

Motivation Management of Professional Activity of Teachers as Factor of Sustainable Education in Sports Schools

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Abstract: The article deals with the problem of improving the motivation management of professional activity of teachers as a factor of sustainable education in sports schools. The article presents a theoretical analysis of the issues of formation and development of teachers' motivation in educational organizations. The results of diagnostics of motivation of professional activity of coaches-instructors in sports school are described. The indicators of external and internal motivation of teachers are determined. The article analyzes the factors of attraction of the profession of a coach-instructor, the most attractive of which was the opportunity to realize abilities and capabilities and the least attractive is the level of salary. The levels of formation of the motivational environment of a sports school are revealed. The motivation of professional development of teachers was at a high level, the motivation of teaching and educational activity of teachers was at a middle level and the motivation of innovative activity was at a low level. The positive characteristics and main disadvantages of the motivational environment of the institution are also identified. The article presents the organizational and pedagogical conditions developed in the course of the research and a set of measures to improve the motivation management of coaches-instructors.


1 INTRODUCTION


In modern conditions of modernization of education, most teachers experience difficulties. They are related to the frequent changing requirements for the organization and implementation of the educational process, the need for innovation, the development of new curricula and programs, and the mastery of information and communication technologies. At the same time, salary in the new conditions remains the same and does not correspond to the efforts, spent by teachers. All these lead teachers to a feeling of anxiety, stress, a decrease in self-esteem. Accordingly, the motivation of labor activity is reduced. The administrations of educational organizations are in similar conditions. Therefore, it is necessary to find the best methods and forms of motivation of employees to successful, creative activities that contribute to the support of sustainable education.

Sports educational organizations are no exception. Here it is more difficult to motivate the coaching staff, that have to work in conditions of gyms in need of repair, outdated equipment or its lack, low salary. There is also the problem of attracting young personnel to work in sports schools, since they prefer to choose private halls, fitness centers, where salaries are much higher (Nosova, 2016). This problem is of particular relevance in small subsidized towns. Here, sports youth, having received education, prefer to go to more successful large cities rather than work in fitness centers. Thus, the relevance of the problem of teachers' motivation in a sports school of a small city is not in doubt.

2 METHODOLOGY

The methodological and theoretical basis of the research was the works on the motivation of foreign scientists: M. Mescon, A. Maslow, F. Herzberg, D.

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McClelland, V. Vroom and others; as well as works of domestic scientists: A. M. Moiseeva, M. M. Potashnik, S. A. Shapiro, A. P. Egorshin, O. S. Vikhanskiy, E. P. Ilyin, N. S. Pryazhnikov, M. V. Kitaeva and many others.

The classical research methods were used in the research: studying and analyzing literature, corresponding to the problem, as well as documentary sources and information resources; interviewing, questionnaires, methods of motivation diagnostics, methods of mathematical statistics, summative assessment.

The purpose of the research was to study the theoretical and practical aspects of the problem of motivation of coaches-instructors as a factor of sustainable education in a sports school, to conduct experimental work on its study, diagnostics and to develop management recommendations. Research tasks were to carry out a theoretical analysis of the problem of the formation and development of motivation of teachers; to run diagnostics of motivation of coaches-instructors in a sports school; to develop organizational and pedagogical conditions for effective management of motivation of sports school teachers and directions of their implementation.

The scientific novelty of the research consists in determining organizational and pedagogical conditions for effective management of the motivation of the professional activities of teachers of a sports school. The theoretical significance of work is in receiving characteristics of motivation of coaches-instructors of a sports school and in defining organizational and pedagogical conditions of management of teachers' motivation a sports school. The practical significance is in the fact that the use of the developed conditions and activities for their implementation will contribute to increasing the effectiveness of the activities of coaches-instructors, and therefore the school itself, and can also be used in the management practice of other educational organizations.

3 RESEARCH RESULTS

Let us consider the theoretical aspects of the problem of forming motivation of teachers in educational institutions.

3.1 Literature Review

Researchers understand the role of labor motivation in different ways. M. Mescon sees the motivation of

labor as one of the independent functions of management and believes that it manifests itself in the desire of a person to satisfy his needs through labor (Mescon et al., 2017). O. S. Vikhanskiy characterizes motivation as the encouragement of an employee to work under the influence of internal and external factors (Vikhanskiy, 1999). Yegorshin A.P. believes that if the activity is motivated by internal factors, a person does not need remuneration. When the motives of activity arise under the influence of the outside, there is an external motivation, which is based on rewards (positive external motivation) or punishments (negative external dominant) (Yegorshin, 2013).

Scientists consider content and procedural theories of motivation. In psychological and pedagogical literature, content theories of foreign scientists are discussed in detail. A. Maslow believes that a person works to satisfy his needs (Maslow, 2019). F. Herzberg identifies factors of labor activity: external, or hygiene (remuneration, rest, comfortable conditions) and internal, or content (interesting and creative work, career growth, success, satisfaction with work). Hygiene factors, according to the scientist, do not stimulate the employee, but their absence negatively affects the activity. However, content factors are good motivators (Herzberg, 2007).

According to D. McClelland, the motivation of a person to work is formed under the influence of the most significant needs for achievement, affiliation, power, avoidance. For example, if a teacher wants to achieve something, he will show initiative, autonomy, responsibility, he seeks to achieve goals in more effective ways, which encourages him to improve himself (McClelland, 2007). H. Heckhausen revealed this trend: when a person seeks success and achieves it, he explains it with internal reasons, that is, with his abilities, hard work, determination; and those workers who do not show much effort, blame external reasons for their failures: conflict with the boss, colleagues, lack of funds, time, etc. (Heckhausen, 2003).

Procedural theories explain the reasons for the formation of motivation. According to Expectancy theory by V. Vroom, successful motivation of an employee is possible when the result of his work satisfies the employer, and remuneration for work corresponds to the expectations of the performer. (Musagitova, 2018). According to the theory of S. Adams, a person expects a fair assessment and remuneration of his work by an employer. Porter-Lawler combined the ideas of V. Vroom and S. Adams, believing that a person's motivation to work is formed under the influence of expectancy for fair remuneration for the work done (Mermann, 2019).

3.2 Teacher Motivation Management

Let us consider the peculiarities of managing the motivation of teachers in an educational organization. According to E.O. Kuroedova, in educational institutions, the management of motivation of teachers is the sphere of administration activity on organizing the work of employees (Kuroedova, 2006). M.V. Prokhorova believes that thanks to the management, the educational organization retains its structure, functionality, implementation of goals and objectives of educational activities, as well as motivation of teachers (Prokhorova, 2016). The motivation function has a great influence on the success of organization management. The creation of a competent motivation system in the organization makes it possible to increase its efficiency and effectiveness due to the high quality of each teacher's work on condition that he is satisfied with his activities. The administrator needs to realize a motivation system, which includes direct (salary system) and indirect (system of additional non-monetary compensation) material motivation, as well as non-financial motivation (Vitic et al., 2016).

3.3 Material and Moral Incentives for Teachers

The main part of a teacher's income is the salary, which consists of two parts: basic and stimulating. According to N. S. Zotkina, an effective salary system encourages employees to work optimally, while ineffective one leads to dissatisfaction, worsening of labor discipline, and quality decrease (Zotkina et al., 2017). In addition to salaries, there are regular additional payments: salary increment and extra pay. According to the Law "On education in the Russian Federation", an educational institution can independently determine the indicators and sizes of bonuses for employees (Federal Law, 2012). Salary increments (for seniority, for high achievements in labor and high level of qualification, for the duration of continuous work, etc.) are fixed by a collective agreement. Some salary increments are established legislatively (Article 144 of the Labor Code of the Russian Federation). Extra pays (for special working conditions, for overtime work, for concurrent service, class management, etc.) are regulated by Article 149, 151 of the Labor Code of the Russian Federation (Federal Law, 2018).

In addition to salary increment and extra pay for pedagogical workers, an incentive fund is provided. To determine incentive payments, a commission should be created at a school which includes the

administrators of the organization, trade union workers and teachers.

In order to improve social and economic aspects of the institution, administration needs to implement specific social programs (Alabugin et al., 2017). In this regard, material incentives should be used in combination with non-financial (moral) incentives, which are based on public recognition, an adequate assessment of the employee's merits. Forms of moral incentive can be: awarding honorary distinction, memorable gifts, expressing gratitude, publications about distinguished labor of an individual or team; creation of flexible working hours; stimulation with free time. Such incentive may also be corporate holidays, the main goal of which is to unite the team on the basis of informal communication, to welcome newcomers into the team, to create the image of the organization (Adetunji, 2017).

Thus, in order to manage the motivation of teachers effectively, the administrator needs to ensure the correct interaction of material and non-financial incentives, to develop and improve them constantly in accordance with the goals and objectives of the educational organization.

4 DISCUSSION

To study the process of managing teachers' motivation in a sports school, we carried out experimental work. Its goal was to diagnose teachers' motivation of a sports school and to develop organizational and pedagogical conditions and practical recommendations for improving the management of its development. The study was carried out on the basis of the municipal budgetary institution of supplementary education "Sports school for children young people No. 1 named after A. A. Semenov" in the city of Kurgan. 32 trainers and teachers participated in the experiment. The qualifications of most teachers correspond to the profile of work and position. 24 people (75%) have higher education, 8 people have secondary vocational (25%).

To analyze the process of managing the motivation of pedagogical workers, documentation was studied on the working conditions, on stimulation and motivation of coaches-instructors. They were a collective agreement, a regulation on the remuneration of workers, a regulation on the procedure for charging salary increment and social extra pay to official salaries of employees from the incentive fund, etc. (The official website, 2019).

4.1 Factors of Attractiveness of the Profession

In accordance with the goal and objectives of the ascertaining stage of the experiment, the diagnostics of the attraction factors of coaches-instructors' profession was carried out according to the methodology of V. A. Yadov in the modification of N. V. Kuzmina, A. A. Rean (table 1).

We ranged profession attraction factors for coaches-instructors of a sports school. The most attractive motivational factors were the following: work correspondence to abilities, capabilities (84%), as well as the possibility of their realization (69%); favorable working regime (72%); correspondence of work to values and beliefs (66%); the possibility of professional self-realization (66%); social recognition and respect (63%). The obtained data correspond to the results of the questionnaire of trainers on the most significant professional qualities (on a 10-point scale): moral qualities - 9.2; psychological and pedagogical training - 8.9; love to work, communication skills - 8.8; knowledge of the sport - 8.6; willpower - 8.1 (Emanova et al., 2020).

Table 1: Attraction factors of teachers' profession of sport school.

Attraction factors	Significance coefficient	Absolute value, people	Relative value, %
1. Work corresponds to my abilities, capabilities	0.67	27	84
2. Favorable working regime	0.48	23	72
3. Work allows realizing capabilities, needs	0.41	22	69
4. Content of work corresponds to my beliefs, values	0.35	21	66
5. Possibility of professional self-realization and career development	0.35	21	66
6. Opportunity to achieve social recognition, respect	0.29	20	63
7. Professional activities do not interfere into personal/family interests	0.23	19	59
8. Work gives certain advantages, benefits, privileges	0.23	19	59
9. Ability to work with people	0.16	18	56
10. Importance of profession in society	- 0.16	13	41
11. Work does not cause overfatigue	- 0.67	5	16
12. Salary suits	- 0.75	4	13

Among the least attractive factors (having minus coefficient) are: dissatisfaction with salary (87%); work causes overfatigue (84%); decrease of the prestige of the profession in society (59%).

Thus, most school coaches-instructors work with pleasure, as they are engaged in their favorite occupation and they are professionals. At the beginning of the year they have a clear idea of what results should be achieved by the end of the year in order to keep their reputation and not to give rise to criticism from the administration. However, achieving maximum results is complicated due to insufficient material and technical means. There is not enough training and safety equipment, the sizes of the halls do not meet international standards. The halls are in a high worn-out state, the ventilation system does not work well, etc. Gratification is limited mainly to forms of moral encouragement. The leading motive for coaches-instructors is to keep or to increase their professional reputation.

4.2 Indicators of Motivation of Professional Activity of Teachers

The results of the diagnostics of motivation of teachers of "Sports school for children young people

No. 1" are presented in the table 2. It was carried out according to the methodology "Motivation of professional activity" by K. Zamfir in the modification of A. Rean.

According to data processing, the result was obtained which shows that in the studied sports school the dominant labor motivation was internal (IM - on average 3.8 points out of 5 possible). The teachers receive satisfaction from the training process and have the opportunity to realize their abilities. Among the external motives for coaches-instructors, the leading ones were positive motives (EPM - on average 3.35 points): salary, the need to earn reputation from students and colleagues; career growth. The least significant of the external motivations was negative (ENM - on average 2.67 points): fear and avoidance of criticism, censure about their work. As a result, we received the formula $IM > EPM > ENM$, which characterizes a favorable motivational complex. Thus, in a sports school the trainers are stimulated by the training process itself, first of all, to a lesser extent they are stimulated by salary and, to the least extent, by the fear of punishment.

Table 2: Motivation measures of professional activity of sports school teachers.

Measures Manifestation of measures	To very little extent (1 point)		To little extent (2 points)		Neither to great nor to little extent (3 points)		To quite great extent (4 points)		To very great extent (5 баллов)	
	relative value, %	absolu te value, people	relativ e value, %	absolu te value, people	relativ e value, %	absolu te value, people	relativ e value, %	absolu te value, people	relat ive valu e, %	absolu te value, people
1. Salary	3.1	1	12.5	4	25	8	34.4	11	25	8
2. Desire to be promoted	3.1	1	34.4	11	37.5	12	18.7	6	6.3	2
3. Desire to avoid criticism from administrator or colleagues	9.4	3	31.3	10	56.2	18	3.1	1	0	0
4. The desire to avoid possible punishments or troubles	6.3	2	34.3	11	40.6	13	12.5	4	6.3	2
5. Need for social prestige and respect on the part of others	3.1	1	9.4	3	34.3	11	34.4	11	18.8	6
6. Satisfaction from process itself and work result	0	0	6.3	2	15.6	5	46.8	15	31.3	10
7. Possibility of most complete self- realization in this activity	0	0	6.3	2	40.6	13	40.6	13	12.5	4

4.3 Results of Diagnostics of the Motivational Environment of the School

To collect information about the motivational environment, we conducted a questionnaire of the pedagogical team according to the methodology of V.S. Lazarev. The level of environmental development was determined based on the total average: 0 - 54 points show low level, 55 - 109 show middle level, 110 - 162 show high level. The analysis of diagnostics data of motivational environment of educational activity of sports school revealed the average level of formation of this indicator: average 93.5 points out of 162 possible (5.2 out of 9 possible) or 58% of maximum level.

The following motivational measures turned out to be the highest: teachers experience positive emotions in work more often (average 7.8 points out of 9). The trainers have a clear idea of work results (7 out of 9); results expected of trainers correspond to their capabilities (6.7 out of 9).

The weakest aspects of the motivational environment of educational activities are: teachers' dissatisfaction with the fairness of encouragement (5.1 out of 9); organizational conditions required to achieve results (4.8 out of 9); lack of awareness

among educators of the criteria for encouragement (4.5 out of 9); little attraction of the forms of encouragement used; (3.5 of 9); availability of material conditions necessary to achieve results (3.2 of 9).

The diagnostics of the motivational environment of innovative activity of a sports school revealed a low level of formation of this indicator: on average 57.5 points out of 162 possible (3.2 out of 9 possible) or 35.5% of the maximum level. The most acute problems related to innovation were identified: excessive tension required to implement innovation (average point 3.5 out of 9); lack of material and technical conditions for effective use of innovation (2.7 out of 9); the lack of a system of rewards for innovation and little attraction of the forms of rewards used (2.5 out of 9). The administration's insufficient attention to the material and moral motivation of innovators is, in our opinion, one of the main reasons that teachers do not seek to master and introduce innovations in the training process.

The analysis of the diagnostic data of the motivational environment of professional development of teachers revealed a high level of this indicator: an average point of 117 out of 162 (6.5 out of 9) or 72% of the maximum level. Therefore, coaches-instructors have good opportunities and

motivation for professional development. So, in a sports school there is an opportunity to advance in qualification grades (from third to highest), in positions (from coach, senior coach to methodologist, senior methodologist and administrator). Teachers in the process of training sportsmen, with their participation in competitions, receiving prizes, categories, as well as in the process of advanced training, gain appropriate points and increase the qualification category.

The main shortcomings of the motivational environment of professional development of trainers were revealed: uncertainty in the fair distribution of bonuses (average point 4.5 out of 9); low value of rewards (4.2 out of 9); lack of material and technical conditions necessary to achieve high results of training activities (3.7 out of 9).

4.4 Organizational and Pedagogical Conditions for Effective Management of Teachers' Motivation

The analysis of measures of motivation of professional activity of the pedagogical team, motivation environment of a sports school allowed us to formulate organizational and pedagogical conditions of effective management of motivation of professional activity of teachers in a sports school and events corresponding to them.

1. Availability of prospects for professional development of teachers. Activities on the implementation of the condition are: organization of interviews with teachers on the creation of individual development trajectories; holding seminars and workshops on methodological work; formation of a plan-schedule for the further training of teachers; mentoring of young coaches-instructors; conducting professional competitions.

2. Creating a favorable psychological climate in the team and a positive motivational environment. Activities to implement the condition are: classes of the "Club for psychological support of trainers", including psychological games, trainings for communication interaction, self-regulation of psycho-emotional conditions, prevention of professional burnout; organization of corporate holidays.

3. Ensuring individual approach to employee activities. Activities to implement the condition include: individual work of the administrator with each teacher (conversations, consultations); promotion of participation in competitions, trainings of personal growth.

4. The existence of a system of moral and material incentives for the activities of teachers. Areas of activity are: adjustment of the "Regulations on the remuneration of teachers"; development of the "Regulation on the intangible stimulation of teachers"; approval of the composition of the commission on the distribution of incentive payments, on the assessment of the performance of coaches; organization of intra-school competitions, actions, flash mobs; delivery of certificates of honor and letters of thanks.

5. Improvement of the methodological and material and technical base necessary for the effective work of teachers. Implementation activities are as follows: compiling a register of needs; equipping the sports halls and workplaces of trainers with the necessary equipment, technical means; methodological support of trainers' activity; organization of methodological assistance and psychological support for young trainers in preparation for classes.

6. Creation of comfortable working conditions for teachers. Areas of activity consist of: ensuring sanitary and hygienic standards in the school premises; improvement of coaching rooms, recreation areas, food areas, delivery of drinking water; regular medical examinations; providing employees with the membership to the gym and pool; registration and provision with trip tickets to health camps and sanatoriums for employees and their children.

5 CONCLUSION

In the course of the study of motivation of teachers in a sports school, the theoretical analysis of the problem was carried out. The experimental work revealed the following: the most attractive factors of the profession for coaches-instructors is the correspondence of work to abilities, the possibility of their implementation. The least attractive factor is dissatisfaction with salary. The activity of teachers is motivated by the content of their work, the desire to achieve positive results. Motivation of training activities of trainers is at the middle level, motivation of innovation activity is at the low level, motivation of professional development of teachers is at the high level. The main disadvantages of the motivational environment are the lack of the necessary material and technical conditions for achieving high results; a poorly developed remuneration system; dissatisfaction with the fairness of encouragement. Organizational and pedagogical conditions for the

effective management of motivation of teachers of a sports school have been developed. They are a prospect of professional development of pedagogical workers, a creation of a favorable psychological climate in the team and a positive motivational environment, ensuring an individual approach to staff activities; the existence of a system of moral and material incentives for the activities of teachers, an improvement of the school's methodological and material and technical base, creation of comfortable working conditions of teachers. The practical implementation of the proposed organizational and pedagogical conditions will contribute to increasing the efficiency of managing the motivation of teachers as a factor of sustainable education. The increase of the interest of coaches-instructors in the results of their activities will increase the quality of education and teachers' pedagogical skills, give an additional stimulus to improve their qualifications.

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