

## Methods of Improving Staff Motivation System in Educational Institutions

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**Abstract.** Staff motivation is one of the pressing issues in management of organizations in any field of activity. This also applies to education, since the activities of employees of educational institutions have an impact on the quality of educational services and, subsequently, on the development of the state. Therefore, the administration of educational institutions should pay special attention to staff motivation. The purpose of the article is to identify methods to improve the motivation system and to achieve a balance of internal and external motivation of secondary and higher education staff. This will increase their productivity and provide education system with highly qualified specialists and will also maximize the effectiveness of their theoretical knowledge and professional skills. Using the methods of analysis, synthesis and generalization, the essence of the main concepts of the motivation system has been revealed and the classification of motivational methods has been carried out. Based on the comparative method, an analysis of the level of the average salary in Ukraine's education system and the number of its employees compared to other types of economic activity has been made. This revealed the crisis and the general financial unattractiveness of work in the education sector of the economy. A survey was conducted among teachers of higher and secondary education institutions of Kharkiv region in order to determine their motivating factors. Problems in meeting economic and socio-psychological needs of both groups of teachers have been identified. The need to feel satisfied with the process and the result of work is significantly reduced due to the low returns of pupils and students. The importance of taking into account the difference in the mentality of generations in understanding their internal motives has been substantiated. The need to optimize bureaucratic processes and technologies used in distance learning has been proven. The use of the obtained results by management of educational institutions will allow reducing the influence of demotivating factors such as unfair pay, lack of free time, stressful working conditions on the overall level of staff motivation and improving the motivation system of secondary and higher education institutions.

**Keywords:** staff motivation, methods of motivation, motivating and demotivating factors, higher and secondary education institutions, teachers

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### ● INTRODUCTION

An effective staff motivation system is the key to its productive work and, as a result, the main condition for the competitiveness of any organization, in particular educational institutions. The issue of personnel management is often considered from the perspective of personnel selection, their training, adaptation and professional development not paying much attention to motivation, without which it is impossible to achieve the expected level of results. Successful management of educational institutions requires from the head not only professional knowledge, but also the ability to be such a leader for the teaching staff

that understands the needs of their subordinates and the importance of certain motivating factors for them; as well as be able to motivate them to high-quality selfless work. Modern research [1] shows that the perception and behavior of students and pupils depends on the level of motivation of teachers, and this affects the final result of any educational process – the quality of education.

Researchers consider staff motivation from different sides. One of the approaches that will increase the motivation of teachers is to ensure their cooperation [2] in various aspects: during the educational process in the educational

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institution, relationships with colleagues from other institutions, participation in various state and international educational programs, etc. Another approach [3] is to ensure psychological comfort, teacher satisfaction, which affects the overall level of motivation. Researchers [4] also note that a number of factors influence the level of teachers' motivation. First, these are factors such as salary, comfortable working conditions that allow teachers to fulfill basic needs. Second, such factors as the opportunity to develop, to teach various disciplines, factors that ensure that teachers want to stay in the profession. Third, a very important factor to increase the motivation of teachers is the motivation of students and pupils, since the quality of the received education largely depends on the desire of students to learn. For the teacher, the success of students is a reflection of his/her work. Also, modern studies that research the factors affecting the motivation of teachers [5], first of all, focus attention on the internal aspects of motivation. This is due to the fact that the work of a teacher in itself is a rather altruistic job. These factors include the desire to be successful in the profession, to achieve certain recognition and set goals, even through the success of students in the future, as well as love for the profession and the desire to benefit the country and the world. However, it is necessary to remember about external aspects of motivation, since the teacher is, first of all, a person with his/her own needs that can be satisfied with the help of material resources.

Thus, in order to maximize the effectiveness of theoretical knowledge and professional skills of teachers, it is extremely important to choose such socio-economic methods of motivation that would ensure a balance of material and non-material incentives for the teaching staff. Improving the motivation system of educational institutions through an in-depth analysis of teachers' motivation mechanisms will make it possible to galvanize their work productivity and provide the industry with highly qualified specialists, increase teachers' satisfaction with their work, maintain the desire to stay in this job despite different conditions, will reduce the manifestation of the burnout syndrome inherent in many teachers.

*The purpose of the article* is to determine the main methods to improve the system of staff motivation of secondary and higher education institutions based on the analysis of theoretical aspects and the current system of staff motivation. To achieve the goal of scientific research, it is expedient to determine the content of concepts related to the motivation system and its components; classify motivation methods and provide their characteristics; to analyze the results of the survey regarding motivating factors of school and university teachers; to give recommendations for improving the system of staff motivation.

The novelty of this study consists in taking into account the specific features of higher and secondary education when determining the main motivating and demotivating factors, empirically establishing the degree of their importance and evaluating their significance for effective professional educational activities.

## ● LITERATURE REVIEW

Theoretical and methodological aspects of staff motivation are of interest to many scientists now, since this process is multidimensional and requires systematic research on an

integrated approach to the implementation of motivational influence on the employees' work behavior. Scientists such as L.I. Zastavniuk [6], A.V. Sokolov [7] and others, in particular N. Danylevych [8], who defined the factors and methods of how to influence motivation and considered the indicators of their effectiveness. The analysis of labor indicators as a means to research the effectiveness of the motivation mechanism was also used by V.B. Vasiuta [9]. Authors S.V. Markova [10] and L.Halan [11] revealed the content of motivation and took into account the dependence of the teachers' needs and incentives on their hierarchical position or age characteristics. Researchers [12] note that the success of organizations, educational ones as well, depends on motivation. The specifics of the motivation of the teaching staff were highlighted in the works by T.S. Kravchinska [13], L.V. Pastukh [14], A.V. Shostakovska [15], O. Yakovenko [16] who mainly concentrated on the theoretical generalization and analysis of individual approaches to motivation.

Scientific works of N.P. Bazalijs'ka [17], I.Yu. Yepifanova [18] and other Ukrainian scientists [19] dedicated to improving the motivation system, relied on material methods of encouraging staff and insufficiently considered the aspect of moral and psychological stimulation. The following studies [20] emphasized that material incentives for employees can act as investments in the development of the social capital of organizations. The issue of internal motivation was studied in a number of foreign articles [21-23], but the focus was on encouraging leadership and enthusiasm, as well as the possibility of more independent organization of an employee's work process, methods that are not always effective in educational institutions. Scientists V.V. Byba [24] and S.I. Medynska [25] considered it expedient to refer to the experience and trends of foreign countries and take into account the influence of a country's cultural factors on the choice of staff motivation methods when improving the staff motivation system.

The analysis of the recent developments shows that the views on the object of orientation of the staff motivation system differ and often rely on economic methods of stimulation. At the same time, the importance of combining material and non-material motivation methods is emphasized in the work of Ukrainian scientists [26], especially in conditions of limited opportunities for material stimulation. Studies have shown that in non-profit organizations, to which educational institutions belong, motivating factors include: the professionalism of managers, the optimal work and life balance, relationships in the team. Also, the expediency of introducing a comprehensive approach while building a motivation mechanism based on a combination of material incentives and measures aimed at increasing the morale of employees was proven by K.R. Nemashkalo [27].

Based on the analysis of literary sources, it can be noted that the issue of balancing internal and external motivation, as well as taking into account the individual characteristics of employees of educational institutions for the appropriate adjustment of the motivation system, requires a more detailed attention. It is necessary to study and practically substantiate the methods of motivation of teaching staff, which will correlate with their needs in the conditions of modern educational space.

● THEORETICAL FRAMEWORK

Most organizations have their own staff motivation system and its functioning brings benefits due to the advantages of methods used in this system. However, when building such a system, it is not always possible to avoid certain shortcomings that prevent the full realization of employees' potential, since each employee has a unique set of needs, personal priorities and aspirations – the object of influence of the motivation process. Improvement of this process and the motivation system itself is one of the most important management issues, as it will foster the development of the organization in future [7, p. 79; 11, p. 6].

In a generalized sense, staff motivation is a set of driving forces of external and internal origin, which consciously or unconsciously encourage a person to perform a certain activity, giving the direction in which the goal can be reached. Motivation of work behavior is a constant and continuous process that influences the needs, aspirations, values and motives of the employee, who is expected to use efforts at a specific level of persistence and conscientiousness, with the necessary degree of perseverance [17, p. 233].

The influence of motivation on the work behavior of staff is individualized, as it depends on a number of factors. The management of each organization needs to be able not only to properly assess the direction of actions of its subordinates, but also to understand how to direct these actions to achieve goals. An effective motivation process should include motives and incentives and be based on the identification of needs that explain the work behavior of both an individual employee and the team as a whole. The listed structural elements of motivation are constantly in close relationship.

Motives are an internal driving force; perceived reasons for performing activities in a certain way (directives, desires, impulses). The motive can be based on an incentive as well as on personal reasons (a sense of responsibility and duty). Incentives are an external component of the motivation system and the reason that prompts a person to be active. The incentive can be in the form of non-material moral reward (promotion, administrative praise), but most often – in the form of material reward (bonuses, benefits, pay rise) [6, p. 169].

Speaking about the internal and external components that form the motivation system, it is necessary to distinguish between two relevant types of motivation: internal motivation and external motivation. Internal motivation throughout a person's life performs the psychological function of personal growth. It is basic and is completely derived from the interests of the individual, but for its support it needs to meet the needs for self-determination, competence and close in terms of values environment. In pedagogical activity, internal motivation is expressed in the desire to share experience and knowledge, to self-realize according to one's calling, as well as in the desire to stay and communicate in an intellectual and creative environment. External motivation is performed when work is mainly stimulated by external incentives formed under the influence of the environment, such as money, fame, power, etc. [16, p. 192-193]. Improvement of the motivation system can be achieved through a combination of different methods of staff motivation. In order to carry out the classification, scientists identified a number of features by which it was possible to group and structure a set of methods. The list of motivation methods along with their characteristics grouped by common qualification features is given in Figure 1.

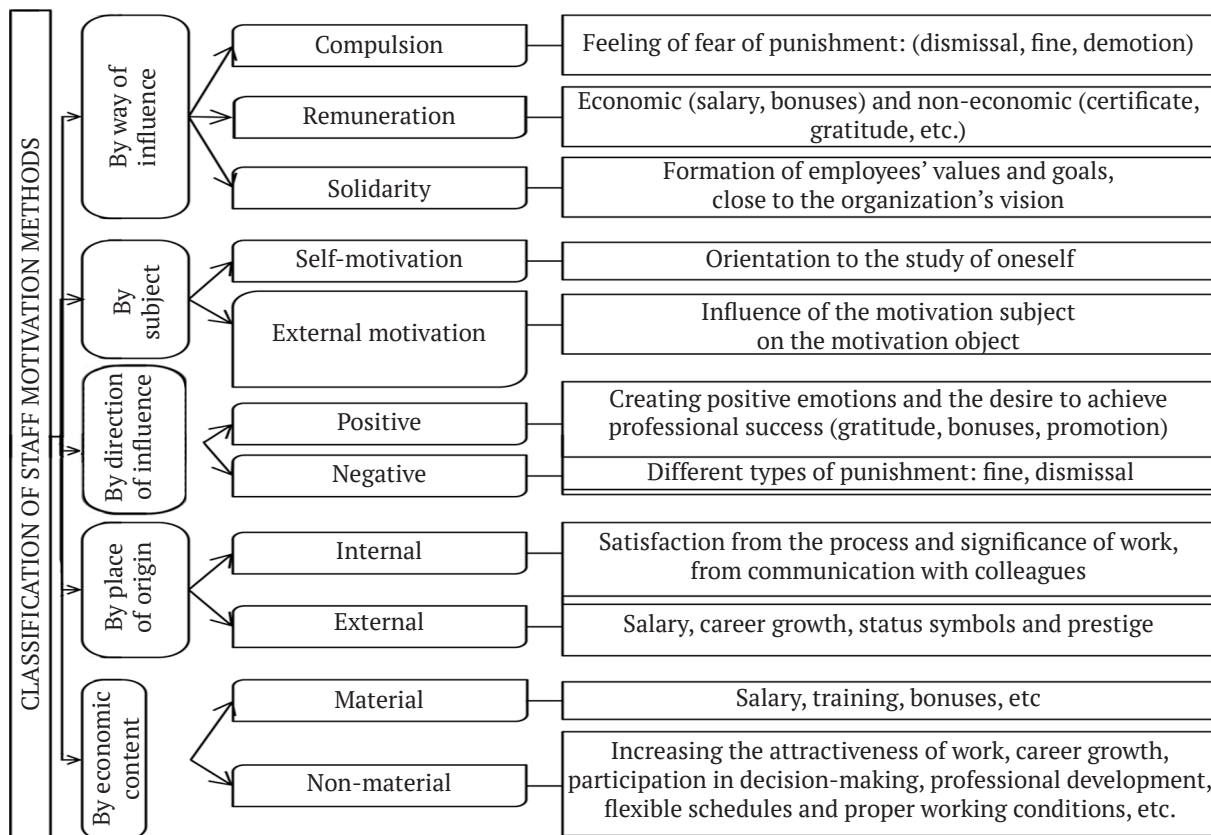


Figure 1. Features of accounting in the context of Ukraine's European integration aspirations

Source: generalized by authors based [3; 4]

It is also possible to classify by functional purpose where economic and non-economic (organizational, social and moral and psychological) methods are distinguished. The group of economic methods which mean material incentives for staff includes salary, bonuses and money rewards for achievements, necessary material assistance, tuition fees and other types of additional payments.

Organizational methods include the improvement of general working conditions and the institution itself, enrichment of work content, participation in the affairs of the organization and decision-making. Delegation of authority and motivation by prospects also belong to organizational methods. Socio-psychological methods are based on the moral and psychological impact of social relationships on a person's values and his/her own motivation. Social methods include career growth, advanced training or change of qualifications, payment of food and / or transportation costs, housing, insurance, material unemployment guarantees, etc. A group of moral and psychological methods may include support and approval (or, on the contrary, condemnation in the case of a negative direction of motivation), respect and trust, recognition of merit by management and team, the formation of a favorable socio-psychological climate in the work group. Employees can also be involved in the management of the organization [17, p. 233].

Although there is an opinion that a strong external structure of remuneration can reduce the employee's ability to respond to internal motivators, this type of incentives has short-term motivational effectiveness. If to focus on external staff stimulation, then to use them in the long run can become an expensive method of motivation as it requires a constant increase in remuneration. A more effective way to motivate staff is to provide them with both types of motivation since they are considered complementary [25, p. 65].

## ● MATERIALS AND METHODS

To achieve the goal of the study, general scientific methods of analysis, synthesis and generalization were used, with the help of which the essence of the main concepts – motivation, needs, motives, incentives – have been revealed; the classification of motivation methods according to various characteristics has been carried out. This made it possible to generalize and substantiate the possible directions for increasing the motivation of employees of educational institutions.

To analyze the level of motivation of employees of state educational institutions, the method of comparative analysis of wages in education and wages in other areas of economic activity was used. In order to determine the role of teachers' wages on the level of their motivation, the calculated indicators of the average wages in different types of economic activity including education were compared with the average wages in the economy and with the minimum wage established in Ukraine at the legislative level. Also, changes in the number of employees by the types of economic activity in dynamics were subject to comparison.

For further analysis of the motivation of employees of state institutions, a survey of the corresponding target audience, school teachers and university teachers, was conducted. The survey method is quite universal and practical for studying the current motivation system of budgetary educational institutions. The survey was conducted in September-December 2021. It was anonymous, 161 teachers of

secondary education institutions and 21 teachers of higher education institutions of the Kharkiv region took part in this survey. The survey questionnaire contained questions about the age and work experience of teachers, which made it possible to assess the relationship between the level of their motivation and these indicators. The vast majority of respondents have more than 10 years of work experience in their institution: 76.4% of school teachers and 85.7% of university teachers. The age of the respondents mostly lies within 40-54 (44.1% of school teachers and 61.9% of university teachers), and only 7 school teachers (4.3%) are between 18 and 27, and 21.1% are 55 or older. In the second place by age criterion is the range of 28-39 (30.4 and 33.3%, respectively). That is, in the surveyed educational institutions, the employees are mainly experienced, the tendency to rejuvenate the staff is not distinct. In the questionnaire, detailed attention was paid to questions related to the understanding of the motivation mechanism, which made it possible to understand the significant lack of teachers' awareness of this matter. A comparative analysis of satisfaction with the level of material motivation among secondary and higher education teachers was carried out, it revealed certain differences. The survey also included questions on determining the importance of motivating factors for employees of educational institutions. The average mathematical value for all parameters has been calculated and the main motivating and demotivating factors for teachers have been determined, the main trends for both groups of respondents have been revealed. This made it possible to obtain data on the relationship between the main motivating and demotivating factors depending on the age of teachers.

The survey method was also used to determine the specific motivation technologies employed in educational institutions. The method of logical analysis was used to identify the most and least effective technologies in the context of their impact on the level of teachers' motivation and to establish the importance of using material and non-material technologies of motivation. With the help of the ranking method, foreign motivation technologies have been ranked according to the level of their effectiveness from the point of view of teachers of Ukrainian secondary and higher education institutions.

The next stage of the study was to assess the level of motivation of employees of educational institutions when performing their functional duties and the importance of their motives as to effective professional activity. This made it possible to determine the main motives for high-quality work in education and the influence of negative methods of motivation on this work. The survey paid special attention to identifying the internal motives of employees of educational institutions. It also revealed the fact that it is important for staff to get satisfaction from the process and results of work. The purpose of the study was to determine the influence of staff motivation on work productivity of employees in special conditions such as quarantine during the coronavirus pandemic. The problems faced by school and university teachers when holding distance classes and their impact on the level of staff motivation have been identified. Also, the main reasons for the desire to change jobs have been revealed, as well as the factors that force teachers to continue performing their professional duties despite difficulties and low motivation. Graphical and tabular methods were used to visualize the results of the study.

## ● RESULTS AND DISCUSSION

The study of the issue of staff motivation in educational institutions primarily requires an analysis of the current level of motivation of pedagogical workers at the state level, as these institutions are the most problematic area. For this, the average wages in education should be compared with the level of remuneration in other economic sectors, as well

as with the average level in the economy, which in 2021 was about UAH 13,648, and the minimum wage in Ukraine, which has been UAH 6,500 since January 1, 2021. Let us also consider indicators of the number of employees working in education. Comparative analysis of statistical data in 2020-2021 [28] is given in Table 1.

**Table 1.** Comparative analysis of average wages and number of employees by main types of economic activity in 2020-2021

Type of economic activity	Average wages			Number of employees	
	Average wages (AW), UAH	The ratio of to the average level in the economy, %	The ratio of AW to the average level in the economy, %	The average number of employees (ANE), thousands of people	The rate of growth of the ANE in 2021 relative to 2020, %
Information and telecommunications	24 939,063	182.732	383.678	103.91	-2.21
Finance and insurance	23 312,175	170.812	358.649	170.55	-0.85
Industry	14 574,503	106.789	224.223	1 768.48	-1.56
Transport, warehousing, postal and courier activities	13 522,473	99.081	208.038	614.91	-1.73
Wholesaling and retailing; repair of motor vehicles and motorcycles	13 196,085	96.690	203.017	804.67	1.68
Agriculture, forestry and fisheries	11 724,184	85.905	180.372	400.34	-2.28
Education	11 512,471	84.353	177.115	1 154.83	-12.46
Health care and social assistance	11 294,818	82.759	173.766	801.50	-3.66
Administrative and auxiliary services	10 947,182	80.212	168.418	182.57	9.29

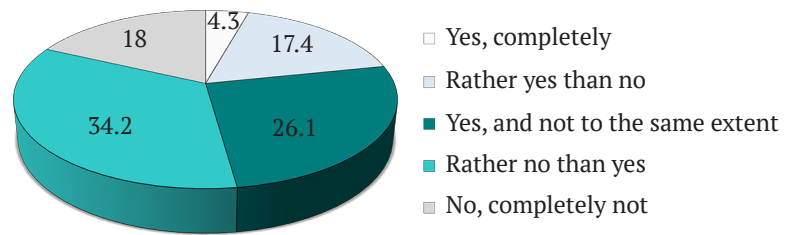
The types of economic activity are given in descending order of average wages. The obtained statistics demonstrate how non-competitive the wages in education are: relative to the average level in the economy, they comprise 84.35%, and relative to the minimum wage – 177%. That is, a crisis is developing in the studied industry, and one of the means to overcome it is to focus on improving the motivation system and, overall, the management of state educational institutions [15, p. 117].

If to compare the estimates of the same parameters for other types of economic activity, it is possible to come to the conclusion that it may be more financially attractive for a teacher to implement his/her practical skills and knowledge in other sectors of the economy. For example, the wage level in industry is almost 1.3 times higher, and finance and insurance generally exceed the wage level of those engaged in education by about 2 times. In addition, although the number of pedagogical workers is the second largest among the above industries, it has the largest decrease in the number of staff – by as much as 12.46%, compared to 2020. Such a difference in the assessment of professional services negatively affects the quality and pace of development of education sector in Ukraine. The conducted survey among school teachers and university teachers made it possible to obtain the following results.

When asked about the awareness of motivation system, many teachers answered that they knew about all possible incentives, although some of them assumed that

certain aspects could have got past their attention (from 57.1% in universities to 77.5% in schools). But in higher education institutions there was a higher level of complete or partial ignorance of this issue – 33.3% of university teachers answered that way, while in schools the misunderstanding of motivation system is 14.3%. This can be explained by the complexity of motivation system in the conditions of a more hierarchical organization structure of universities. It is also possible to violate the principle of transparency, which must be observed for effective management of motivation [14, p. 316].

A general comparative analysis of the average wages has already demonstrated that the system of material incentives for teaching staff leaves much to be desired even at the national level, although it is impossible to ensure the effectiveness of the motivation system without a solid base of material methods. As for the satisfaction of school and university teachers with their material rewards (salary, bonuses, allowances, etc.) in the Kharkiv region, it was confirmed that these types of incentives are a problematic issue in budgetary institutions. The opinions of university teachers were equally divided, 33.3% for each group, that the material rewards either do not satisfy them at all, or hardly satisfy them, or satisfy at an average level. Among the school teachers, there were more satisfied with material rewards, but not many – less than a quarter of the respondents. The summarized results of answers to this question by school teachers are given in Figure 2.

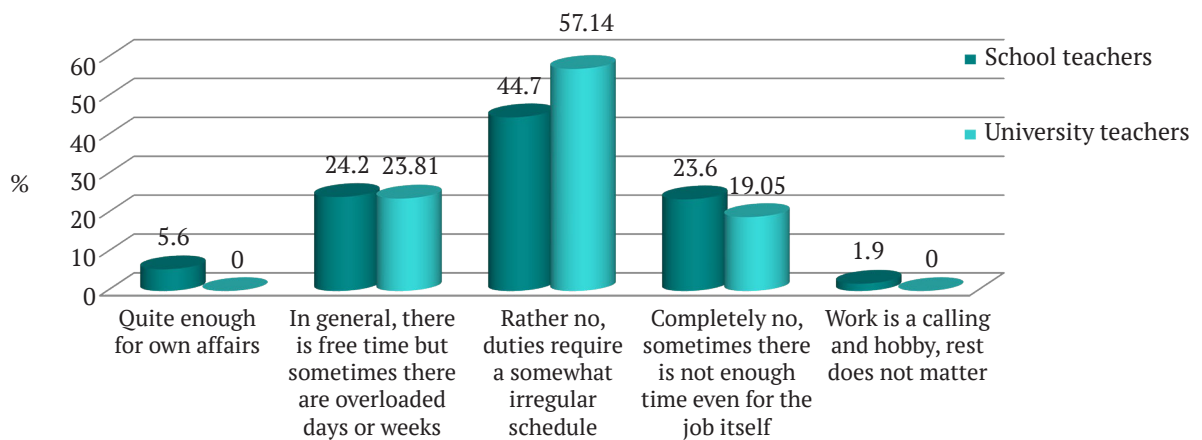


**Figure 2.** Teachers' satisfaction with the level of their material rewards, %

**Source:** made by the authors based on survey results

The free time stimulation by giving additional rest time and establishing flexible mode of work can be of practical importance [16, p. 197]. The assessments of school teachers and university teachers concerning their free time (Fig. 3) show that there is a need for this type of motivation. There are many complaints about the irregular

schedule, especially among university teachers (57.14%), and 23.6% of school teachers do not always have enough time even for their own work. Only 5.6% of school teachers believe that they have enough free time. Three people even answered that rest is not important for them because work is their calling.

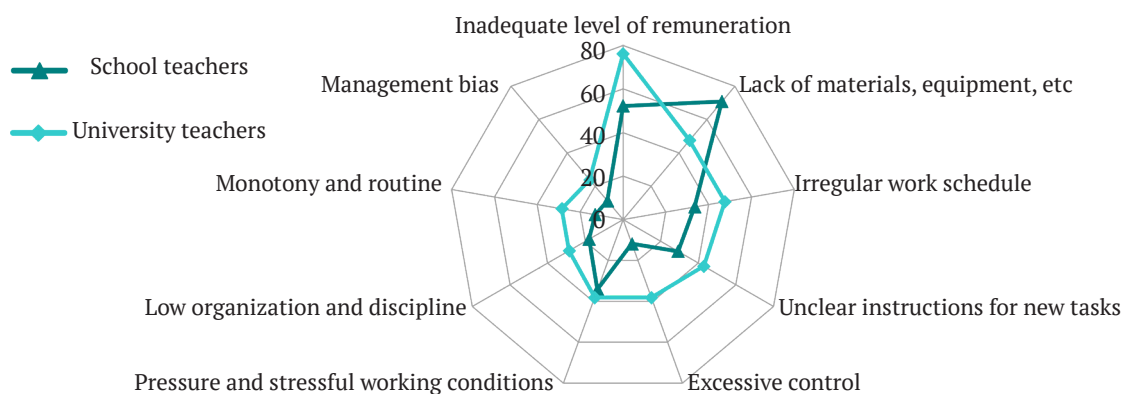


**Figure 3.** Assessment of free time availability made by people working in education

**Source:** made by the authors based on survey results

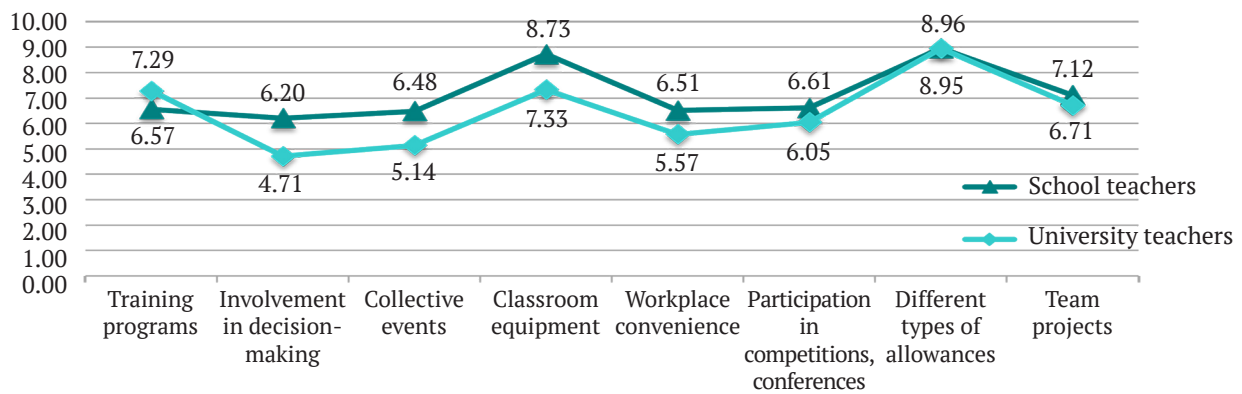
The conducted questionnaire revealed the most demotivating factors experienced by the respondents at work (Fig. 4). These include the inadequate level of remuneration, 52.2% of school teachers and 76.2% of university teachers are concerned about it, and the lack of materials and equipment: 70.8% of school teachers and 47.6% of university teachers respectively. Confirming the results of the previous question, again the problem of an irregular work schedule arises. About the same number (34.2% and 38.1%) of teachers worry about

pressure and stressful working conditions. Unfavorable team atmosphere and punishment with fines, factors that were not included in the chart, do not particularly affect the motivation of both groups of teachers: less than 10% of respondents gave such answers. Several teachers complained about the excessive workload, both due to regulations and age discrimination, when a young teacher is given additional work that is not their responsibility. In addition, the large number of reports and the lack of praise from management are also demotivating.



**Figure 4.** Demotivating factors of working in educational institutions, %

**Source:** made by the authors based on survey results



**Figure 5.** The importance of motivating factors for teachers with stable salary

**Source:** made by the authors based on survey results

By finding the average mathematical value for each parameter, it has been found out that the general trends are almost the same for both groups of respondents. The most significant motivating factors are various types of allowances (for seniority, achievements, etc.) and high-quality equipment of offices, including technical one. The provision of training and development programs is a slightly higher priority for university teachers than for school teachers. Involvement in making important decisions during meetings respondents consider to be the least important factor of motivation.

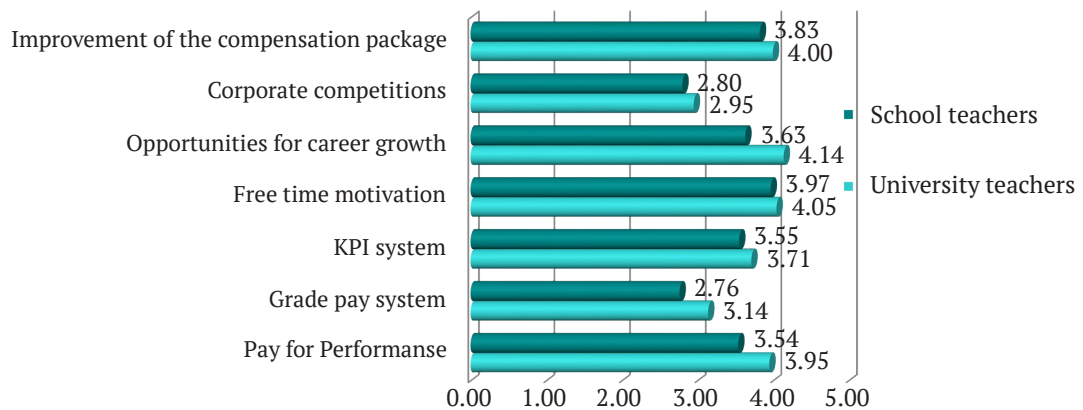
There is an opinion that the ratio of incentives and needs, on which the institution’s motivation system is based, changes along with the generational changes. That is, young workers may have more innovative views and completely different needs, character and behavior [11, p. 6]. 54% of school teachers and 71.4% of university teachers agreed with this idea; and only 26.1% of school teachers and 19% of university teachers believe that all employees are equal, and there is no need to take into account these differences. Other respondents will be satisfied with any option.

Since there are not many very young and very old participants among the university teachers, a comparison of differences in the importance of motivating factors was made among school teachers. It is worth noting that the participation in decision-making, which is the least important factor for all employees, is more common for young teachers: 7.71% against the average value of 6.2%. There is a tendency towards collectivism: with an average value of collective events and meetings of 6.48%, for the younger generation it is 9%, and this factor is the second priority after allowances. Participation in competitions and conferences, as well as collective projects, have the same importance for them – 8.57%, against the average of 6.61% and 7.12%, respectively, that is, they are the third most important. It should be noted that there is a large gap in the importance of amenities in the workplace (a coffee machine, cookies) for the old generation: 4.85% against the average of 6.51%. So, the difference in mentality in different age groups is observed and this should be taken into account

when improving the motivation system. Among the motivation technologies that can be used in educational institutions, school teachers noted the importance of free time motivation (51.6%) while university teachers chose the grade pay system (57.1%), according to which the reward depends on the hierarchical level, the position and individual performance (28.6%), i.e., the form of remuneration and its size depend on group or individual differences in fulfilling the duties. In secondary education institutions, the value of these technologies, as well as the KPI system (the formation of quantitative indicators of the achieved results and strategic goals, based on which the employee either receives a reward or not) is within 21-24.5%.

Pay-for-performance, the grade pay system and KPI system are material motivation technologies that are often used in foreign organizations. Free time motivation belongs to non-material technologies, as well as opportunities for career growth and corporate competitions (recognition of special successes at work; for example, “Best department of the year”, “Best employee of the institution”, etc.), they are not common in Ukrainian institutions: up to 17.5% for both groups of respondents. The improvement of the compensation package is a combined technology that may include payment for mobile communication services, meals, travel compensation, additional travel expenses, financing of sanatorium-resort vacations, etc. [29, p. 105-106]. It was designated by 10.6% of school teachers.

School and university teachers were asked to rate on a 1 to 5 scale how much effective they consider the above motivation technologies. As before, average mathematical values were found for both groups, the results are shown in Figure 6. Corporate contests, as can be seen from the chart, are not regarded positively by respondents, as well as the grade pay system. University teachers rated high the technologies that are currently the least common for them: opportunities for career growth, free time motivation, and improvement of the compensation package. For school teachers, non-material motivation technologies also seem to be the most attractive, with the KPI and P-f-P systems to follow.



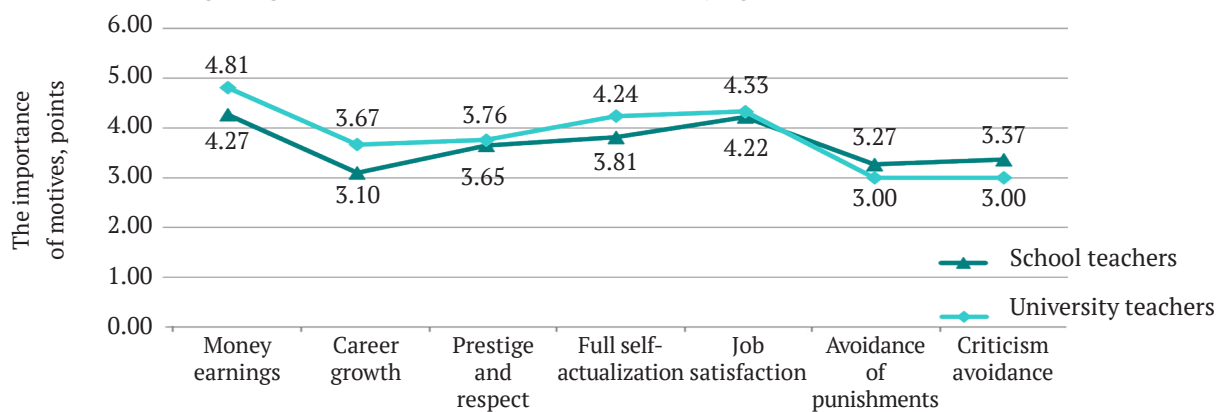
**Figure 6.** Effectiveness of foreign motivation technologies from the point of view of Ukrainian school and university teachers

**Source:** made by the authors based on survey results

The study also helped to determine the level of motivation of teachers to perform their functional duties. Among the school teachers, there were 14.3% of fully motivated employees, not only materially, but also psychologically, and 29.2% of people who are mostly satisfied with everything, but there are certain gaps in the motivation system. Only 12.4% claim that many of their needs are ignored by the management, and 11.8% of school teachers have practically no motivation: they work to satisfy their basic needs. And 32.3% are half motivated. The situation is somewhat more critical among university teachers: 38.1% are half satisfied, 23.8% do not pay attention to most needs, and 38.1% work to satisfy basic needs. There is no more positive answer among this group of respondents.

School and university teachers also assessed the importance of their motives for effective professional activity. The average mathematical values are shown in Figure 7. As with the evaluation of motivating factors, the general trends are the same for both groups of respondents. Money earnings and job satisfaction have the strongest influence on their work productivity. The ability to fully realize themselves in the profession is also important, although the desire for career growth is of little importance. It is interesting that criticism and punishment do not bother teachers too much – perhaps the methods of negative motivation are not too common in educational institutions, which is a positive sign.

It was proposed to respond to statements aimed at identifying the internal motives of the individual (Table 2).



**Figure 7.** Significance of motives for effective professional activity in education

**Source:** made by the authors based on survey results

**Table 2.** Statements to identify internal motives

Statements	Average degree of agreement with the statements, %	
	School teachers	University teachers
My efforts are fairly rewarded	34.84	24.19
In my work, I am interested in self-improvement and professional development	67.27	62.10
I like the sense of responsibility and the ability to give orders	45.96	45.38
Working with interesting projects, people and tasks gives me inspiration	66.35	59.67
In my work, I highly value the opportunity to communicate with various people	67.76	59.67



Table 2, Continued

Statements	Average degree of agreement with the statements, %	
	School teachers	University teachers
A new level of difficulty makes me work more efficiently and persistently	59.58	59.62
I need approval from management, recognition of my achievements	59.12	53.71
Tension in the team puts pressure on me: I strive for harmony in relationships with colleagues	58.52	57.24

The received answers confirm the previously mentioned importance of satisfaction with the process and the result of work. It is expressed in inspiration from working on interesting projects, as well as cooperation and communication with various people. A significant motive for teachers is the interest in professional development. The material component is again presented negatively, since both groups are equally dissatisfied with the pay for their efforts. Responsibility and the opportunity to manage others are also perceived not very positively.

Motivation and labor productivity while organizing distance learning in quarantine conditions are also a relevant issue. Although 41.3% of school teachers and 38.1% of university teachers noted that nothing had changed for them, some respondents claim that distance work has even had a positive effect on them, as it saves travel time and gets rid of unnecessary communication that often occurred offline. However, there were many more complaints related to the loss of free time due to increased workload and the need to be constantly in touch. Not the last problem was the difficulties with technical equipment for both teachers and students, the lack of a resource base from management, due to which it was necessary to independently master complex technologies.

Achievements completely disappeared from the view of management, and the question of unfair pay among school teachers became acute: not everyone performed the same amount of work, although they received the same salary. The decrease in motivation among pupils and students also occurs, since the understanding of the usefulness of their work and, consequently, the satisfaction from it disappear. Also, teachers are increasingly concerned about physiological problems, namely eye or back problems, which arise due to long hours spent in front of the computer. Some of them developed chronic diseases during their work and earlier.

Given all the problems with staff motivation, about 80% of university teachers could have thoughts about changing jobs. The situation with school teachers is better: 2/3 of school teachers want to stay there. However, a significant part of them retains as it is difficult to change jobs due to the age and place of residence; responsibility for their choice of profession; years spent in their workplace and team; a sense of duty to their families and/or pupils or students; love for their work. But an irregular schedule with an increased amount of work, in particular for the youngest employees, unfair pay, a low level of organization of the work process and technical equipment, a consumerist attitude towards teachers on the part of children and parents make them think about leaving the job. Common reasons for changing jobs include the biased attitudes and too much control and demandingness on the part of the management, as well as the lack of prospects to adequately provide for the future of their children.

This study differs from the previous ones [8; 17; 18] in its emphasis on determining the main motivating and demotivating factors for teachers of secondary and higher education institutions, since the profession of a teacher, compared to others, has specific features that significantly affect the motivation system. In contrast to the works [4; 6], this study, in addition to theoretical provisions, is based on the empirical establishment of the degree of importance of the selected motivating factors for school and university teachers.

Compared to the results obtained in works [5; 15; 16], this study has expanded the list of motivating factors and determined their importance under the conditions of stable salary, has analyzed the effectiveness of foreign motivation technologies from the point of view of Ukrainian school and university teachers, has assessed the significance of motives for effective professional educational activity.

## ● CONCLUSIONS

An improved motivation system should be provided with internal and external methods of motivation, which will increase its effectiveness. Analysis of the current system of motivation of secondary and higher education institutions of the Kharkiv region has revealed a significant level of dissatisfaction with material incentives, especially among university teachers. The problem of unfair remuneration is also observed at the state level, due to which the number of people working in education is also decreasing. The motivation of university teachers is also worse because they have more unsatisfied needs than school teachers.

Other most common problems in the motivation of both groups of teachers are irregular working hours, especially in the conditions of distance learning, which exacerbates the need for free time motivation, and lack of technical support. Such working conditions, in turn, increase pressure and stress at work, which negatively affect labor productivity. A significant decrease in live communication and feedback from pupils and students can cause a burnout effect, because the teacher does not get satisfaction from the results of his/her activity, though it is one of the most important internal motives of the individual.

In addition to the above, the lack of praise from management and its biased attitude, especially towards young staff, are considered demotivating factors. The younger generation is more interested in collective cooperation and participation in competitions and conferences and this determines the expediency of taking into account the difference in mentality of generations when improving the staff motivation system. But this interest is often extinguished by the fact that new employees are loaded with responsibilities that are not part of their authority, so it is important not to go to extremes and discuss this type of motivation with each employee individually.

Therefore, when improving the current system of motivation of Ukrainian secondary and higher education institutions, first of all, attention should be paid to the regulation of work volumes by optimizing distance technologies and bureaucratic processes, which will allow increasing the amount of free time and reducing the complexity of work efforts. It is considered expedient to concentrate on

methods of non-material motivation taking into account age characteristics, since the material reward in budgetary organizations depends little on the local authorities. Prospects for further research are the improvement of motivation methods of educational staff in the conditions of distance learning and a more detailed analysis of the internal motivation of younger generations.

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## Методи вдосконалення системи мотивації персоналу навчальних закладів

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**Анотація.** Мотивація персоналу є однією з нагальних питань в управлінні організаціями будь-якої сфери діяльності. Це стосується й сфери освіти, оскільки діяльність працівників закладів освіти має вплив на якість освітніх послуг та в подальшому на розвиток держави. Тому адміністрації освітніх закладів необхідно приділяти мотивації персоналу особливу увагу. Метою статті є визначення методів вдосконалення системи мотивації та досягнення балансу внутрішньої та зовнішньої мотивації персоналу середніх і вищих навчальних закладів, що дасть змогу активізувати продуктивність праці та забезпечити галузь освіти висококваліфікованими фахівцями, максимізувавши ефективність їхніх теоретичних знань і професійних навичок. З використанням методів аналізу, синтезу та узагальнення було розкрито сутність основних понять системи мотивації та здійснено класифікацію мотиваційних методів. На основі компаративного методу виконано аналіз рівня середньої заробітної плати галузі освіти в Україні та чисельності її працівників відносно інших видів економічної діяльності, який засвідчив розвиток кризи та загальну фінансову непривабливість досліджуваної сфери. З застосуванням методу опитування проведено анкетування серед працівників закладів вищої та середньої освіти Харківської області щодо визначення їхніх мотиваційних чинників. Виявлено проблеми в задоволенні потреб економічного та соціально-психологічного характеру: значно знижується забезпечення потреби у відчутті задоволення від процесу та результату роботи через низьку віддачу учнів і студентів. Обґрунтовано важливість урахування різниці менталітету поколінь в розумінні їх внутрішніх мотивів. Доведена необхідність оптимізувати бюрократичні процеси та технології, що використовуються в дистанційній роботі. Використання отриманих результатів управлінським персоналом навчальних закладів дозволить знизити вплив демотивуючих чинників, таких як несправедлива оплата праці, брак вільного часу, стресові умови роботи, на загальний рівень мотивації персоналу, а також покращити систему мотивації закладів середньої та вищої освіти

**Ключові слова:** мотивація працівників закладів освіти, методи мотивації, мотивуючі та демотивуючі чинники, заклади вищої та середньої освіти, вчителі закладів середньої освіти, викладачі закладів вищої освіти