

ANALYSIS OF FACTORS INFLUENCING THE DEVELOPMENT OF MOTIVATION OF UNIVERSITY TEACHERS' PROFESSIONAL AND PEDAGOGICAL PERFORMANCE UNDER MARTIAL LAW

АНАЛІЗ ФАКТОРІВ, ЩО ВПЛИВАЮТЬ НА РОЗВИТОК МОТИВАЦІЇ ПРОФЕСІЙНО-ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ ВИКЛАДАЧІВ ВИШІВ В УМОВАХ ВОЄННОГО СТАНУ

The emphasis on human resources is a powerful incentive for the development of areas related to science and higher education. It is important to remember that academic and teaching staff is the basis for the existence and functioning of higher education institutions and a source of professional training of specialists in various areas. This determines the increasing social role of university teachers in the development of modern society. It should be noted that from year to year there are new requirements teachers of higher education institutions face that often demotivate their self-development.

This article makes a detailed analysis of multifaceted factors that influence motivation of university teachers under martial law. Such factors as increased workload, mental and emotional health, professional isolation, lack of teaching resources, unrealistic expectations, lack of growth and training opportunities have been identified and studied. Unpredictable situations in the conditions of war make teachers flexible and adapt to new realities. We can't but mention about constant and long air raids, disrupted communication, heightened stress, a sense of insecurity, sometimes technical difficulties, electricity problems and unstable internet connection. These are problems teachers face almost every day, especially in frontline regions of Ukraine.

The author of the article highlights these issues and tries to propose solutions that could change the situation for the best and influence the growth of motivation of university teachers' professional and pedagogical performance under martial law. According to the results of the survey conducted among university teachers, emotional and mental health, increased workload and unrealistic expectations are top three factors that trouble teachers and influence motivation and career development nowadays.

Despite the conditions of war, scientific and pedagogical staffs of higher education institutions go on working, developing professional competences, conducting scientific researches and finding new priorities that help overcome difficulties.

Key words: *university teachers, factors of motivation, pedagogical performance, career development, professional competences, burnout, training.*

Людський ресурс є потужним стимулом для розвитку сфер, пов'язаних з наукою

та вищою освітою. Важливо пам'ятати, що науково-педагогічні працівники є основою існування та функціонування закладів вищої освіти, а також джерелом професійної підготовки фахівців у різних галузях. Це визначає вагомому соціальну роль викладачів університетів у розвитку сучасного суспільства. Варто зазначити, що з року в рік з'являються нові вимоги у роботі викладачів вишів, які часто демотивують саморозвиток та самовдосконалення науково-педагогічних працівників.

У статті здійснено аналіз різних факторів, які впливають на мотивацію викладачів вишів в умовах воєнного стану. Досліджено такі фактори як збільшене навантаження, психічне та емоційне здоров'я, професійна ізоляція, брак ресурсів у викладанні матеріалу, нереалістичні очікування, брак можливостей для самовдосконалення та навчання. Непередбачувані ситуації в умовах війни змушують викладачів бути гнучкими та адаптуватися до нових реалій. Не можна не сказати про постійні тривалі повітряні тривоги, порушену комунікацію, підвищений стрес, почуття небезпеки, іноді технічні труднощі, проблеми з електропостачанням, нестабільний доступ до мережі Інтернет. Це ті проблеми, з якими викладачі стикаються майже щодня, особливо у прифронтових регіонах України.

Автор статті висвітлює ці питання та намагається запропонувати рішення, які могли б змінити ситуацію на краще та вплинути на удосконалення системи мотивації професійної діяльності викладачів вишів в умовах воєнного стану. За результатами опитування, проведеного серед викладачів вишів, основними трьома факторами, які викликають стурбованість і впливають на мотивацію та кар'єрний розвиток, є емоційне та психічне здоров'я, зростання навантаження та нереалістичні очікування.

Попри умови війни науково-педагогічний персонал закладів вищої освіти продовжує працювати, розвивати професійні компетенції, проводити наукові дослідження та знаходити нові пріоритети, які допомагають долати труднощі.

Ключові слова: *викладачі вишів, фактори мотивації, педагогічна діяльність, кар'єрне зростання, професійні компетенції, емоційне вигорання, навчання.*

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Problem Statement. The professional and pedagogical performance of university teachers plays a significant role in determining the quality of higher education and enriching students' academic experiences. The effectiveness of teaching is often influenced by the level of teachers' academic motivation, intrinsic and extrinsic factors that encourage lecturers to strive for professional

pedagogical growth. Professional motivation not only fosters personal and career development, but enhances teachers' ability to inspire students, creating a good learning environment.

In an era of rapid technological advancement, globalization and changes that happen in education, Ukrainian university teachers face increasing demands and have to find balance either in research

achievements or in pedagogical work. Moreover, during the ongoing Russian aggression against the Ukrainian nation, teachers have to adapt to the new circumstances taking into consideration the safe educational environment, emotional and psychological well-being of all participants of the educational process.

This paper highlights the problems that impact university teachers' motivation in the educational process. We aim to identify strategies that foster motivation among university teachers, inspire them to achieve innovative research contributions and get sustained career satisfaction.

Analysis of recent research and publications.

Research on teacher motivation has grown significantly since the late 1990s. Past decades have witnessed a noticeable growth in literature in the area of teacher motivation research across various social cultural contexts. The concept of formation of teachers' motivation has been studied by many Ukrainian and foreign scholars, among which we find the following names: Thomas R. Guskey, Robert J. Vallerand, Ryan, R. M., & Deci, E. L., N. Kuzmina, V. Kovalchuk, K. Osadcha, O. Spitsyn, N. Ivanenko. Thomas R. Guskey emphasizes that professional development programs are most effective when aligned with teachers' intrinsic motivation [7]. Robert J. Vallerand focuses on the multidimensional nature of motivation, distinguishing between intrinsic, extrinsic, and amotivation. He highlights how these factors interact within teachers and are influenced by their environment, affecting their engagement and persistence [8]. Ukrainian scientists A. Yablonskyi, N. Melnyk, R. Shulyhina, I. Yengalycheva, H. Savluk analyze motivational readiness among Ukrainian and European teachers, noting similarities in foundational psychological and pedagogical conditions while emphasizing the influence of cultural and institutional contexts. Besides, they pay much attention to motivational sphere of the individual concentrating on the need for achievements. "Getting satisfaction is a prerequisite for activity aimed at achieving the highest level" [10, p. 417]. Other scholars offer their own methods of the formation of motivation including some stages: motivation updating, formation of goals and intentions, implementation of intentions and post-realization.

The purpose of the article. A specific issue highlighted in the article is the crisis of motivation and professional identity of university teachers, which emerges amidst the significant increasing workload, professional teachers' burnout and training in higher education institutions (especially in frontline regions) in wartime conditions. The author of the article focuses on these issues and tries to give some practical suggestions and recommendations how the stated problems can be solved.

Presentation of the main material. Motivation is a crucial element in effective teaching. Teachers'

enthusiasm, job satisfaction, their ability to inspire and engage students in the course play important role in the educational process and reflect students' achievements. But often university teachers face great complexities in their pedagogical performance such as workload, professional isolation, mental and emotional health, lack of teaching resources, unrealistic expectations, lack of growth and training opportunities. These problems have become more acute for Ukrainian teachers in conditions of war. According to the author's viewpoint, a detailed overview of the stated issues is necessary as it can help find effective solutions that influence the improvement of pedagogical performance of university teachers under martial law.

1. **Workload.** Teachers often face heavy workloads, including preparing lessons, grading, attending meetings and addressing student needs. The demands of managing both administrative and teaching duties can lead to burnout and frustration, reducing motivation. "Moreover, when teachers are burdened with excessive tasks – such as administrative duties, extracurricular obligations, and other non-teaching responsibilities – this workload can lead to stress, exhaustion, and ultimately, burnout" [4, p. 4112]. Overwork can diminish teachers' enthusiasm for their profession. High workload demands can cause teachers to feel undervalued, leading to disengagement from their work and a lack of motivation. The author of this paper considers that universities should aim to balance teaching responsibilities with research and administrative tasks. By reducing administrative duties, simplifying lesson planning and limiting non-essential tasks, teachers can focus on their primary role of providing emotional support to students, which is crucial in conditions of war. Offering flexibility in work hours or providing the option to work remotely (when possible) can alleviate some of the burdens teachers face and help them manage their emotional well-being.

2. **Professional Isolation.** Many teachers experience professional isolation especially where collaboration is limited. Being isolated from common collaboration, support and feedback can lead to a sense of disconnection from the rest of educational community. Isolation can also lead to a lack of opportunities for professional growth. Without regular support or collaboration, teachers may feel demotivated. The author suggests that encouraging scientific and pedagogical staffs to create support groups where they can share their experiences and feelings is crucial. Tijmen Schipper, Sui Lin Goeia, Siebrich de Vriesc, Klaas van Veen believe that teachers are able to support one another through regular meetings or online forums, providing emotional support and sharing different strategies how to cope with stress and negative feelings. Professional collaboration, including peer mentoring

and professional learning communities, has been shown to reduce teacher isolation and enhance self-efficacy [6, p. 110].

3. **Mental and Emotional Health.** Teaching is an emotionally demanding profession. Teachers are often responsible for the emotional and mental well-being of their students while also managing their own stress. Emotional exhaustion and even depression always negatively influence motivation, making it difficult for teachers to engage with their work enthusiastically. Without any support and resources that can improve mental health, teachers may experience burnout and disengagement. So, it's of vital importance to provide teachers with professional psychological support offering free counseling services that can help learn to manage stress and improve emotional well-being. Many teachers may experience symptoms of post-traumatic stress disorder (PTSD), anxiety and depression due to the war. Mental health professionals can provide them with the tools to cope with negative feelings and stress. Developing emotional intelligence (EI) helps teachers manage stress effectively, promoting both teacher well-being and student success. Growing evidence indicates that developing EI through training can positively impact a wide range of psychological outcomes, leading to improved health, well-being and would appear to have direct application to supporting teacher wellness [1].

4. **Lack of Resources.** A lack of sufficient resources (teaching and learning aids, sufficient online educational environment) can be a barrier to effective teaching and motivation. Teachers may feel frustrated when they can't provide the best learning process for their students due to some limitations. This problem can be solved if there is access to online teaching resources and digital tools for classroom management. The great advantage of it is the possibility to save valuable time and enjoy the training.

5. **Unrealistic Expectations.** It happens that university teachers are often faced with unrealistic expectations, such as the pressure to improve

student outcomes rapidly, conduct scientific work, write textbooks in disciplines that are up-to-date with new syllabuses or be responsible for some other administrative duties. These expectations may not always align with the resources or time available to the teachers. When these expectations are poorly supported, teachers can become overwhelmed and lose motivation, especially in the conditions of war. Academics face high expectations to excel equally in teaching, research and administration often leading to burnout and compromised quality in some areas. Realistic expectations to the demands, effective communication and support can be a good solution to effective teaching.

6. **Lack of Growth and Training Opportunities.** Professional development is a key component of teacher motivation. Without ongoing opportunities to improve skills, learn new teaching techniques and gain recognition for their expertise, teachers can feel stagnant in their roles. A lack of access to training, mentorship and career advancement opportunities can make teachers feel undervalued or stuck in their careers. When scientific and pedagogical staff doesn't feel it has opportunities to grow professionally, its enthusiasm for work may diminish and teachers may become less motivated to innovate or improve their teaching. Universities should promote teachers' well-being by creating a supportive environment where teachers feel valued, respected and cared for. Recognizing university teachers' hard work, offering some praise can improve teachers' moral values and stimulate them to professional development and career growth.

The mentioned above factors were proposed to rank to the university teachers in order to know how these factors affect their motivation the most.

According to the results of the survey conducted among university teachers in the conditions of war, the top three factors that influence teachers' motivation are:

- emotional and mental health;
- workload;
- unrealistic expectations.



Fig. 1. Factors that influence university teachers' motivation

So, teachers' emotional and mental well-being is identified as the most significant factor for Ukrainian university teachers that impact motivation. Struggles with mental health can reduce productivity, engagement and overall satisfaction in teaching. Heavy workloads, administrative responsibilities and research work often lead to burnout and frustration, which negatively affect motivation. Unrealistic expectations are often connected to the scientific and methodical workload. It's rather difficult to cope with all demands, especially in the conditions of war, but Ukrainian teachers put all their strengths and efforts dealing with all responsibilities and improving their professional competences. Self-improvement and self-realization are important determinants of teacher's professional development. They ensure the expansion of his/her opportunities, interests, and the formation of individuality [3].

Conclusions. The motivation of the academic and pedagogical staff is a key means of ensuring the mobilization of the human resources potential of higher education institutions. Effective motivation strategies are crucial for enhancing productivity, engagement, and teachers' professional development, which in turn improves the quality of education and contributes to the success of institutional goals. Despite the wartime conditions and new challenges university teachers face, they go on working hard at their self-realization and professional development, visiting online conferences, webinars, workshops, participating in educational and scientific projects. They do their best to help students in training, tailoring lessons to their specific needs, supporting students emotionally. When teachers are trusted to make decisions about how they teach, they feel empowered, which contributes significantly to their motivation and job satisfaction.

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