

Motivational peculiarities of schoolteachers in Russia

Natalya Nickolaevna Kalatzkaya, Nadezhda Jurievna Kostyunina, Albina Rafailovna Drozdikova-Zaripova

Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russian Federation

Abstract. The objective of this research is to study the subject matter and the structure of motivation of Russian teachers at schools of Kazan (Russia). Collection of information was arranged using the "Diagnostics of Partial Orientation of a Teacher's Personality" guideline, the "Motivation for Success and the Fear of Failure" poll by A.A. Rean, the "Diagnostics of Polymotivational Trends in the 'Self-Concept' of Personality" guideline by S.M. Petrov. The ascertaining experiment resulted in estimation and comparison of educators depending on their primary orientation. The motivational orientation as well as motivational preferences of schoolteacher of Kazan (Russia) were studied. Besides, the problem areas in the work of teachers were revealed and further path of professional development of teachers was singled out. The results of the research can be used for rendering psychological aid to teachers, for certification of teachers, and for recruitment.

[Kalatzkay N.N. **Motivational peculiarities of schoolteachers in Russia.** *Life Sci J* 2014;11(11s):243-247] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 55

Keywords: motive, motivation, orientation, motivational orientation, schoolteachers

Introduction

In the current circumstances, the requirements to professional and personality-related proficiency of schoolteachers have become significantly stricter. They must have both professionalism and combination of professional and personal qualities required for particular activity. The motivational sphere of the teacher's personality is of special importance [1]. Study of internal mechanisms that are the basis of professional activity of a teacher, knowledge and understanding of the motivational sphere of a teacher allows rendering effective assistance in the process of improvement of the teacher as a professional. The motivational structure of a teacher is the driver of his professional behavior, which drives him to achieving various results of the pedagogical work, both positive and negative ones. The opportunity to influence on the proficiency of a teacher through understanding of his in-depth psychological demands allows improving the quality of the process of teaching students. Therefore, the topic selected by us is a timely one.

Motivation as a whole and particularly motivation of a teacher are one of fundamental problems of psychology and pedagogy. However, scientists' papers contain terminological vagueness with regard to definition of motivation and motive. Psychologists break up into groups by mainly the following opinions with respect to motive: as inducement, as need, as a goal, as intention, as a personality feature, as states. For example, the psychological dictionary provides the following definition of the motive: "a material or ideal item, which induces and orients to itself the activity or the deed, for which they are accomplished" [2, pp: 173].

Motive is based on needs, interests, proneness, and convictions. During its formation, a motive goes through three stages: occurrence of inducement; realization of the inducement; acceptance by the personality of the realized inducement as a motive.

Russian researchers distinguish motives by various grounds depending on the nature of involvement in the activity (understood, known, really acting [3]); by the time of determining the activity (long and short motivation [4]); by the source of motivation (internal (e.g. orientation to the process, the result, and the subject matter of one's activity), or external (e.g. motive of achievement); and motives of certain types of activity [5]. The latter directly proves existence of the concepts of the teacher's professional activity.

Currently, motivation as a mental phenomenon is also interpreted in different ways. In some cases, it is treated as a total of factors supporting and guiding, i.e. determining the behavior [6, 7], in other cases, as a total of motives [8], and in third cases, as inducement causing activity of an organism and determining its orientation [9]. Besides, motivation is considered as a process of mental regulation of particular activity [10], as a process of the motive effect, and as a mechanism determining emergence, orientation, and ways of accomplishment of particular activity types [11], as an aggregate system of processes responsible for inducement and activity [12].

Traditionally, internal and external motivation is distinguished [13], which depends on the source of inducement. Also, motivation for success (positive motivation, as it is based on the hope for success) and for failure (negative

motivation) are distinguished [14]. These types of motivation are also called motivational orientation.

The motive of professional activity is to be understood as internal inducement of a person for certain activity. Motives arising based on the need in this particular labor induce a person to set himself certain goals, without which his activity cannot be efficient.

Certain researchers indicate in their models of labor the dependence of its efficiency on internal stimuli, hierarchy of needs [15]. As for teachers, such inducements can be a person's need in respect, independence, self-fulfillment, as well as ideological position, convictions, ideals and interests, the social role and mindset, public recognition, and the very subject matter of the pedagogical labor. Another model is the paper by H. Murray [16] who distinguished four main stimuli of behavior: the need in achievement, domination, independence, and affiliation.

Many psychological papers contain the concept of "motivational sphere of personality". E.P. Ilyin [5] believes that unlike personality orientation, which is associated with the prevailing needs and interests, the motivational sphere of personality is understood as the total of motivational builds that a person has: dispositions (motives), needs and goals, attitude, behavioral patterns, and interests.

If we consider the level of study of motivation peculiarities of teachers during previous years, we need to highlight the following interesting research works. For example, Y.S. Povolyaeva [17] studied motivation of the professional activity of teachers of non-state general educational institutions and managed to substantiate theoretically and practically the target system model of incentives of teachers of non-state general educational institutions.

The comparative study of motivation of teachers working in the traditional and developing systems of education was accomplished in the research by O.R. Shilova [18]. It was stated that the main indicators of positive professional motivation of a teacher are the following ones: domination of internal motives in the structure of motives of pedagogical activity, expressed level of motivation for success achievement and orientation to self-development. Besides, there are differences in the structure of motives of pedagogical activity and the level of motivation for success achievement of teachers working in various didactic systems, determined by the age and the work experience. The work under developing education systems contributes less than the work under the conservative system to appearance of negative professional motivation with a teacher.

At the same time, this subject requires further thorough and detailed study. Therefore, we in our research set the goal to ourselves to study the motivational peculiarities of Russian teachers as exemplified by Kazan schools.

Methodology

According the set goal, we used the following methods in the course of the research: 1) theoretical (the analysis of psychological and pedagogical literature, comparison, and generalization).

2) empirical (the ascertaining experiment, testing).

3) methods of data processing (the quantitative and qualitative analysis).

The results were statistically processed using the correlation analysis (the Pearson's correlation analysis). The study of the motivational sphere of teachers was accomplished using the following guidelines:

1. The "Diagnostics of Partial Orientation of a Teacher's Personality" guideline. It is based on the concept of estimation and comparison of educators depending on their prevailing orientation (communicability, organization, orientation to the subject, refinement, motivation for approval).

2. The "Motivation for Success and the Fear of Failure" (MSFF) poll by A.A. Rean targeting revealing the motivation for success and motivation for the fear of failure.

3. The "Diagnostics of Polymotivational Trends in the 'Self-Concept' of a Personality" guideline by S.M. Petrov. Following this guideline, we can identify 16 motivation preferences.

Kazan teachers of 25-45 years of age with the work experience between 3 and 20 years took part in the empirical research.

Body of the work

The results of the A.A. Rean's poll of teachers revealed that 61% of responders were motivated for success and 26% of the teachers were definitely motivated for luck (they showed marginal results). Proneness to motivation for failure avoidance was shown by one teacher (2%). 26% of teachers did not have expressed motivational orientation. The obtained results are provided in Table 1.

Table 1. Breakdown of teachers by the types of motivational orientation (the A.A. Rean's guideline)

Orientation types	Motivation for success	Motivation for avoidance of failures	Motivational orientation is not expressed	Definitely luck	Definitely failure
Quantity (%)	61	-	11	26	2

The results that we obtained after the study of the polymotivational trends of the "Self-Concept" of personality by S.M. Petrov are represented in Table 2.

Table 2. Breakdown of responders by polymotivational trends

1+	1-	2+	2-	3+	3-	4+	4-	5+	5-	6+	6-	7+	7-	8+	8-
35	0	2	0	4	0	7	2	28	0	33	2	11	2	13	7
9+	9-	10+	10-	11+	11-	12+	12-	13+	13-	14+	14-	15+	15-	16+	16-
4	7	2	2	4	0	22	0	0	13	7	0	33	0	0	0

Legend:

- 1+ Acquisitive motivation (1- opposite)
- 2+ Hedonistic motivation (2- opposite)
- 3+ Optimistic motivation (3- opposite)
- 4+ Communicative motivation (4- opposite)
- 5+ Cognitive motivation (5- opposite)
- 6+ Labor motivation (6- opposite)
- 7+ Normative motivation (7- opposite)
- 8+ Moral motivation (8- opposite)
- 9+ Hubristic motivation (9- opposite)
- 10+ Competitive motivation (10- opposite)
- 11+ Huristic motivation (11- opposite)
- 12+ Motivation for positive attitude to people (12- opposite)
- 13+ Motivation for avoidance of troubles (13- opposite)
- 14+ Motivation for individualization (14- opposite)
- 15+ Egocentric motivation (15- opposite)
- 16+ Altruistic motivation (16- opposite)

We can see that the acquisitive motivation is attributed to 35% of teachers, the cognitive motivation – to 28%, the labor motivation – to 33%, the normative – to 11%, the moral – to 22%, and the egocentric – to 33% of teachers. The rest motivational mindsets are attributed to an insignificant number of responders.

The results that we obtained within the research of partial orientation of schoolteachers in Kazan are represented in Table 3.

Table 3. Breakdown of teachers by the forms of partial orientation

Values	Communicativeness (%)	Self-discipline (%)	Orientation to the subject (%)	Refinement (%)	Motivation for approval (%)
normal value	78	84	72	72	72
below normal	13	7	11	4	4
above normal	9	9	17	24	24

The lowest values below normal are attributed to 13% of teachers who had orientation to communication and 11% of teachers who had orientation to the subject. 24% of the responders had

rather high values of the "refinement" and "motivation for approval" orientations.

Next, the research results were exposed to statistical processing. We determined significant straight by direction and moderate by density correlations (at the level of significance equal to $p=0.05$) between the indexes "organization and refinement" (0.441), "refinement and orientation to the subject" (0.357), "motivation for approval and organization" (0.361), "motivation for approval and orientation to the subject" (0.482), "motivation for approval and refinement" (0.453).

Conclusion

Having analyzed the obtained results, we came to the following conclusions. The majority of teachers are motivated for luck (approx. 87% of teachers). With such motivation, a person when starting something assumes it will result in achieving something workable, positive. Such people are usually self-confident, responsible, self-starting, and active. They are distinguished for their persistence at achieving goals and single-mindedness. It is probably related to the professional distinctiveness. The responders had to deal with schoolchildren who needed to be encouraged, suggested, persuaded, educated, and parented. This all requires positive thinking, belief in the pupils, i.e. requires this type of motivational orientation.

One fourth of teachers did not have reasonably expressed motivational orientation. Perhaps, various life circumstances forced them to change their motivation preferences. The teachers were interested in the financial well-being, in moneymaking, which is a result of the general orientation to prosperity. As the majority of the responders had families, their mindset to financial well-being of their family members is quite reasonable.

It is to be noted that the teachers are typically set to positive attitude to people, to building up relations with them professionally. The professional distinctiveness forces the responders to be communicable, possess communication skills, show interest to the pupils problems. However, we find the share of teachers who have this orientation to be very low. Just 28%. Therefore, it is necessary to pay due attention to development of this motivational attitude of schoolteachers in the future.

Teachers typically are characterized by the demand in acquiring information, new knowledge (which is typical for the teacher profession). The obtained information is necessary for a teacher in order to develop his personality as well as for successful solution of a battery of psychological and pedagogical problems. This causes the need in

systematic labor. That is why one third of teachers have the expressed motivation for labor, which reflects the need in doing some work, orientation to labor, and orientation to fulfilling an assigned task by overcoming difficulties.

It is gratifying that teachers orient themselves to abidance by moral standards, and that they are described with the desire to live righteously, honestly, by justice. At the same time, it is a worrying fact that 7% have the opposite motivational orientation. Such teachers are described by moral impurity of thought, which is a signal of their professional impropriety. Therefore, it is necessary to continue the corrective and developing work with this category of teachers.

A teacher must be an example to follow for his kids. He must have broad-based knowledge combined with deep understanding of the subject he teaches. Therefore, orientation of teachers to development, their need in achievements and self-determination makes sense. However, there are teachers who are not interested in such development and this raises concerns.

Orientation to the good and positive attitude to people, belief in people's kindness is typical for 22% of teachers. The humanistic orientation of the pedagogical profession assumes philanthropy, respect to child's dignity, and pedagogical assistance to their pupils in their individual development of the personality and development, and doing good things to children. Therefore, the existence of such orientation with responders is quite reasonable. However, the results obtained in the research are alarming. 12% of the responders keep to the opposite orientation. They did not show any optimism, benevolence, tolerance.

At the same time, teachers when doing good to their pupils and the parents of the pupils keep in mind their own interest. 33% of teachers have egocentric motivation. This evidences the fact that they wish to care about themselves without any prejudice to others. Or they orient to others wishing to think of others without prejudice to themselves. Besides, the results of the research evidence that 13% of the responders are oriented to luck. They do not have any need to avoid troubles with the external circle, threats, and dangers.

As for the results of the third guideline, we found out that the majority of teachers had the normal values of all forms of partial orientation. However, there are teachers who are not interested in communication with pupils as well as not oriented to the subject being taught. At the same time, almost one fourth of teachers have high intelligence, general culture, and moral qualities at a high level (the "refinement" orientation). There are teachers who

have favorable attitude to an uninteresting job and keep their aggressive reactions restrained. They are also more conformal and exposed to social influences. Such people strongly need communication. As such teachers' motivation for approval is above average values, they are typically ready to represent themselves to others as fully corresponding to social standards.

When compiling the correlation pleiad, we singled out the system-forming element – "the motivation for approval" element. This form of partial orientation is closely associated with the "orientation to the subject", "refinement", "organization". Thus, if a teacher needs to get other people's approval of his performance, it will encourage him to work on himself: to educate himself, to extend his knowledge, moral culture, and organizing skills.

Corresponding Author:

Dr. Kalatzkay Natalya Nickolaevna
Kazan (Volga Region) Federal University
Kremlyovskaya Street, 18, Kazan, 420008, the
Russian Federation

References

1. Kalatskaya, N.N., 2013. Strategies of Behavior in Conflict Situations of Teachers with Various Motivational Orientation. In the Proceedings of the 2013 IV International Scientific and Practical Conference "Science, Education, and Sports: History, Contemporaneity, Prospects", Kazan, pp: 71-73.
2. Zinchenko, V.P. and B.G. Mesheryakov, 2007. Psychological Dictionary. Moscow: AST, pp: 440.
3. Leontyev, A.N. and M. Cole, 2009. The development of mind: selected works. Pacifica, CA: Marxists Internet Archive, pp: 419.
4. Lomov, B.L., 1988. Methodologische und theoretische Probleme der Psychologie. Köln: Pahl-Rugenstein, pp: 646.
5. Ilyin, E.P., 2008. Motivation an Motives. Saint Petersburg: Piter, pp: 512.
6. Madsen, K.B., 1974. Modern Theories of Motivation: a Comparative Metascientific Study. Copenhagen: Munksgaard, pp: 472.
7. Godefroid, J., 1988. Les chemins de la psychologie. France: Christian Ansoult, pp: 788.
8. Bassin, F.V. and K.K. Platonov, 1973. Verborgene Reserven des höheren Nervensystems. Germany: Leipziger Antiquariat, pp: 236.
9. Heckhausen, H., 1991. Motivation and action. New York: Springer-Verlag, pp: 504.

- Magomed-Eminov, M.Sh., 1991. Motivation and Action Control. Moscow: MSU, pp: 144.
10. Dzhidaryan, I.A., 1981. Psychology of Communication and Development of Personality. In Psychology of Formation and Development of Personality. Moscow: Nauka, pp: 127-158.
 11. Vilunas, V.K., 1990. Psychological Mechanisms of Human Motivation. Moscow: MSU, pp: 288.
 12. Allport, G.W., 1955. Becoming: Basic Considerations for a Psychology of Personality. New Haven: Yale University Press, pp: 115.
 13. Rean, A.A., 2004. Psychology of Personality. Socialization, Behavior, Communication. Saint Petersburg: Praim-Evrznak, pp: 407.
 14. Maslow, A.H., 1970. Motivation and personality (2nd ed.). New York: Harper and Row.
 15. Murray, H., 1938. Explorations in Personality. New York: Oxford University Press.
 16. Povolyayevva, Yu.S., 2004. Motivation of Professional Activity of Teachers at a Non-Government General Educational Institution, M.S. thesis, Institute of Education Management of the Russian Academy of Science, Moscow.
 17. Shilova, O.R., 2003. Psychological Peculiarities of Professional Motivation of Teachers Working in Various Didactic Systems, M.S. thesis, Institute of Psychology of RAE, Moscow.

7/1/2014