

MOTIVATIONAL AND VALUE COMPONENT AND PROFESSIONAL SATISFACTION OF TEACHERS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract

The article is devoted to the problem of studying the motivational and value component and satisfaction with the professional activity of teachers of preschool educational organizations. The study used the following methods: "The motivation of professional activity" by K. Zamfir in the modification of A.A. Rean; the method of terminal values by I.G. Senin, used to determine the severity of certain terminal values of the individual. The article presents the results of the study of the relationship between the motivational and value component and the professional satisfaction of teachers.

A factor analysis has been carried out on the connection of satisfaction with work with such parameters as terminal values, orientation, and motivation of professional activity according to the Kaiser normalization method. Based on the analysis of the research results, conclusions about the features of the motivational and value component and satisfaction with the professional activities of teachers of pre-school educational institutions were formulated.

Keywords: motivation and value orientation of an individual, professional activity, satisfaction, pedagogical activity, professional motivation.

1. INTRODUCTION

Professional activities have a significant impact on all spheres of life of an adult person and the development of his personality. Changes in the socio-economic situation in Russia are accompanied by the rapid growth of competitive and market relations. These changes contribute to the development of psychological and cognitive skills of self-regulation, high concentration of attention, the ability to manage their behavior, design a new trajectory of professional development and develop high responsibility. This means that in work activities, issues of motivational position and value orientation also acquire an important value in the

development of a professional and contribute to rapid adaptation to changing conditions in society. Priority goals, effective organization of professional activities and long-term plans of an educational institution, supported by an effective management strategy, will be effective if teachers are interested in their implementation. From this it should be noted the following pattern found in numerous studies: the performance of organizations and enterprises is directly dependent on the degree of expression of motivation of employees. A sufficiently high motivation of teachers' work can compensate for many of the shortcomings of other functions of the board, such as goal-setting, organization, planning, control. At the same time, low motivation to work can hardly be replaced by anything.

Motivational management is now becoming increasingly relevant in pedagogy and psychology and is considered in the scientific works of L.M. Mitina, B.S. Bratus, V.V. Stolin, V.I. Slobodchikov, N.V. Prutchenkova (Mitina L.M.,1997,p.16-21). The study of the values of teachers engaged scientists A.A. Korostyleva, V.A. Slastenin, G.I. Chizhakova, J. Hazard, E.N. Shiyanov, I.F. Isaev, N.Yu. Guzeva, S.G. Vershlovsky. It should be noted that a person is motivated to work and active actions by the need to satisfy various needs. Usually, a person tends to repeat the behavior that he associates with satisfaction of need, and to avoid one that is associated with insufficient satisfaction. This fact was called the law of the result (Markova A.K. 1992, p. 65-67). On the one hand, it is noted that the motivational structure of the personality is fairly stable, but on the other hand, it can be purposefully changed. In addition, it is known that the motives, that motivate a person to be active, are quite complex, subject to changes and to the influence of both external and internal factors. Therefore, it is very important for guiding and managing human resources to know the direction of a person's actions and to be able to orient these actions in the right direction. The most common typology of motivational structure is presented by TN. Antonova, K. Zamfir, L.E. Kurneshova. Basically, these authors distinguish two types of professional motivation: external and internal . In addition, the establishment of the relationship between individual and group motivation is to solve the problem of combining individual and group goals and interests.

2. THE PROBLEM OF MOTIVATIONAL AND VALUE COMPONENT AND PROFESSIONAL SATISFACTION

2.1. Motivational and value component and professional satisfaction of teachers of preschool educational organizations

As for the above mentioned material and spiritual values, which are the subject of our study along with motivation, many concepts of the study of values reflect their belonging to the motivational sphere. For example, V. P. Tugarinov believes that "values are objects, phenomena and their properties that are needed by people and a certain person as a means of satisfying their needs and interests, as well as ideas and motives as a norm, goal or idea" (Zanyuk S., 2001). E. Fromm wrote that values determine our conscious and purposeful actions. As for pedagogical values, they can be represented as certain norms regulating the activities of teachers and educators. According to M. M. Levina, mastering such values is carried out in the process of activity, is a subjective acquisition and serves as an indicator of personal and professional development of the teacher (Levina M.M, 2001). This is especially important, according to V. A. Slastenin, in the transition periods of society development as the value systems are the indicators of some contradictions arising in the public consciousness (Slastenin V.A.,2002). According to V.A. Slastenin, the development of professionally oriented values of teachers occurs throughout their professional life. Therefore, to take into account their influence on professional pedagogical activity is an urgent need.

It is known that many scientists, such as L.S. Vygotsky, A.N. Leontyev, D.S. Elkonin believed that the teacher's professionalism is a unity of motivation, value orientations and personal aspirations (Vygotsky L.S.,2000). The latter can be considered through such specific concepts as job satisfaction, job satisfaction. To consider the motivational value sphere of the person in connection with the satisfaction of professional activities allow the results of numerous studies of such scientists as I.V. Arendarchuk, V.G. Aseev, T.O. Gordeeva, B.I. Dadonov, L.A. Korostyleva, N.V. Kuzmina, A.N. Leontyev, A.K. Markova, A.A. Rean, S.Yu. Trapitsyn, H. Heckhausen. Such scientists as A. Fayol, F. Taylor, G. Ford, E. Mayo, D. McGregor, A. Maslow, D. McClelland, K. Alderfer, F. Herzberg, L. Porter, V. Vroom, E. Louter, R. Hughesman, J. Hatfield, B.F. Skinner, E. Deming have made a worthy contribution to the study of satisfaction to work. Their theoretical studies are also being implemented at the present stage of development of many organizations (Taylor F.W.,1991; Utkin E.A.,2009). According to the results of research by A. A. Rean, satisfaction with the profession has relationships with the motivation system that the teacher has. Professional teacher satisfaction is higher in the case when motivation is more optimal: activity is motivated by the content, emotional stability and satisfaction with activity is higher, there is a desire to achieve positive results (Mac Clelland D., 2007). Job satisfaction is a system consisting of the following elements: satisfaction with

achievements in work, satisfaction with relationships with management and employees, the level of claims in professional activities, material well-being, and one of the factors interrelated with job satisfaction, along with the motivational component is the value-semantic sphere of the employee of the organization. The specified theoretical positions have predetermined the further research.

Study of the motivational-value component of and satisfaction with professional activity was carried out by us for 50 teachers of "Kindergarten № 10 "Zvezdochka", Yoshkar-Ola". The age of teachers is from 21 to 53 years.

The study used the following methods:

- 1) Method "Motivation of professional activity" (method of K. Zamfir in modification of A.A. Rean) (Vershlovsky S.G., 2007).
- 2) Methods of terminal values (I. G. Senin).
- 3) "The Integral job satisfaction" (Fetiskin N. P., Kozlov V. V., Manuilov G. M.)
- 4) Orientation of professional activity (B. Bass)

The analysis of motivation of professional activity of teachers of "Zvezdochka" was carried out by means of K. Zamfir's technique in modification of A. A. Rean (Collection of psychological tests. Part III: Manua, 2006). The results of the study of motivation of professional activity are presented in table 1.

Table 1. Relative frequency of prevailing motivation (by the method of K. Zamfir in modification of A. A. Rean "Motivation of professional activity") in teachers of preschool educational organizations

Types of motivation	The number in %
Intrinsic motivation	46%
External positive motivation	34%
External negative motivation	20%

Based on the results of the study, it can be argued that the predominance of internal motivation in 46% of teachers of preschool educational organizations. Says that teachers carry out the professional activity according to the orientation of the personality and are motivated by the maintenance of labor activity, instead of aspiration to any awards of external sense. Internal motivation allows teachers to be more balanced, conscientiously perform work and at the same time spend less effort. External positive prevails in 34% of teachers of preschool educational organizations, and it shows that in this case, teachers are attracted not by activity, but by its external evaluation. External negative motivation is predominant even less often, only 20 % of teachers. And, although the statistical analysis of the results showed no difference ($\chi^2_{emp} = 5.08$ $p > 0.05$), it is still necessary to pay special attention to the contingent of teachers with negative motivation, since in this case the motives of their activities are various negative sanctions (punishment, reduction in status, criticism, non-recognition).

Further, the diagnosis of the overall severity of each of the eight terminal values was carried out: own prestige, high financial position, creativity, active social contacts, self-development, achievements, spiritual satisfaction, preservation of their own individuality, using the technique of I. Senin (Collection of psychological tests. Part III: Manual, 2006),

Table 2 presents the percentages of terminal values for the three levels of "high", "medium" and "low»

Table 2. The ratio of terminal values among teachers of pre-school educational organizations

Terminal values	Levels		
	high	medium	low
Progress	62%	32%	6%
High financial position	48%	30%	22%
Self-development	48%	36%	16%

Preservation of own individuality	36%	28%	36%
Active social contacts	34%	38%	28%
Own prestige	8%	54%	38%
Creativity	6%	70%	24%
Spiritual satisfaction	6%	54%	40%

According to the results of diagnostics of terminal values, presented in Table 2, one can see that high indicators are more often found on the Achievement scales - 62% and "High financial position" – 48 % and "Development of oneself" - 48%. This means that for most teachers it is important to achieve their goals, implement their life plans and, at the same time, their material condition is a prerequisite for success in life, so that they can increase their own importance and self-esteem. Average indicators are more common on the scales "Own prestige" (54%), "Creativity" (70 %) and "Spiritual satisfaction" (54%). Accordingly, the majority of teachers do not particularly strive for self-improvement, for the realization of creative possibilities and spiritual satisfaction. According to the scales "Preservation of one's own individuality" - 36%, "Active social contacts" - 38%, the frequency of high average and low scores is approximately the same. Consequently, among teachers one can find those with varying degrees of activity in social contacts and preserving one's own individuality. In order to compare the empirical distributions of features over the levels "high", "medium" and "low", χ^2 - Pearson's criterion was used. As a result of the study, differences were identified ($\chi^2_{Emp} = 72.868$ $p < 0.01$), since χ^2_{Emp} exceeds a critical value, the differences between the distributions are statistically significant.

The teachers' satisfaction with work was studied using the method of "Integral satisfaction with work" (Fetiskin N.P., Kozlov V.V., Manuilov G.M.). It was revealed that 46% of all subjects have a high level of satisfaction with work, 36% – average, and 18% – low. Clearly indicators of job satisfaction are presented in table 3

Table 3. The ratio of indicators of integral job satisfaction among teachers

Performance Satisfaction	Levels		
	high	medium	low
Satisfaction with employee relations	64%	32%	4%
Satisfaction with working conditions	56%	20%	24%
Satisfaction with management relationships	58%	28%	14%
Satisfaction with achievements in work	60%	30%	10%
Preference of work to high earnings	56%	28%	16%
Interest in work	44%	38%	18%
The level of claims in the professional activity	26%	40%	34%
Professional responsibility	8%	56%	36%

The data presented in the table show that the majority (64%) of respondents are satisfied with the relationship with employees, working conditions (56%), relationships with management (58%), their achievements in work (60%). 56% of teachers have a high level of preference for work to high earnings. It is quite possible that such results could be facilitated by the fact that in groups, according to polls, an atmosphere of mutual understanding reigns and favorable conditions for work are created. Less than half (44%) of the respondents have a high level of interest in work, almost a quarter of teachers (26%) have a high level of aspirations for professional activities, and only 8% of teachers have a high level of professional

responsibility, despite the fact that more than half of teachers have an average (56 %) and a low level (36%) of professional responsibility. As for the level of aspirations, it is rather low among 34% of teachers, which may indicate that the goals and tasks chosen by them are not too difficult due to either uncertainty or anxiety, unwillingness to compete, wrong assessment of consequences due to previous experience of failures or dependence from negative external evaluation. And, quite naturally, this leads to a decrease in the efficiency of labor. It should be noted, that there is a low level of satisfaction with working conditions (24%). Perhaps, according to a survey of the respondents, this is due to the currently increasing workload. Statistical analysis, in which χ^2 was used - the Pearson's criterion showed the significance of differences in the distribution of the studied trait was used ($\chi^2_{Emp} = 84.924$ $p < 0.01$).

The above data can be summarized in identifying the best combination of motivational relationships: intrinsic motivation> extrinsic positive motivation> extrinsic negative motivation. It shows that satisfaction with the profession is higher if the high weight has external and internal positive motivations and a much smaller weight belongs to the external negative.

The next step was to determine the type of orientation of the personality of the teacher in the professional activity according to the method of B. Bass.

Table 4. Relative frequency of prevailing types of personality orientation among teachers of pre-school educational organizations (%)

No	Orientation of personality	Number of teachers (%)
1	Focus on communication	64
2	Focus on yourself	16
3	Focus on the work	20

According to the data presented in the table, it is clear that "Direction to communication" is presented in 64% (32 people) of teachers, which most likely indicates their desire for relationships with people, their orientation towards interaction and at the same time dependence on the group's opinion, which means in emotional attachment.

"Self-directedness" is visible in 16% (8 people) of teachers, which shows their orientation towards remuneration, striving for status achievements, the need for power, tendency to rivalry and also may indicate such qualities as aggressiveness, irritability, anxiety, introversion.

"Direction to work" in 20% (10 people) of teachers can speak about their interest in the qualitative performance of work, their orientation to business communication. They have a tendency, most likely, to defend their own opinions in the interests of the common cause. Statistical processing of the results showed the significance of discrepancies between the distributions of the signs ($\chi^2_{Emp} = 21.276$ $p < 0.01$).

The next step was a correlation and factor analysis. As a result of the correlation analysis, the following important, in our opinion, relationships were presented in Table 5

Table 5. Correlation relationships of motivational and value components

No	Motivational components	Value Components	Empirical Significance	Level
1	External positive motivation	External positive motivation Satisfaction with working conditions	-0,22	$p < 0.05$
2	External positive motivation	External positive motivation Focus on business	0,36	$p < 0.05$

3	External positive motivation	External positive motivation Focus on yourself	-0,31	p<0.05
4	Intrinsic motivation	Intrinsic motivation "Developing yourself" as a value	-0,29.	p<0.05
5	Interest in work	Interest in work Focus on business	-0,29	p<0.05
6	Professional responsibility	Professional responsibility "Creativity" as value	-0,29	p<0.05
7	Satisfaction with employee relations	Satisfaction with employee relations "Social prestige" as value	-0,31	p<0.05
8	External negative motivation	External negative motivation Satisfaction with management relationships -5	-0,22	p<0.05

The results of the correlation analysis show that there is a significant relationship between external positive motivation and job satisfaction, between focus on work and focus on yourself. This suggests that teachers who are more interested in the assessment and opinion of others, are worried about themselves and the work.

It also revealed a significant relationship between intrinsic motivation and the value of "developing oneself" ($r = -0.29$). This may mean that teachers with the value of "developing themselves" are not interested in the very content of work, they have the desire to achieve certain positive results in the context of pedagogical activity. In addition, a negative correlation was found between interest in work and focus on work ($r = -0.29$), between professional responsibility and creativity

($r = -0.29$), because professional teachers are not very creative and teachers directed at achieving results are not always interested in content.

The feedback between employee satisfaction and the value of "Social Prestige" ($r = -0.31$) indicates that teachers are satisfied with the communication with employees, but do not consider their profession to be socially prestigious. Also, feedback is established between external negative motivation and satisfaction with the relationship with management ($r = -0.22$). This may indicate that satisfaction with the relationship with the management is quite explicitly associated with such motives of their activities as negative sanctions (punishment, demotion, criticism, non-recognition: the fewer the sanctions, the more teachers are satisfied with these relationships).

Factor analysis, aimed at a deeper study of the relationship of job satisfaction with such parameters as terminal values, orientation, and motivation of professional activity, revealed four categorical groups of factors:

The first factor "Orientation towards self-development" is represented by five indicators of value orientations with different factor loadings, which indicates the varying degree of influence of the identified indicators on the development of the phenomenon under study: own prestige (0.937), high financial standing (0.803), creativity (0.772), active social contacts (0.568), achievements (0.856), spiritual satisfaction (0.863), preservation of one's own individuality (0.838).

The second factor "result orientation" is represented by one pair of interdependent indicators: the orientation of the individual towards the business (0.746) and the orientation of the personality towards communication (-0.958).

The third factor "motivation of mastery" is represented by indicators of internal negative motivation (0.686)

and terminal value "self-development" (-0.709) which are also in inverse correlation: the higher the negative motivation indicator, the lower the indicator "self-development". Hence, the desire of educators to avoid disciplinary action and criticism, a negative attitude to various organizational changes the innovations in educational activities. Providing for oneself, protection from various claims, punishments, on the part of the management adversely affects the teacher's desire to raise the level of his education in order to develop his abilities. Subjects are characterized by disinterest in information about their abilities in learning and about the possibilities of their development.

The fourth factor "focus on social recognition" is presented by external positive motivation (0.667) and focus on yourself (-0.887). This suggests that the higher the level of motivation for remuneration correlated with the motives of personal and professional growth, the prestige of work in a particular educational institution, self-actualization is, the lower the desire for direct remuneration and aggressiveness in achieving status, for rivalry, irritability, anxiety and introversion is.

5. CONCLUSIONS

Thus, it was established that the satisfaction of teachers with professional activities is due to the factors of value orientation to self-development, value orientation to results, focus on skills and social recognition. This structure, one way or another, can affect job satisfaction of employees of an educational institution, while their absence does not necessarily lead to job dissatisfaction. In addition, it can be concluded that the motivational and value structure is represented not only by values and motivation, but also indirectly directed by the personality of the teacher, confirmed by connections in the course of correlation and factor analysis.

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