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Motivational Readiness of Teaching Staff to Carry Out Professional Activities in the General Education System

Yuri Tyunnikov ^{a, b, *}, Elena Koroleva ^a, Tatiana Mukhlaeva ^a, Pavel Fatchikhin ^a

^a State University of Education, Moscow, Russian Federation

^b Sochi State University, Sochi, Russian Federation

Abstract

A teacher's motivational readiness has a significant impact on the quality of education. The article presents the results of an analysis of the motivational readiness of school teachers in Russia for their professional activities. The work is drawing on psychological and pedagogical research analyzing the characteristics of professional motivation among general education specialists, as well as the socio-pedagogical and psychological factors contributing to its development. The study interprets the results of a large-scale electronic survey covering more than 26,000 teachers from 71 constituent entities of the Russian Federation. Particular attention is paid to examining the value-motivational sphere of teachers in the context of current issues and challenges posed by the modern educational landscape. Teacher satisfaction and self-efficacy, the psychological climate in schools, and other predictors of professional motivation are analyzed. The interpretation of the results and conclusions of the study serves as foundational material for building a system to manage the motivation of teaching staff, optimizing management processes aimed at enhancing the effectiveness of teachers' professional activities, and for creating and implementing organizational scenarios, including scenarios for professional self-realization. The findings of the study add a new dimension to understanding the mechanisms for managing professional motivation and job satisfaction among teaching staff in general education institutions and underscore the importance of an interdisciplinary approach to addressing motivation-related issues in general education. The practical significance of the research lies in the potential application of its results for managing teacher motivation.

Keywords: management of professional motivation, motivational readiness, teaching staff, diagnostic complex, value orientations.

* Corresponding author

E-mail addresses: tunn@yandex.ru (Yu.S. Tyunnikov)

1. Introduction

The close attention paid by educational management bodies to the mechanisms for developing staff motivation stems from several reasons, including a shortage of qualified teaching staff in the country's schools and the need for educators with a stable positive attitude towards their profession and a level of professionalism that meets the demands of modern society and the labor market. Numerous studies have proven that fostering motivation, both for individual teachers and for teaching teams as a whole, significantly influences all aspects of the educational and upbringing process and substantially enhances the overall effectiveness of an educational institution (Kaitov, 2022).

From the standpoint of a comprehensive psychological-pedagogical approach, significant attention to the problem of the formation and structure of professional activity motives has been paid by A.A. Bodalev, E.N. Bogdanov, A.A. Derkach, N.V. Kuzmina, A.K. Markova, L.M. Mitina, A.A. Rean, and other scholars. Summarizing these studies, we can conclude that professional motivation is commonly viewed as an open, dynamic system that evolves throughout one's professional career and serves as a system-forming factor in the development of professional pedagogical activity.

S.G. Vershlovsky defines motivation for pedagogical activity as "the various urges for which a person chooses the teaching profession: motives, needs, interests, aspirations, ideals..." (Vershlovsky, 2002). It is known that in the andragogical model, an adult independently directs and directs their learning process. This determines the driving forces of learning, which primarily include intrinsic internal motivation (goals, desire for self-development, increased self-esteem). At the same time, external stimuli are not decisive in the learning process. This position was further developed by Yu.N. Kulyutkin (Kulyutkin, 1985), who argued that although the motivation for learning in the andragogical model involves an adult's response to certain external motivators, it is primarily focused on internal motivators. In this context, he repeatedly emphasized the adult's primary focus on what is happening "inside".

This assumption is confirmed by Self-Determination Theory, developed by American psychologists as a model for understanding human motivation (Deci, Ryan, 2012). The theory is based on the premise that people have a basic drive for personal growth, and this drive is underpinned by innate psychological needs for autonomy, competence, and relatedness. Deci, Ryan (Deci, 2012; Ryan, 2020), as well as Koestner, McClelland (Koestner, McClelland, 1990), formulated general principles regarding fostering intrinsically motivated behavior.

Recent studies on academic motivation are of interest.

Important for understanding motivation in enhancing teacher professionalism is V.M. Slastenin's substantiation of the dialectics of the formation of their professional activity. It occurs through a movement initially determined by the force of external motivation, leading towards motivation governed by internal regulators (Slastenin, 2008). According to the scholar, the formation of an integrated system of internal self-regulation can be posited when external regulators in the process of professional activity facilitate the development of internal ones. These internal regulators, in turn, prompt the teacher to re-evaluate the values of external regulators (through axiological analysis), leading to a reconstruction of the system of external regulators as an integrated whole.

Thus, the problem of motivation is interdisciplinary in nature; various fields of scientific knowledge (psychology, pedagogy, sociology, andragogy, etc.) contribute to its resolution, each from its own perspective (Mukhlaeva, 2025).

2. Research methodology

The study employed the method of analyzing empirical data obtained using a developed diagnostic complex for assessing the motivational readiness of teaching staff for professional activity. Diagnostics of the level of motivational readiness among teachers using this diagnostic complex were conducted from September 19 to October 10, 2025, in the form of an electronic survey. Over 26,000 teaching staff residing in 71 constituent entities of the Russian Federation participated in the survey. The survey was conducted anonymously, which allowed for obtaining the most objective results and the most comprehensive view of the processes and trends characterizing motivational readiness. Only essential general information necessary for a comprehensive analysis of the results was requested: gender, position, constituent entity of the Russian Federation, work experience, age, workload (in full-time equivalents), participation in

professional skills competitions, methodological associations, and work as a mentor. The diagnostic complex included the following structural components:

1. Value-Meaning Component, encompassing the system of pedagogical values and professional meanings, including the characteristics of the motivational and value-meaning spheres that constitute the internal potential of a teacher's personality and determine their professional activity. Motives for *full immersion* into the profession were considered: attitude towards the profession, assessment of its social status, awareness of the usefulness and importance of the profession and the teaching process.

2. Goal-Oriented Component, defining the ability to set and achieve professional goals, reflecting processes of professional planning and goal-setting, and establishing goal priorities.

3. Emotional-Volitional Component, assessing emotional attitude towards the profession, stability of the emotional-volitional sphere, and volitional regulation. This component is also related to professional flexibility and response to stress factors.

4. Reflective Component, identifying the capacity for self-analysis and professional self-reflection.

Diagnostics were carried out using 4 complementary methods:

- Questionnaire "Professional Motivation of a Teacher" (PMT) – 60 questions in 6 blocks;
- Methodology "Professional Values of a Teacher" (PVT) – ranking of 18 values;
- Questionnaire "Motivational Profile of a Teacher" (MPT) – 20 questions;
- Projective methodology "Situations" – analysis of 10 professional situations ([Figure 1](#)).

Fig. 1. Questionnaire "Diagnostics of the level of motivational readiness of teachers"

3. Results

Here are the results obtained from the analysis of the diagnostic data.

A total of 25,219 women (93.9 %) and 1,641 men (6.1 %) participated in the survey. The distribution of respondents by age and work experience is presented in [Figure 2](#).

The distribution by teaching experience is as follows:

Up to 3 years: 2,533 individuals (9.4 %);

3-5 years: 1,853 individuals (6.9 %);

5-20 years: 8,136 individuals (30.3 %);

More than 20 years: 14,338 individuals (53.4 %).

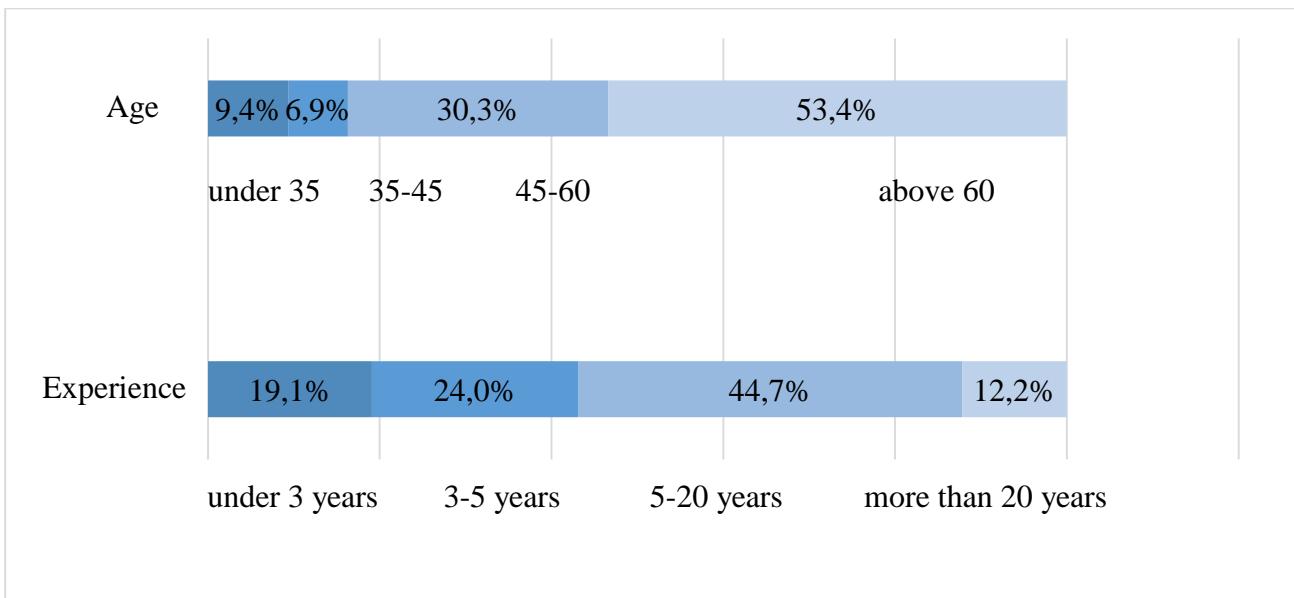


Fig. 2. Distribution by age and length of service

Regarding professional characteristics, it is important to note that the survey included 21,690 teachers (80.7 %), 620 educational psychologists (2.3 %), 447 educational organizers (1.7 %), 394 social educators (1.5 %), and 3,709 individuals who indicated their position as "other" (13.8 %).

Among them, 8,494 individuals (31.6 %) have participated in federal or regional professional skills competitions, indicating that one-third of the audience is initially quite proactive, paying great attention to self-development and improving professional competencies. From the total number of respondents, 7,157 individuals (26.6 %) have ever acted as mentors, which also speaks to the high professional skills of the respondents.

One question was related to teaching workload, and the following distribution was obtained, indicating that the majority of respondents are fully occupied:

- Less than 0.5 full-time equivalent (FTE): 306 individuals (1.1 %);
- 0.5 FTE: 784 individuals (2.9 %);
- 0.5-1 FTE: 1,466 individuals (5.5 %);
- 1 FTE: 9,441 individuals (35.1 %);
- 1-1.4 FTE: 7,315 individuals (27.2 %);
- more than 1.4 FTE: 7,548 individuals (28.1 %).

The distribution of participants in the pilot diagnostics by federal districts of the Russian Federation is presented in [Figure 3](#).

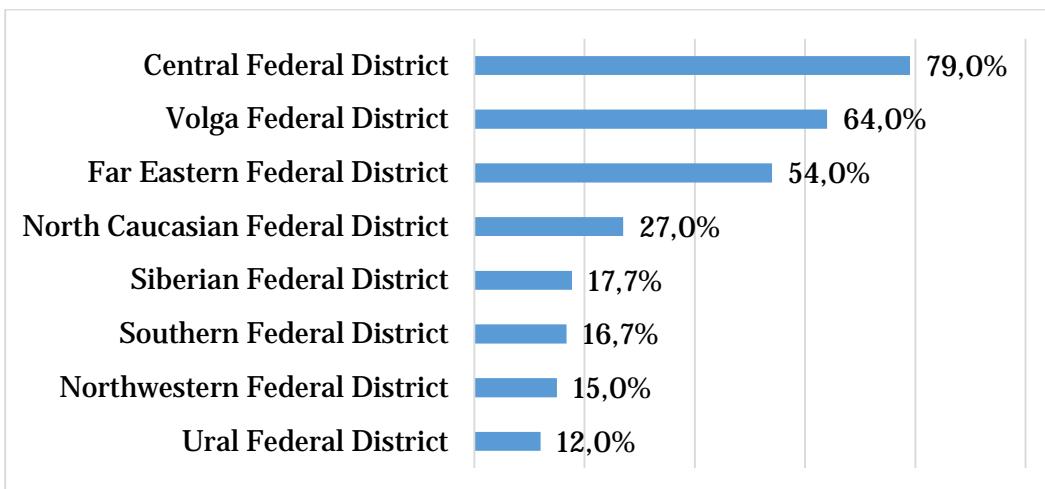


Fig. 3. Distribution of participants in the pilot diagnostics by federal districts of the Russian Federation

Value-Meaning Orientations of Teachers

First and foremost, studying the motivational readiness of teachers requires focusing on their value orientations. There is no doubt that determining the quality of education must take into account that pedagogy is not value-neutral (Koroleva, Mukhlaeva, 2023).

Based on the results of analyzing responses to questions aimed at identifying value-meaning orientations, the highest scores received the statements characterizing the social significance of the teaching profession (Figure 4):

– I consider education one of the most important spheres of public life (82.3 % – completely agree).

– I believe in the possibility of positively influencing the future through education (62.6 % – completely agree; 36.8 % – partially agree).

– I consider my work socially significant (72.9 % – completely agree).

More than half of the respondents feel pride in belonging to the teaching community (51.5 % completely agree; 36.6 % partially agree).

92 % of teaching staff responded positively to the statement that pedagogical activity holds deep personal meaning for them. The obtained statistics indicate that awareness of the social significance of the profession becomes a stimulus for personal development as well. It should be noted that even under conditions of low prestige of the teaching profession, social motivation can remain sufficiently high, giving meaning to the chosen profession and also serving as a means of enhancing one's own significance in the process of pedagogical work (Hall, 2001).

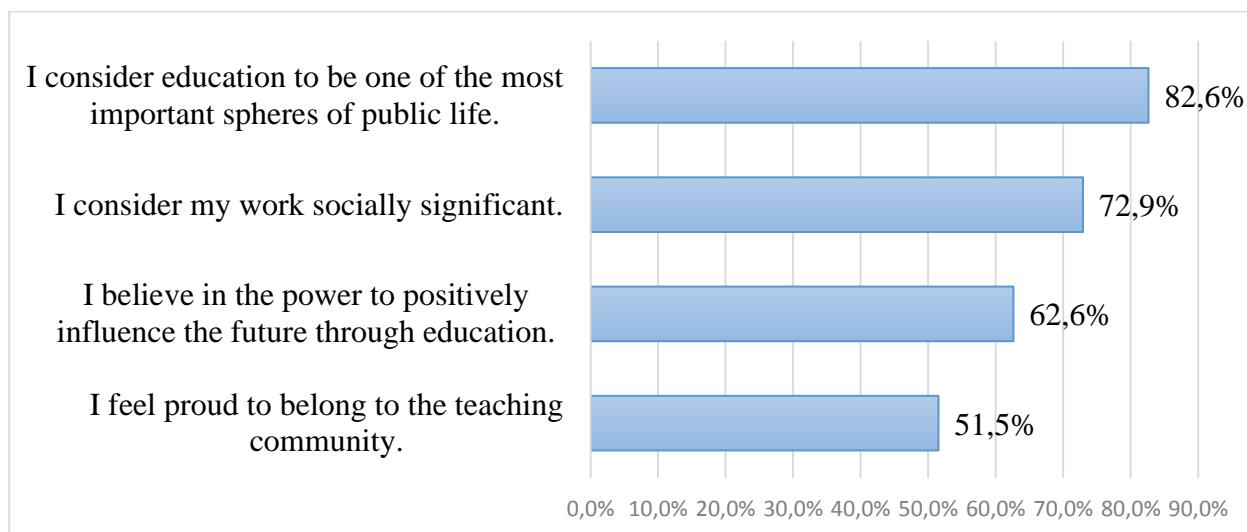


Fig. 4. Assessing the social significance of the teaching profession

As the data show, the value-meaning orientations also reveal an intrapersonal context. The profession facilitates the realization of value-based ideas and is a source of creative and professional growth. 79.2 % of teachers note that the profession allows them to realize their life values. 92.9 % see their mission in developing the learner's personality. 81.8 % affirm that the teaching profession corresponds to their ideas of their calling. Approximately half of the respondents consider professional development more important than material well-being.

An important psychological characteristic is readiness as a state of awareness of needs and motives. More than half of the respondents (53 %) are willing to sacrifice personal time for the sake of fulfilling professional tasks.

Creativity and the opportunity for self-realization appear to be the most important value components of the profession. Thus, 98 % of teachers state that they are attracted by the creative nature of the activity.

Regarding teacher-student interaction, it is considered one of the most rewarding aspects of the teaching profession, serving as a vital source of self-development, a means of understanding societal processes, and, in some cases, a wellspring of energy and emotional support. Almost half of the respondents (49.9 %) note that working with children brings emotional satisfaction. 38.6 % rather agree with this statement. 56.4 % see their mission in developing the learner's personality;

36.9 % express partial agreement. 73.8 % are ready to be a role model for their students. Nearly 60 % of teachers consider students' professional achievements to be their main reward (Figure 5).

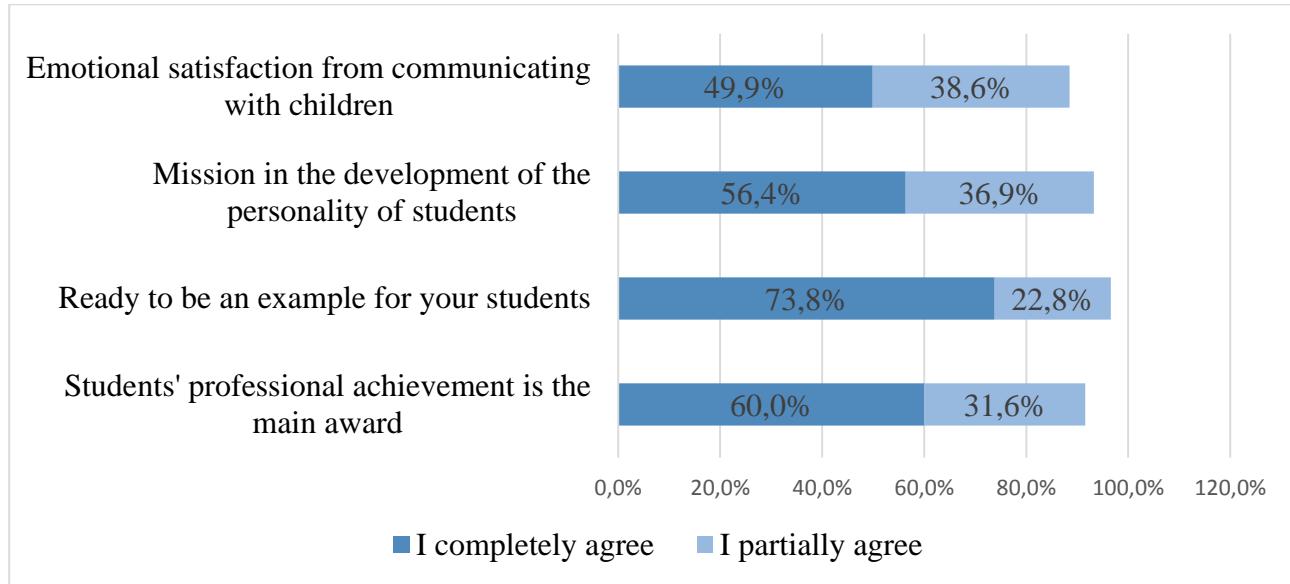


Fig. 5. Communication with students

Thus, the responses of the surveyed teachers indicate a dominance of social motivation, present in their assessment of the profession's social status, and the significance of its key components for them: development of the learner's personality (92 %), creative nature (98 %), and opportunity for self-realization (79 %) (Figure 6).

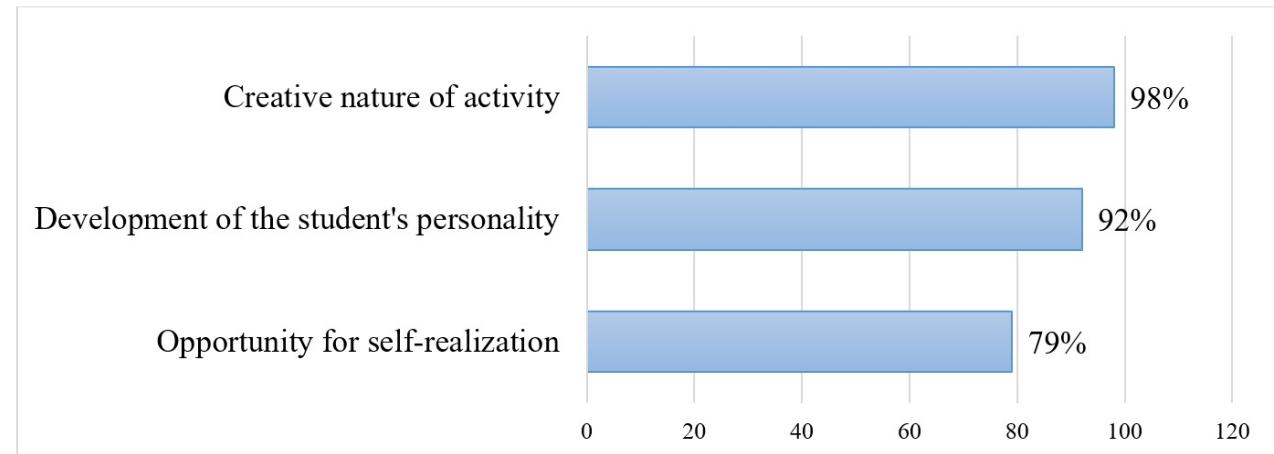


Fig. 6. Dominance of social motivation

Goal Setting and Planning

In a socially oriented profession like teaching, goal setting plays an exceptionally important role. The main characteristics of goal setting are directionality, awareness, and effectiveness. In the process of goal formation, its personal meaning and subjectivity typically intensify. Goal setting serves as a criterion for professional self-awareness and is closely linked to the motivational sphere. In formulating questions for teachers, we, in particular, relied on research proving that the level of goal-setting development is determined not so much by teaching experience and qualifications, but rather is correlated with the level of personal maturity. Accordingly, we assume a connection between goal setting and high motivation (Mezentseva, 2011). The overwhelming majority of surveyed teaching staff (over 80 %) answered that they set specific professional goals for themselves, can plan their professional development, and regularly analyze the achievement of the set tasks. Notably, goal setting is not rigid. Almost 90 % (42.1 % completely agree and 48.1 %

partially agree) of respondents are ready to adjust goals depending on circumstances. More than half of the respondents, to varying degrees, link their personal goals with the goals of the educational organization, indicating a sufficiently high cohesion of teaching teams and a high degree of self-organization.

Emotional-Volitional Sphere

The teaching profession, due to its specific nature, is associated with the manifestation of various emotions, both positive and negative. Important components of pedagogical work are a sense of duty and heightened responsibility. A wide spectrum of emotions is involved in a teacher's activity: communicative, humanistic, aesthetic, etc. The teaching profession is one of the most stress-inducing, which can lead to chronic stress and, ultimately, professional burnout. The survey data showed that the vast majority of surveyed teachers, to varying degrees, experience positive emotions from their profession (40.9 % completely agree and 43 % partially agree). They are also ready to overcome difficulties in the professional sphere (33.8 % completely agree and 46.7 % partially agree) and maintain optimism even when problems arise (28.1% completely agree and 44.9 % partially agree).

An important characteristic of a teacher's emotional-volitional sphere is emotional stability, indicating a high level of its development. The survey data indicate a sufficiently high level of emotional stability development. Most respondents believe they can manage their emotions in difficult situations (34.1 % completely agree and 48.6 % partially agree). Half of the surveyed respondents can mobilize their resources in stressful situations and emphasize that it is relatively easy for them to recover from professional failures (18.4 % completely agree and 33.1 % partially agree). However, a quarter of teachers emphasize that recovering from professional failures is not easy for them (Figure 7).

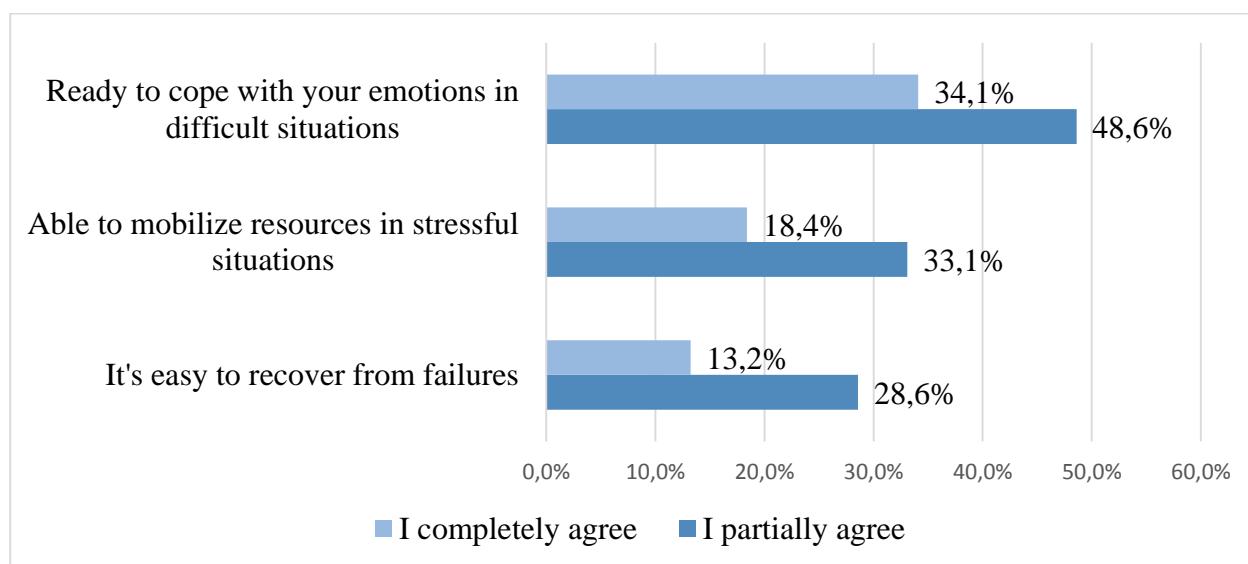


Fig. 7. The emotional-volitional sphere of the teacher

The stable ability to overcome difficulties in the professional sphere is evidenced by the readiness of 80 % of teachers, and 77 % are able to maintain a personal working mode in any situation. At the same time, half of them (51 %) note that their resources are mobilized in a stressful situation, while 29 % found it difficult to answer this question.

Professional Reflection

An important place among psychological processes is occupied by a teacher's professional reflection, which allows for analyzing and rethinking professional experience, finding opportunities for professional growth, and building strategic planning. Professional reflection characterizes both an individual's overall success and the effectiveness of their activity. It is significantly linked to the development of creative thinking and the enhancement of professional mastery. Undoubtedly, the higher the level of personal and professional reflection, the more consciously an educator approaches task resolution and assesses their strengths and weaknesses. This self-awareness, in turn, enables advancement along the professional career ladder (Zhurko, 2012). When developing

the diagnostic complex, we also assumed that high professional motivation in a teacher stimulates the capacity for self-reflection.

The survey also showed a sufficiently high level of professional reflection among the respondents. For instance, the overwhelming majority of respondents, to varying degrees, regularly analyze the results of their work (36 % completely agree and 49.1 % partially agree). 90 % of teachers note that they are capable of critically evaluating their professional actions (41.3 % completely agree and 48.1 % partially agree). Teachers strive to understand the motives behind their professional actions (43.3 % completely agree and 46 % partially agree) (Figure 8).

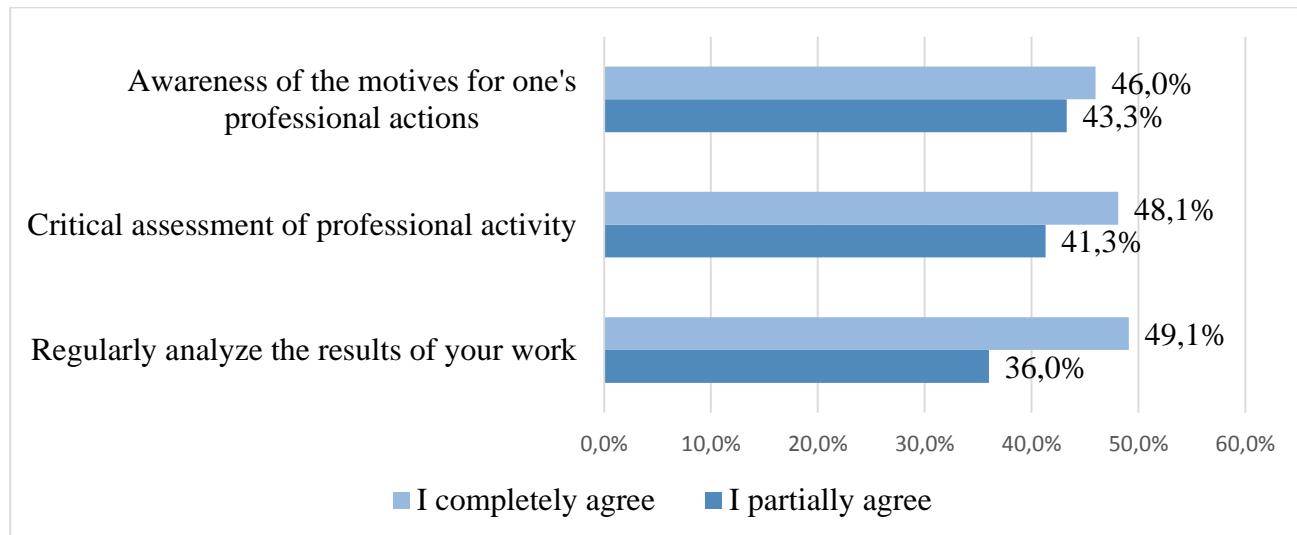


Fig. 8. Professional reflection

The diagnostic complex also included a separate block titled "**Motivational Profile of a Teacher**", dedicated to examining components of internal and external motivation, reflecting motives for self-affirmation and self-realization in the profession, the significance of personal involvement in teaching and upbringing processes, the striving for personal and professional growth, as well as the influence of external economic and social stimuli.

The block of questions in the "Motivational Profile of a Teacher" aimed to examine professional motivation as a system of interrelated motives in a certain way, illustrating teachers' preferences in choosing values and goals, their conscious determination of the direction of behavior and professional activity.

It is known that professional motivation is closely linked to job satisfaction, as "it is a reflection of the relationship between a teacher's demands regarding the content and conditions of work, on the one hand, and the assessment of opportunities to realize their claims, on the other. At the same time, it is important to distinguish between satisfaction with the profession and satisfaction with the job" (Uchitel'..., 1994). This idea, articulated by S.G. Vershlovsky, aligns with the theory of F. Herzberg, the author of the two-factor model of motivation. In his study of motivation among industrial professionals, Herzberg concluded that there are specific conditions and factors that create a high level of motivation. Moreover, their absence does not, in itself, lead to dissatisfaction (Herzberg et al., 2007).

Teachers' responses to questions in this block showed that despite 73 % of them believing their salary is insufficient, nevertheless, 82 % experience satisfaction from their professional activity.

Let's examine the obtained results regarding the assessment of the orientation of internal motivation.

One of the most significant criteria for a teacher's professional successes and achievements is the need for professional growth and self-development. Almost all respondents, to varying degrees, strive to constantly improve their professional skills (48 % – completely agree and 44 % – partially agree). For most teachers, professional growth is an internal need (36.7 % – completely agree; 43.3 % – partially agree). Approximately 75 % of respondents, to varying degrees, strive to enhance their professional competence and improve in their profession. Another important indicator of internal motivation can be noted as the desire for innovation and experimentation with new

pedagogical methods, which demonstrates openness to new things and readiness to apply innovations (31 % – completely agree and 46 % – partially agree) enjoy experimenting with new professional methods; 48 % and 44 % strive for constant improvement of their skills; 29.6 % and 44 % derive satisfaction from solving complex pedagogical tasks; 39 % and 47 % are ready to apply innovations in their work).

Regarding external motivation, as its predictor we primarily considered the need for social recognition, which appears to be a very important condition for the growth of professional motivation and job satisfaction. Note that the problem of defining and studying the social status of a teacher has not lost its relevance throughout the existence of this profession. At the same time, a contradiction in the system of social status persists between the declared high evaluation of a teacher's work and the real institutional means (primarily economic) supporting this evaluation. Analyzing a teacher's assessment of their own professional status provides insight into their self-esteem, professional priorities, and prospects for remaining in the profession. Almost 90 % of respondents emphasized the significance of their professional status, positively marking the statement "I am proud to belong to the teaching community" and noted the importance of recognition from colleagues (78 %). Approximately the same number of teachers acknowledge the significance of evaluation from students' parents. Meanwhile, evaluation in line with administration expectations proved less significant (23.5 % – completely agree and 38.4 % – partially agree). Career advancement opportunities within school conditions are very limited. At the same time, more than half of the respondents strive for career growth in the professional sphere (24.8 % completely agree and 33.1 % partially agree).

Statistics, as expected, indicate the significance of material incentives for motivational readiness as another factor of external motivation; it influences not only economic well-being but also serves as a source of increased self-esteem. 84 % of teachers note the positive impact of material rewards on their activity.

Overall, analyzing which motives stimulate teachers in their professional activity, the diagnostic results show an undeniable dominance of internal motivation factors. Teachers ranked the striving for self-development first (81.3 %). At the same time, working conditions act as a significant incentive in enhancing professional motivation. Also, the majority of surveyed teachers (70 %) affirmatively noted the importance of ensuring good working conditions.

Responses to the block's final question: "What motivates you the most in your professional activity?" illustrate the dominance of internal motivation factors in the sphere of professional self-realization (influence on personality formation and interest in the subject area) ([Figure 9](#)).

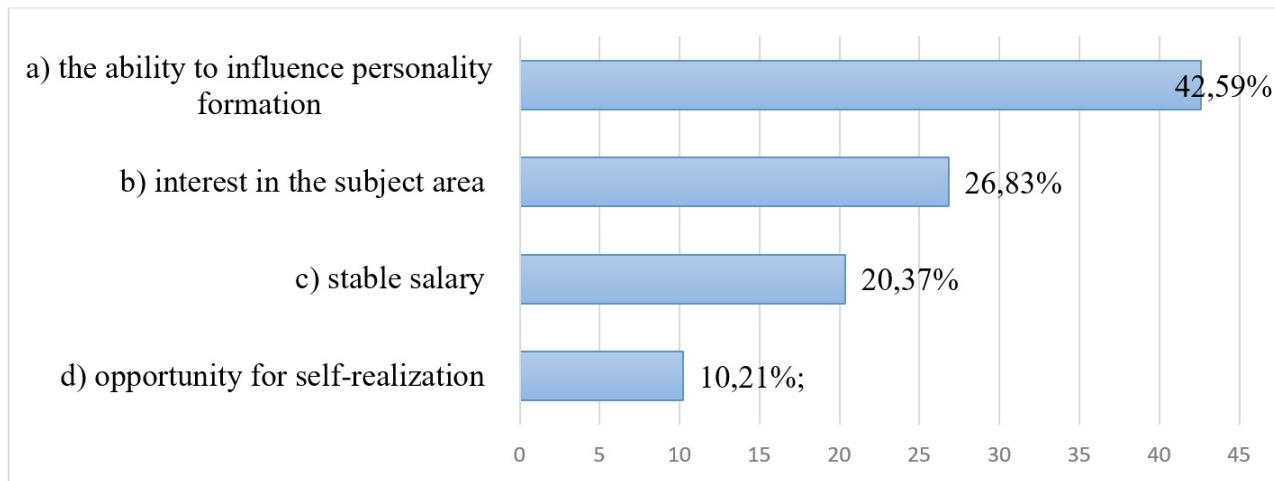


Fig. 9. Factors influencing professional motivation

A teacher's work is associated with the need for constant self-development in the profession and improvement of professional skills.

Teachers' engagement in professional development programs shows a positive correlation with their level of job satisfaction. This underscores the role of professional development as a motivational factor for continued professional activity, precisely by fostering this sense of satisfaction ([Kraft et al., 2016](#)). However, this relationship may also be reciprocal; it is logical that

teachers who are more satisfied with their work exhibit a stronger inclination to participate in such programs (Nir, Bogler, 2008).

Let's examine the results of responses to questions in the block concerning attitudes toward professional development. The overwhelming majority of respondents view professional development positively as a form of professional and personal growth (Figure 10).

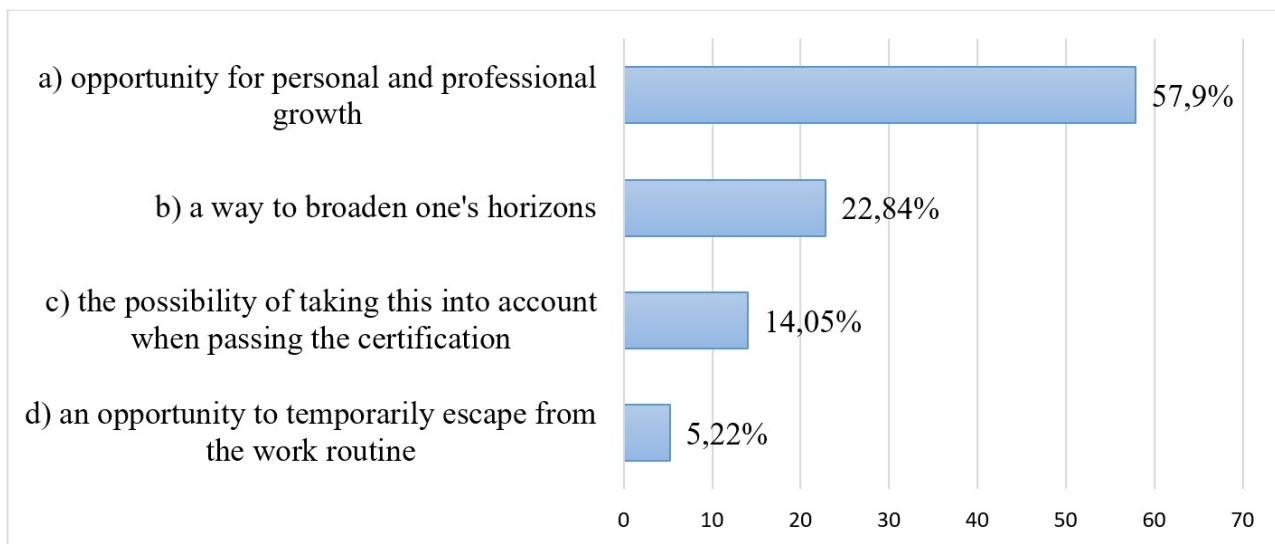


Fig. 10. Attitude towards additional professional education

Over 70 % of teachers evaluate corporate training positively; however, teachers' opinions diverged depending on the motivation factor. For 43 %, it is an excellent way for teamwork, while for 37 %, it is a way to test their abilities. More than half of the respondents (62 %) highly value the opportunity to participate in scientific-methodological work as a source for improving professional skills. More than a third of respondents consider expert activity attractive, as it provides an opportunity to learn from other teachers' experiences. 84 % of respondents regularly study literature on new teaching and upbringing technologies and strive to apply the acquired knowledge in their work. Thus, a sufficiently high level of teachers' orientation towards improving their professional knowledge can be noted.

4. Discussion

The analysis of teachers' motivational readiness allowed for identifying a number of discussion points. Within this discussion, we consider it relevant to review a series of predictors of motivation and job satisfaction, also reflected in the diagnostic complex, such as individual beliefs in one's own effectiveness (self-efficacy) and the perception of school climate.

Self-efficacy is defined as people's beliefs about their ability to successfully perform a specific course of action, a person's belief in their own capability to devise and implement the sequence of actions required to produce a given result (Bandura, 1997). It is known that this concept is central to social-cognitive theory. Self-efficacy beliefs constitute a key attribute of human activity. They determine how individuals perceive and are oriented toward overcoming difficulties and failures (ibid.). Teacher self-efficacy has been conceptualized as an educator's judgment or belief in their capabilities to engage students in the learning process, manage their behavior, and implement instructional strategies overall (Tschanen-Moran, Hoy, 2001). Teacher self-efficacy is regarded as a significant factor determining job satisfaction (Malmström, Öqvist, 2025; Caprara et al., 2006). Teachers with higher self-efficacy in teaching tend to report greater levels of job satisfaction and demonstrate higher professional motivation (Toropova et al., 2020; Kim Yeoun et al., 2023).

This relationship is likely reciprocal; undoubtedly, a stronger sense of self-efficacy is fostered to a significant degree by recognizing one's own positive professional stances (Bandura, 1997).

Teacher self-efficacy, while correlating with these attitudes and job satisfaction, also influences teacher enthusiasm – a state in which educators typically experience inspiration and enjoyment from their professional duties (Kunter et al., 2008). In this way, self-efficacy mediates the relationship between positive emotions and teacher enthusiasm (Buric, Moè, 2002). A higher

level of teachers' belief in their self-efficacy is also associated not only with higher job satisfaction but is logically determined by lower levels of intentions leading to staff turnover (Skaalvik, Skaalvik, 2014).

Another aspect of self-efficacy in the context of our study is the fact that, being a key attribute of human activity, self-efficacy beliefs determine how people perceive and cope with difficulties (Bandura, 1997). Research on factors determining teacher job satisfaction and professional motivation has revealed a consistent mitigating effect of teachers' self-efficacy beliefs on the stressful work environment in schools, e.g., Collie et al. (Collie et al., 2012).

Moreover, Klassen and Chiu (2010) contend that teacher self-efficacy mitigates the impact of occupational stress on professional motivation. This view is corroborated by other researchers (Collie et al., 2012), who, in their study of the interrelationship between teacher stress, self-efficacy, and job satisfaction, confirmed that when stressful working conditions are coupled with a pronounced sense of self-efficacy, they tend to be perceived as surmountable challenges and consequently do not exert a negative influence on job satisfaction.

Researchers pay particular attention to studying the indicator of teachers' perception of the school climate. It has been noted that the support of teacher enthusiasm by colleagues and the leadership of the educational organization correlates with job satisfaction and professional motivation; these factors are regarded as key resources for ensuring the quality of professional activity (Toropova et al., 2020; Yetiş, 2025). Conversely, conflict situations arising during interactions with colleagues act as negative predictors of job satisfaction and pose an obstacle to teachers' effective work.

The teaching profession presupposes a sufficiently high level of development of communicative competencies, including the ability to build constructive dialogue with other participants in the pedagogical process, avoid aggression, make quick decisions in conflict situations, and strive to understand students and colleagues (Teledahl, 2024). Analysis of teachers' responses to questions aimed at understanding the importance of interaction with other participants in the pedagogical process and the nature of the psychological microclimate showed that 50 % of teachers view their colleagues' achievements positively and are ready to use their experience in their own work. Also, 50 % of respondents note the presence of healthy competition in the team as a positive fact. For 15 %, the healthy competition acts as a significant incentive.

In the course of their work, a teacher often encounters conflict situations. Avoiding conflicts in the school environment is practically impossible. The teacher's stance towards a conflict situation and their motives for overcoming them are important. As a positive fact, it should be noted that the majority of respondents strive to avoid conflicts and criticism (44.3 % – completely agree and 44.4 % – partially agree).

Thus, collegial enthusiasm can be viewed as an indirect source of motivation. It assists teachers, particularly those with external motivation, in finding meaning and value in their work. Conversely, although the organizational climate undoubtedly plays a significant role even for teachers who chose their profession for more intrinsic reasons, they largely derive satisfaction from personal self-realization and a passion for the act of teaching itself. Consequently, this somewhat diminishes the relative importance of collegial enthusiasm for this group (Fernet et al., 2008). Undoubtedly, to most effectively enhance job satisfaction among all teachers, regardless of their initial career motivations, it is crucial to create an environment that fosters both high morale and strong professional commitment.

5. Conclusion

As a result of the study, components of teacher motivation in value-based, goal-oriented, emotional-volitional, and reflective aspects were identified, the most significant and insignificant motives were outlined, and their comparative analysis was conducted. The dominance of internal motivation factors over external motivation was convincingly confirmed. The role of teachers' self-efficacy and their perception of school climate as leading predictors of motivation and satisfaction with their professional activity was analyzed. The conducted research enables conclusions to be drawn that are significant for implementing targeted measures within personnel policy. These include fostering motivation among education workers and developing approaches to effectively manage their professional development. This, in turn, constitutes one of the essential conditions for achieving high-quality education and enhancing the prestige of the teaching profession.

6. Acknowledgements

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