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MOTIVATIONAL MECHANISMS IN THE WORK OF TEACHERS IN THE MODERN EDUCATIONAL SPACE

Abstract: *the article discusses the issues related to the motivation of teachers in the modern education system. It highlights the importance of developing and implementing effective motivational strategies for teachers, which is crucial for improving the quality and competitiveness of educational institutions. With a strong and well-supported motivation system, teachers can fully realize their professional potential, focusing not only on students' academic achievements, but also on their personal growth, values, and individual characteristics.*

Keywords: *motivation of teachers, motivational mechanisms, educational space, professional activity, labor stimulation, personnel management, teaching staff, professional burnout.*

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МОТИВАЦИОННЫЕ МЕХАНИЗМЫ В РАБОТЕ ПЕДАГОГОВ В СОВРЕМЕННОМ ОБРАЗОВАТЕЛЬНОМ ПРОСТРАНСТВЕ

***Аннотация:** в статье рассматриваются вопросы, связанные с мотивацией педагогической деятельности в современном образовательном пространстве. Освещаются вопросы развития и актуализации мотивационных механизмов работы педагогов, что представляет собой ключевое условие для повышения эффективности и конкурентоспособности образовательных организаций. При наличии четко сформированной и поддерживаемой системы мотивации педагог сможет эффективно реализовывать свой профессиональный потенциал, уделяя внимание не только предметным результатам обучающихся, но и их личностному развитию, ценностным ориентирам и индивидуальным особенностям.*

***Ключевые слова:** мотивация педагогов, мотивационные механизмы, образовательное пространство, профессиональная деятельность, стимулирование труда, управление персоналом, педагогический коллектив, профессиональное выгорание.*

Modern educational environment is characterized by the dynamic transformation of pedagogical activity, manifested in increased requirements for teacher professionalism, competence, and the ability to adapt to new socio-cultural challenges. Increased social responsibility and heightened societal expectations lead to increased workloads and emotional stress for educators. This expanded role, coupled with heightened social responsibility and elevated societal expectations, inevitably leads to increased workloads and significant emotional stress for educators [10].

In these demanding conditions, an effective motivation system transcends its traditional role as a personnel management tool; it becomes a strategic resource for improving the quality of education, retaining talented staff, and ensuring the long-term viability of educational institutions. As Federal Law No. 273 «On Education in the Russian Federation» emphasizes the importance of creating conditions for the professional development of pedagogical workers, the question of how to effectively motivate them becomes paramount [1].

Traditional motivation methods, often relying solely on financial bonuses or administrative pressure, frequently prove ineffective or even counterproductive in this context. They fail to address the deeper professional and creative needs that are central to a teacher's identity. This necessitates the development of more sophisticated and nuanced approaches, grounded in a comprehensive understanding of the multifaceted essence of pedagogical work.

This study aims to identify dominant motivation types among modern teachers and develop a comprehensive motivation system that considers the specifics of pedagogical activity in the current educational environment.

A theoretical analysis of teacher motivation could be interpreted through several fundamental psychological and managerial lenses. Maslow's hierarchy of needs provides a classic starting point, suggesting that motivation stems from the progressive satisfaction of needs, from basic physiological requirements and safety, through social belonging and esteem, to the pinnacle of self-actualization. While modern educators, like most professionals, have their basic needs largely met, they are predominantly characterized by a focus on these higher-level needs: the desire for self-actualization through their work, the need for professional recognition and respect from colleagues, students, and the community, and the drive for continuous professional growth. An educational organization that fails to provide avenues for satisfying these needs will struggle to foster genuine, long-term motivation.

A particularly useful and empirically grounded typology for this study is the one proposed by V.I. Gerchikov, which moves beyond simple dichotomies of intrinsic/extrinsic motivation to identify five distinct motivation types based on an individual's

core values and work orientation [2]. This typology is highly relevant for the diverse teaching profession. Table 1 outlines these types, their characteristics, and preferred incentives.

Table 1

Types of Teacher Motivation According to Gerchikov's Classification

Motivation Type	Characteristic	Preferred Incentives
Professional	Interest in content, desire for complexity	Creative tasks, professional growth opportunities
Business	Focus on results and rewards	Performance-based bonuses, recognition
Patriotic	Striving for common goals, team involvement	Public recognition, status symbols
Avoidant	Desire to minimize effort	Guaranteed salary, stable conditions
Master's	Need for independence and responsibility	Autonomy in decision-making, project leadership

A significant and growing challenge within the educational environment is professional stagnation and burnout. The factors contributing to this state are multifaceted and include a low level of professional aspiration, difficulty in achieving a desired qualification category, a perceived lack of prospects for changing one's socio-professional status, and tense, unsupportive relationships with administration and colleagues [4].

This can lead to the dominance of the «avoidant» motivation type, which is detrimental to both the teacher's well-being and the quality of education. An important mechanism for overcoming stagnation is the deliberate creation of a developing educational environment—one that stimulates continuous professional self-improvement, offers intellectual challenges, and fosters a supportive and collaborative culture. V. Pugachev's general model of motivation is useful here, conceptualizing motivation as a cyclical process, from formation to satisfaction. This model provides a valuable framework for designing and analyzing motivational systems within educational organizations, ensuring they address each stage of the motivational cycle [6].

The empirical study was conducted in year 2024. Main work continued from September to November, and consisted of the following stages/

1. Theoretical analysis of psychological-pedagogical literature on teacher motivation issues.

2. Development of diagnostic tools, including a questionnaire to identify dominant motivation types based on Gerchikov's methodology, scale for assessing satisfaction with various aspects of professional activity and methodology for identifying factors that promote and hinder professional development.

3. Data collection through an online survey of teachers.

4. Statistical processing of results, including correlation and factor analysis.

The study involved 127 teachers: 84 from secondary schools and 43 from institutions of secondary vocational education. The sample was carefully constructed to include representatives of different age groups (ranging from 22 to 65 years), varying lengths of professional experience (from 1 to 40 years), and diverse qualification categories, ensuring a representative cross-section of the teaching community. Research data shown at table 2.

Table 2

Distribution of Motivation Types Among Teachers

Motivation Type	Number of People	Percentage	Characteristics
Professional	43	34.2%	Focus on interesting tasks, self-realization
Business	28	22.1%	Focus on results and rewards
Patriotic	19	15.0%	Team orientation, common goals
Avoidant	28	22.1%	Minimizing effort, stability
Master's	9	6.6%	Striving for autonomy and responsibility

The data indicate a significant polarization within the teaching community. While a substantial proportion of teachers (34.2%) are driven by professional growth and mastery—a highly valuable resource for any educational system—a concerning 22.1% demonstrate an avoidant motivation type, characterized by minimal activity and a primary desire to reduce effort. This latter group represents a significant risk for professional stagnation and can negatively impact the overall school climate. To understand

the dynamics behind these types, a correlation analysis was performed, revealing significant relationships between motivation types and various factors.

The professional motivation type shows a strong positive correlation with active participation in methodological work ($r = 0.42$, $p < 0.01$), consistent engagement in professional development courses ($r = 0.38$, $p < 0.01$), and a high level of innovative activity, such as developing new teaching methods or participating in pilot projects ($r = 0.51$, $p < 0.001$). This confirms that professionally oriented teachers are the primary drivers of pedagogical innovation [3].

Conversely, the avoidant motivation type correlates positively with extensive work experience (over 20 years) ($r = 0.39$, $p < 0.01$), suggesting a risk of burnout or disengagement among veteran teachers if not properly supported. It correlates negatively with participation in professional competitions ($r = -0.47$, $p < 0.001$) and involvement in any form of extracurricular or innovative activity.

Beyond the typology, teachers were asked to identify the most significant demotivating factors in their current work. The results highlight critical areas for administrative intervention:

- excessive paperwork and bureaucratic demands: Cited by 67% of respondents as a primary drain on their time and energy, detracting from their core pedagogical mission [9];
- insufficient material incentives: 58% of teachers feel their salary and bonus system do not adequately reflect their workload and effort;
- lack of recognition from the administration: 42% reported feeling that their successes and extra efforts go unnoticed or unacknowledged;
- unclear career prospects: 38% expressed uncertainty about the pathways for professional growth and advancement within their institution.

This study confirms that teacher motivation is not a static trait but a dynamic system that evolves under the influence of external (organizational policies, societal attitudes) and internal (personal life stage, professional identity) factors. An important condition for maintaining a high level of motivation is the perceived balance between

the effort a teacher invests and the rewards they receive, encompassing both material compensation and the non-material currencies of recognition, autonomy, and respect.

Based on the research, we have developed a model of modern teacher motivation technologies including three main groups: Personnel Motivation Technologies (PMT), Intellectual and Creative Technologies (ICT) and Resource Support Technologies (RST).

- PMT includes career development system (creating individual professional development trajectories, planning teaching careers, rotation system), recognition and status support (public recognition of achievements, awarding qualifications and titles, forming a personnel reserve) and participation in management (involving teachers in decision-making, creating initiative groups and temporary creative teams).

- ICT includes innovation stimulating (supporting experimental and research activities, creating innovation platforms), development of professional community (organizing mentoring, professional associations, and discussion platforms) and creative environment (supporting original ideas and projects, tolerance for reasonable mistakes).

- RST includes material incentives (transparent system of remuneration and bonuses, social package, benefits), resource provision (access to modern materials and technologies, comfortable working conditions) and temporal resources (flexible schedule, academic leave, sabbaticals).

The proposed technologies are not meant to be implemented in isolation but as a comprehensive, integrated system. Their application should be differentiated, taking into account the dominant motivation types within the teaching staff. For instance, to engage a teacher with a Professional motivation, providing ICT opportunities (like funding for a research project) will be far more effective than a simple bonus. For a teacher with a Business motivation, clear PMT career pathways and transparent RST performance-based bonuses are key. For those with an Avoidant motivation, a combination of stable RST conditions and carefully structured, low-threat PMT involvement (e.g., participating in a small, well-defined working group) can be a first step toward re-engagement.

A cross-cutting theme that requires special attention is the development of teachers' self-educational activities. A teacher's ability and desire to direct their own learning is the most powerful engine of long-term professional growth. Effective self-education integrates cognitive (acquiring new knowledge), active (applying it in practice), and value-based (reflecting on its meaning and impact) components. The organizational and methodological support for these self-educational processes—through mentorship, providing access to resources, and creating opportunities for sharing learning is a critical function of school leadership. Activating these internal motivation mechanisms, rooted in the teacher's own agency and curiosity, creates the most stable and long-lasting form of motivation [7].

This study confirmed the complex, multi-layered structure of teacher motivation and underscored the critical need for a differentiated, strategic approach to its development within modern educational organizations. The empirical data from Krasnodar, revealing a significant prevalence of both the highly desirable professional (34.2%) and the problematic avoidant (22.1%) motivation types, serves as a powerful indicator that a one-size-fits-all approach to motivation is fundamentally inadequate. The teaching profession is not a monolith, and motivational strategies must reflect its internal diversity.

For educational practice, the following recommendations are proposed for school administrators and education policymakers/

1. Implement Diagnostic and Differentiated Strategies. Regularly diagnose the motivational profiles of the teaching staff. Use this data not to label teachers, but to develop individual motivation programs and career conversations that resonate with their dominant drivers.

2. Create a Comprehensive Achievement System. Move beyond a narrow focus on student test scores. Develop a holistic system for assessing and rewarding teacher achievements that includes not only student outcomes but also contributions to curriculum development, innovative teaching practices, mentoring, and school community building. This system should integrate both material (PMT, RST) and non-material (PMT, ICT) incentives.

3. Proactively Address Burnout. Implement technologies to prevent professional burnout, with a specific focus on teachers with more than 15 years of experience. This could include providing access to psychological support, creating opportunities for sabbaticals or role rotation, and fostering a supportive team culture.

4. Leverage Modern Motivational Tools – actively utilize the full spectrum of tools identified in the model. This includes creating genuine opportunities for professional development and self-realization through creative projects (ICT), ensuring that hard work is met with public recognition (PMT), and guaranteeing that the foundational working conditions are comfortable and well-resourced (RST).

5. Ensure Transparency: The entire motivation system-its criteria, processes, and rewards – must be transparent and clearly communicated. Teachers need to understand exactly what results are expected from them and what rewards they can reasonably anticipate in return for their effort and excellence. This transparency is the bedrock of trust and the key to the system's perceived fairness and effectiveness.

Prospects for further research are rich and necessary. Future studies should investigate the influence of the accelerating digitalization of education on teacher motivation, exploring both its potential to empower and its risk of creating new forms of stress. Developing robust, validated methods for assessing the effectiveness of complex motivation systems is another crucial area. Finally, comparative studies examining the regional and cultural specifics of teacher motivation across different parts of Russia would provide invaluable insights for tailoring national education policy to local contexts.

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