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DOI: <https://doi.org/10.24195/2414-4665-2017-11-18>**Viktoriia Yahodnikova,***Doctor of Pedagogy, professor,**Department of General Scientific, Social and Behavioral Sciences,**Odesa Institute “Interregional Academy of Staff Management”,**19, Chornomorskoho Kozatstva, Odesa, Ukraine*

TEACHERS’ MOTIVATION FOR EFFECTIVE PEDAGOGICAL INTERACTION UNDER CONDITIONS OF EDUCATIONAL CHANGES

The paper aims to study peculiarities of motivation of teachers for pedagogical interaction in the context of educational changes. The survey was conducted using a number of techniques: Motivation for Success and Fear of Failure Inventory (A. Rean); Methodology “Teachers’ Perceptions of Innovations” (T. S. Soloviov) for assessing the level of innovative potential of the teaching staff; Motivational Sources Inventory (MSI) (John Barbuto, Richard Scholl) (translated by O. Sydorenko); questionnaire “MES” (according to M. Kubyskhina), aimed at revealing the person’s aspiration to achieve goals, rivalry, social prestige. Ideals, professional interests, beliefs, needs, social attitudes, professional and personality values of a teacher act as motives of pedagogical interaction. A motive that engages a teacher into professional activities is considered as the one motivating this interaction. Motives determine the direction of pedagogical interaction, they are dynamic and can change depending on age, pedagogical experience and experience of innovation activity. Under conditions of educational changes, special attention should be paid to motivation, which directs teachers to the activity in the innovation process, the achievement of the effectiveness of pedagogical interaction. The study involved 92 teachers from the city of Odessa and the Odessa region. As a result of the empirical research, it has been found that younger teachers are focused on meeting the needs of children, their parents, seeking recognition. Teachers with an experience of more than 15 years are focused on the process itself and success of pedagogical interaction. The statically significant relationship between motivation for success and perception of innovations has been revealed. A teacher motivated for pedagogical interaction in conditions of educational changes seeks not only for its effectiveness, but also for the success of building a ‘new school’.

Keywords: *motivation, motives, pedagogical interaction, teachers, educational changes, new school.*

Introduction

Modern challenges in all spheres of society’s life have led to the objective need for a radical reforming of national education, which should transform the Ukrainian school into a “lever of social equality and cohesion, economic development and competitiveness of Ukraine” [13]. Educational changes that are defined in the “New Ukrainian School” Concept are based on the principles of “partnership pedagogy”, based on communication, interaction, and cooperation [13]. In this context, a qualitatively new pedagogical interaction of a teacher based on mutual respect, trust in relationships, partnership is of crucial importance.

We interpret pedagogical interaction, according to L. Velitchenko, as a subject-subjective interaction within the pedagogical process, whose functional attributes are “personality” and “activity” in the sense of the main instrumental functions of the subject (teacher, student) [5]. It should be noted that effective pedagogical interaction under conditions of educational changes is a special type of interconnection of all participants in the educational process, which has the characteristics of joint creative activity aimed at finding and introducing innovations for solving educational problems, professional development of a teacher and qualitative personality changes of all its participants.

In view of the fact that according to psychological and pedagogical science, a teacher plays a leading role in pedagogical interaction, which acts in two interrelated forms, that is, one is included in the process of communication, and the other one – in the structure of joint activity, and becomes effective if there is motivation that induces a teacher to this interaction. It is known that motives are an internal determination of subject’s efforts in different activities and acts of interaction. Therefore, the identification and understanding of the motives that prompt the teacher to the activity may contribute to the targeted influence on his/her interaction in order to increase its effectiveness. Thus, in the context of educational changes, the issue of motivation of teachers for effective pedagogical interaction, which helps them not only quickly adapt to these changes, but also actively implement them, is important.

Motivation as a psychic phenomenon has become the subject of researches of domestic and foreign scientists, who from various methodological positions, approaches and theories investigated its essence, nature, features, formation and development. An analysis of scientific sources suggests that there are two directions of study of motivation in psychology which, in our opinion, complement each other and are identical with respect to the content of motivation. The first direction is static, it considers motivation as a combination of factors or motives that

predetermine the activity of the subject to achieve specific goals (V. Aseyev) [2], (L. Bozhovich) [4] (K. Madsen) [23] et al. The second one is dynamic, it considers motivation as a process, mechanism of formation, the action of the motive (E. Ilyin) [6], (M. Magomed-Eminov) [10], (A. Faizullaev) [20] et al.

The motive is also interpreted by scientists ambiguously: as a need (L. Bozhovich) [4], objects of external world (O. Leontiev) [9], attitude (A. Maslow) [12], state (R. Pyloyan) [14], personality properties (K. Platonov) [15], excitement (H. Hechauen) [21], etc. However, all researchers believe that the motive is an internal force, the main impulse of mental activity, which determines the behavior of an individual.

Describing the peculiarities of motivation, it should be noted that the behavior of an individual is greatly determined not by a single motive, but by their totality, therefore, pedagogical interaction as a joint activity and communication is of multi-motivated nature. In addition, one and the same motive in different people can be a source of different actions and deeds, and the same actions can be caused by different motives [7, p. 8-9]. They can be in a complex dynamic interaction, contradict each other or, vice versa, intensify one another.

Consequently, the motive is a complex integral psychological entity. Therefore, ideals, professional interests, convictions, needs, social attitudes, professional and personality values of a teacher are the motives of pedagogical interaction. We consider the action of the motives that encourage a teacher for work as a motivation for this interaction.

It should be noted that the nature of the motives that are the basis of pedagogical interaction, determine the direction, style and content of the teacher's activity. According to E. Ilin, the dominance of one or another motivation or its absence predetermines the tendency of teachers to a certain style of leadership [6, p. 280]. A. Baimetov on the basis of certain motives of pedagogical activity (duty, interest and enthusiasm of the subject being taught, passion for communication with students), distinguished types of teachers according to the domination of a certain motive. However, in the opinion of the researcher, a teacher who has no leading motive has the highest qualification and authority [3]. The dominant motive, based on the professional qualities and the whole commitment of the teacher was chosen as a criterion for the typology of teachers (organizer, 'subject'-focused, communicator, intellectual), proposed by E. Rogov [17].

The review of scientific literature shows that the nature of motivation is determined by such factors as sex, age, status, professional experience, level of anxiety, subjective control, etc. Thus, according to the researches by N. Aminov, I. Osadcha, asymmetry of positions, the difference in the status and experience in the interaction of the child and the teacher leads to the appearance of the motive of power in the teacher as a leading type of motives of pedagogical activity, which includes the power of gratification, the power of punishment, normative power,

power of the standard, expert power, information power. Scientists believe that this motive is fully realized in pedagogical activities through such manifestations as controlling others, influence, overconfidence, etc. [1].

N. Makarenko and S. Ustimenko in recent experimental studies have shown an average negative correlation between the work experience of teachers and their need for self-improvement [11, p. 50]. Thus, the obtained research data confirmed the correlation between the type of motivation and the teaching experience.

According to the results of our previous research studies, it was found that educators with teaching experience from 18 to 25 years successfully implement innovations into educational activities, and this activity is mainly conditioned by personal motives, but social recognition is no less important for the teachers, stimulating them for search, creation and introduction of innovations in pedagogical practice [22, p. 54].

In today's conditions of educational changes, in our opinion, the achievement motivation, which prompts a teacher to find new ways of solving educational tasks, becomes especially important. It should be noted that the structure of this kind of motivation consists of opposing trends: the desire to succeed and the desire to avoid failure (R. Atkinson, D. McClelland) [24], the ratio of which in the psychological literature is controversial. The desire to succeed prompts teachers to innovate, overcome difficulties in problem situations, achieve goals, and determine the effectiveness of pedagogical interaction. It should be noted that, according to the research, motivation for achievement is most pronounced in middle-aged teachers [8].

Due to the diversity of the nature of motives and their special features, they distinguish external motivation, which, in the context of our study, is determined by external conditions and is not directly related to the pedagogical interaction, and internal motivation is associated with the content of pedagogical interaction and is based on personal needs interests, desires, values, etc.

Aim and Tasks

The paper aims to study the motivation of teachers for pedagogical interaction in the context of educational changes.

The following tasks are set:

1) to carry out a theoretical analysis of conceptual approaches to the study of the issue of motivation and characteristic peculiarities of motivation for pedagogical interaction.

2) to reveal the leading motives of teachers for pedagogical interaction at the empirical level.

Research Methods

The study involved 92 teachers from the city of Odessa and the Odessa region. All participants had academic degree and began teaching right after graduation. They had pedagogical experience from 5 to 27 years and some experience in innovation activities. The respondents were divided into two groups depending on the teaching experience. The first one included teachers with a peda-

gological experience from 5 to 15 years, and the second group involved teachers with an experience of more than 15 years.

In the context of educational changes, the problem of motivation of teachers for pedagogical interaction is one of the most urgent, since it determines the effectiveness of their professional activities, which will ensure the success of these changes. We investigated the professional motivation of teachers by means of the questionnaire “Motivation for Success and Fear of Failure” (A. Rean) [6]. It consists of twenty statements, every of which provides four variants of answers. The questionnaire key calculates the number of points for answers given by the respondent, the amount of which determines the desire for motivation for success or fear of failure.

As pedagogical interaction in the conditions of educational changes is focused on innovative transformations of the educational process, in our opinion, it is important to identify the attitude of teachers towards innovations, their desire to innovate. In order to assess the level of innovative potential of the teaching staff, we used the method “Teachers’ Perception of Innovations” (by T. Soloviev) [19], which contains six questions, the answers to which are assessed by the scale. The results were processed by mathematical calculation of the sum of scores of all completed questionnaires. The level of susceptibility of the teaching staff to innovations (K) was determined by the formula:

$$K = \frac{K_{real}}{K_{max}}$$

where: K_{real} – the real number of scores;
 K_{max} – the maximum number of scores.

To assess the level of teachers’ receptivity of innovations, the following indicators were used:

- Up to <0.45 - critical level;
- 0.45 < K < 0.65 - low level;
- 0.65 < K < 0.85 - acceptable level;
- Up to > 0.85 - optimal level.

At the next stage of the study, the Motivation Sources Inventory (MSI) (John Barbuto, Richard Scholl) (translated by O. Sydorenko) [18] was used. Based on the understanding of motivation as a dynamic phenomenon that cannot be measured, the authors of the questionnaire proposed a model of motivation, in which the main sources of motivation were identified as the fundamental personal formations. The proposed classification provides a coordinate system that is necessary to predict human behavior, understanding the way a person makes decisions. The following phenomena can act as sources of motivation: the process of professional activity, its external results, rewards, belonging to the group, support of its significant members, obtaining the desired status, self-improvement, the desire to achieve a higher level of competence, the desire for self-expression, high achievements, overcoming challenges, self-actualization, etc. The questionnaire consists of 30 statements, which are grouped in

six ones in every category of motivation. The calculation of the results is carried out in accordance with the key, the final score is calculated as the arithmetic average of the points for six statements of each category of motivation.

With the help of the “MES” (motivation-enthusiasm-social prestige) questionnaire (according to M. Kubyshkina) [6] we assessed target strategies of teachers in pedagogical interaction. The questionnaire is aimed at revealing the person’s aspiration to achieve goals, rivalry (enthusiasm), and social prestige.

Non-parametric methods were used for the statistical processing of empirical data: Pearson correlation coefficient, F-criterion φ^* .

Research Results and Discussion

According to the results of the survey using A. Rean’s questionnaire it has been found that most of the respondents of both groups (86% and 92% respectively) do not manifest a motivational pole; most teachers of both groups show motivation closer to the fear of failure (37% and 44%), fear of failure (20% and 34%). The motivation for success is manifested by 11% of the respondents of the group I, 4% - group II, closer to success – 32% of the group I and 18% for the group II. So, although the motivation of fear of failure is prevalent among the teachers, the results of the group I have shown a greater tendency to motivation for success, which in our opinion, is associated with age-specific features and insufficiently positive experience. Since the motivation for success directs interaction to the positive result, and the fear of failure is due to the expectation of adverse results of this interaction and prompts for passive or protective behavior, the results obtained indicate that teachers do not quite understand the need for educational changes, are unsure of their success.

The results of the questioning “Teachers’ Perception of Innovations” have revealed that 20% of respondents in group I and 38% in group II have low perceptions of innovations, which shows their lack of desire for innovative changes, self-doubt, domination of stereotypes in thinking and behavior. The positive perception of innovations was found in 22% of the respondents of group I and 12% of respondents in group II. These teachers are ready for changes, they are open for innovations, can find new forms and methods of effective pedagogical interaction and actively implement them. Most teachers of both groups (58% and 50% respectively) demonstrate a moderate perception of innovations (at a satisfactory level). They understand the need for changes but have doubts about the effectiveness of their implementation, so they are in no hurry to accept them. The teachers are ready to introduce innovations into pedagogical practice but they need support.

The results of calculations of the statistical relationship between the motivation for success and the perception of innovations ($r = 0.67$) shows a statically significant relationship, which suggests certain patterns that exist between the investigated parameters.

The results of the questionnaire of motivational sources (MSI) (John Barbuto, Richard Scholl) are presented in the form of a diagram in Fig. 1.

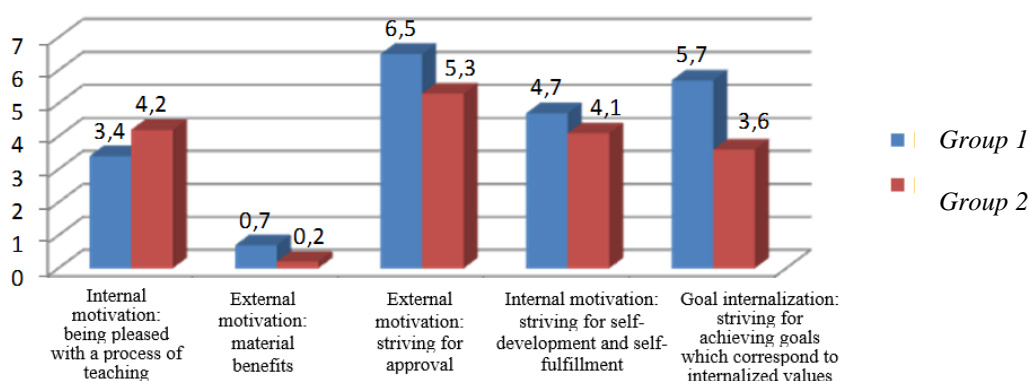


Fig.1. Motivational Sources of Teachers

As we can see from Fig. 1, external motivation prevails in the respondents of both groups, which is manifested in striving for the approval by others (6.5 points and 5.3 points respectively), but this type of motivation is more peculiar for group II as compared to the group I. This result shows that teachers in their activities are focused on other people's assessment, they need recognition of the results of their work by the school administration, colleagues, parents. It should be noted that the data obtained according to this scale are different from the results of other studies [11; 16]. In our opinion, this is due to the fact that our study aims to identify the motivation of pedagogical interaction precisely in terms of educational changes, and any changes are associated with uncertainty, anxiety, therefore in these conditions, it is necessary for teachers to confirm their significance and level pedagogical skills by those with whom they interact.

Internal motivation aimed at self-improvement and self-realization has turned out to be equally important and almost identical according to the points in both groups of the respondents (4.7 points - group I, 4.1 points - group II). This suggests that radical changes taking place in secondary education raise the requirements for the level of professional competence of a teacher. Therefore, teachers, building a new school, seek to improve their qualifications, acquire new knowledge and skills, show interest in scientific, methodological and innovative activities.

The motivation manifesting in material benefits has received the smallest number of points, but in the group I the results were somewhat higher than in group II (0.7 and 0.2 points, respectively). These results differ somewhat from our previous study, in which none of the teachers chose material benefits as a motivation for introducing innovations into the educational process. This is explained by the teachers' expectations of wage increases, which is foreseen in the reform of secondary education and the possibility to receive benefits for the results of their activities.

The differences in the survey results in the groups I and II concerned goal internationalization: the desire of achieving goals that meet the internationalized values (5.7 points - group I, 3.6 points - group II). This indicator shows that the group I teachers are oriented towards the

team, they want to be a member of the team of like-minded people, are flexible in interaction, inclined to join the majority, interested in everything that is happening at school, the result of cooperation is important for them. Teachers of group II based on their experience, age, achievements can basically defend their position, do not share the majority opinion but if their own goals agree with the general aim they can defend the position of the administration and the team.

The internal motivation aimed at satisfying with the process also differs in the teachers according to their age. Thus, the teachers of group II (4.2) have received more points than the teachers of group I (3.4). This means that more experienced teachers can take pleasure not only in obtaining the results, but also in the process of pedagogical interaction, in other words, communication with children, their parents, colleagues. Perhaps they are more experienced in organizing pedagogical interaction, have necessary skills to ensure its effectiveness. However, the teachers of group I could better understand the problems of children and their parents, they can organize pedagogical interaction on the basis of partnership, subject-subjectivity, interactivity.

Consequently, the main kind of motivation for teachers is the internal one, aimed at the approval by others, and material benefits are not perceived by them as a strong motivator. More experienced teachers are pleased with the process of interaction and understand that its effectiveness depends on the level of their professional competence, and therefore are focused on continuous self-improvement and self-realization. For teachers with teaching experience up to 15 years, the consistency of their own goals with the collective ones, the sense of involvement in an educational institution are more important.

The distribution of data according to "MES" method (by M. Kubishkina) was as follows: the scale of "Aspiration for social prestige" – group I – 48%, group II – 38%, the defined differences corresponded to the statistical level ($\varphi^* = 0,932$; $p \leq 0,05$). It should be noted that the profession of a teacher is not highly prestigious in our society but pedagogues seek for social recognition of their profession. Teachers who have shown a desire for social

prestige, actively and willingly participate in scientific and methodological and social activities, aimed at establishing close contacts with the community, care about their authority among students, their parents, colleagues and administration staff. As can be seen from the results the desire for social prestige is more pronounced in the first group.

According to the “Rivalry (enthusiasm)” scale, there are 19% respondents from group I and 10% in group II ($\varphi^*= 1,233$; $p \leq 0.05$). The rivalry as motivation directs the teacher to the struggle for values, mainly the external side of the result of interaction (power, love of children, material success, recognition, high social status in the pedagogical team, etc.). These teachers are eager to win, they are happy to take part in competitions but ignore the content and qualitative result of positive personal changes of subjects of this interaction. They are prone to conflicts, unable to cooperate and interact on a partnership basis. The results have shown that the desire to compete is peculiar for the smallest number of teachers but most of them are those having experience for up to 15 years.

According to “Desire for Achieving Goals” scale there are 33% respondents from the group I and 48% from the group II. Teachers who have shown the desire to achieve goals can determine real goals and the way of their implementation, and can predict the result. The identified differences between this kind of motivation in both groups according to the indicated criterion corresponded to the level of statistical significance ($\varphi^*=1.82$; $p \leq 0.05$).

Consequently, the teachers with the teaching experience for up to 15 years tend to have a desire for social prestige, and teachers with an experience for more than 15 years tend to have the desire to succeed.

Conclusions

1. The theoretical analysis of the issue of motivation makes it possible to conclude that in psychology, the

definition of the concepts of motivation and motive is carried out from different methodological positions, but all researchers agree that the motive is the internal force, the main impulse of mental activity, which determines the behavior of the individual. The motive is a complex integral psychological entity. Therefore, ideals, professional interests, beliefs, needs, social attitudes, professional and personal values of the teacher act as motives of pedagogical interaction. We consider the effect of these motives encouraging a teacher for professional activity as a motivation for this interaction.

It has been found out that motives determine the direction of pedagogical interaction, they are dynamic, increasing or decreasing in accordance with the age and experience. In conditions of educational changes, motivation plays a significant role as it directs teachers to the activity in the innovation process, the achievement of the effectiveness of pedagogical interaction.

3. It has been found that younger teachers are focused on meeting the needs of children, their parents, recognition. The teachers with an experience of more than 15 years are focused on the process and success of pedagogical interaction. They realize the need and strive for self-improvement and self-realization in the conditions of building a new school. The statically significant relationship between motivation for success and perception of innovations is revealed. It is proved that a teacher motivated for pedagogical interaction in conditions of educational changes seeks not only for its effectiveness, but also for the success of building a new school.

In our further research we are going to study opportunities, to develop and experimentally verify motivational training as a method of awareness of one's own motives and mastering the methods of motivation management.

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МОТИВАЦІЯ ВЧИТЕЛІВ ДО ЕФЕКТИВНОЇ ПЕДАГОГІЧНОЇ ВЗАЄМОДІЇ В УМОВАХ ОСВІТНІХ ЗМІН

Мета статті полягає у дослідженні мотивації вчителів до педагогічної взаємодії в умовах освітніх змін. Діагностика проводилася за допомогою низки методик: діагностика мотивації успіху і боязнь невдачі (А. Реан); методика «Сприйняття педагогів до нововведення» (Т. С. Соловьева) для оцінки рівня інноваційного потенціалу педагогічного колективу; «Опитувальник мотиваційних джерел» (Motivation Sources Inventory – MSI) (John Barbuto, Richard Scholl) (переклад О. Сидоренко); опитувальник «МАС» (за М. Кубишкіною), спрямований на виявлення прагнення людини до досягнення мети, суперництва (азартності), соціального престижу. Розглянуто сутність мотивації і мотивів, характерні особливості мотивації педагогічної взаємодії. У дослідженні взяли участь 92 вчителі міста Одеси та Одеської області. Всі учасники мають вищу освіту, педагогічний стаж роботи – від 5 до 27 років, також мають певний досвід інноваційної діяльності. З'ясовано, що в ролі мотивів педагогічної взаємодії виступають ідеали, професійні інтереси, переконання, потреби, соціальні установки, професійні і особисті цінності вчителя. Дія мотивів, що спонукає вчителя до професійної діяльності, розглядається як мотивація цієї взаємодії. З'ясовано, що мотиви визначають спрямованість педагогічної взаємодії, носять динамічний характер, змінюються, посилюються чи зникають відповідно до віку, стажу педагогічної і досвіду інноваційної діяльності. В умовах освітніх змін особливу важливість набуває мотивація, що спрямовує вчителів до активності в інноваційному процесі, досягнення ефективності педагогічної взаємодії. За результатами емпіричного дослідження встановлено, що більш молоді вчителі орієнтовані на задоволення потреб дітей, їхніх батьків, прагнуть до визнання. Учителі зі стажем понад 15 років спрямовані на процес і успіх педагогічної взаємодії. Позитивним є те, що педагоги в умовах розбудови нової школи прагнуть до самовдосконалення і самореалізації та усвідомлюють їх необхідність. Виявлено статично значущий зв'язок між мотивацією на досягнення успіху і сприйняттям нововведень. Доведено, що мотивований вчитель до педагогічної взаємодії в умовах освітніх змін прагне не тільки до її ефективності, а й до успіху розбудови нової школи.

Ключові слова: мотивація, мотиви, педагогічна взаємодія, вчителі, освітні зміни, нова школа.

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