educational activity” (4.9 points), employees of commercial organizations – “the desire for material security” (4.8 points).

In second place among representatives of public and commercial organizations is “the desire to devote themselves to children” (4.6 and 4.5 points, respectively). This suggests that teachers feel their calling and are ready to follow it.

The third place in both groups is taken by the motive of pedagogical activity “public importance, prestige” (3.8 and 4.2 points each). This fact indicates that the teaching of children, educational activities are socially significant, important tasks of modern society.

The motive “awareness of pedagogical abilities” (3.5 and 4 points, respectively) took the fourth place at respondents of two groups. This allows us to conclude that teachers chose their profession taking into account their interests, abilities and aspirations.

The last places at teachers of commercial and public educational organizations were taken by motives “desire to have higher education” (2.9 and 3) and “so there were circumstances” (3.1 and 2.5). Thus, we can say that the respondents of both groups made a conscious and deliberate choice of their profession.

The application of the Mann-Whitney statistical criterion showed the presence of statistically significant differences in the motives of the pedagogical profession of employees of commercial and public educational organizations on such scales as: “the desire to teach”: U=6 and “interest in educational activities”: U=7. No significant differences were found on the other scales.

4. Discussion

Detailing and analysis of the obtained results allows us to distinguish in both groups of teachers general, as well as very different types of motives. It is fixed that according to two methods for both groups of respondents, a very significant motive is wages, expressed in the scales of “Remuneration” and “Desire for material security”, such results, unfortunately, indicate external motivation, not related with the content of activity and its objects.
Teachers who are employed in public institutions to a much lesser extent than their colleagues from commercial organizations are guided by such motive as “Working conditions”, it’s probably due to the fact that the experts focused on a more comfortable working environment initially choose private educational organization. It is interesting that on the scales “Diversity” and “Creativity” there were recorded significant differences indicating that these motives are much less expressed among representatives of public organizations, that shows the insignificance of this creative component in the activities of respondents in this group, while their colleagues from commercial organizations have these motives more expressed, indicating the desire of teachers of private educational organizations to creative self-expression in the profession. Such conclusions indirectly confirm the data on the motive of “Structuring the work”, more expressed among representatives of commercial organizations. Perhaps the obtained results reflect not only the motivational system of employees, but also the differences in the nature of the organization of the educational process in the organizations of these two types as a whole.

Choosing a commercial educational institution for their child, parents, as a rule, are guided by the conviction that the teaching staff of this organization have not only deeper knowledge of the material, but also differ in creativity, non-standard thinking and educational approaches, as well as interest in their own professional activity. At the same time, if the creativity and diversity of activity is really more typical for the employees of these organizations, such motives as the “Desire to teach” and “Interest in educational activities” are much less inherent to the teachers of commercial educational organizations than to their colleagues from public organizations.

Thus, if you build a motivational profile of a teacher of a commercial educational organization, it can include the dominant external motives associated with payment, public recognition, prestige of work and working conditions, as well as internal motivation associated with the ability to diversify their professional activity, use creative approaches and models of implementation of the educational process based on awareness of their pedagogical abilities. The motivational profile of a teacher of a state educational organization is a little bit different. In addition to external motives related to wages, such teachers have dominated internal motivation based on the desire for professional recognition, self-improvement, interest in activities and the desire to devote themselves to students.

5. Conclusions

The analysis of professional motives of teachers showed the presence of both similar and significantly different motivational factors in the investigated groups. The research clearly demonstrates the main motives of conscious choice of teaching profession and the implementation of educational activity in general.

The study revealed the differences in teachers' professional motivation. Teachers of commercial educational organizations largely distinguish working conditions, the desire for material security, diversity in the educational process, as well as the opportunity to show their creative potential, compared with teachers of public institutions.

The hypothesis that there are peculiarities of the relationship of professional ideas and professional motivation of teachers in commercial and public educational organizations was confirmed.

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