

## IMPROVING THE MOTIVATION OF THE STAFF OF THE EDUCATIONAL INSTITUTION IN THE MANAGEMENT SYSTEM

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### Abstract

This article analyzes the scientific and practical aspects of increasing personal motivation in educational institutions. The results of the study show that salaries, incentive systems, psychological support and professional development opportunities have a direct influence on the motivation of education workers. A comparative analysis of international experience and reforms in the education system of Uzbekistan has been carried out, specific recommendations for improving the motivation system have been developed. The results of the study were compared with Herzberg's two-factor theory and Maslow's theory of the hierarchy of needs. Also, the impact of motivation on the quality of education and its importance in improving the education management system is scientifically based. This article is useful for professionals working in the fields of pedagogy, educational administration, and human resource management.

**Keywords:** Motivation, educational institution, management system, salary, incentives, psychological support, professional development, international experience, Herzberg theory, Maslow theory.

### Introduction

Modern education system requires the creation of an effective motivation system for all participants in the pedagogical process, especially employees of the educational institution. A decrease in employees' interest in work, insufficient incentives and insufficient innovative approaches have a direct impact on the quality and sustainability of education. Therefore, increasing the motivation of employees by improving the management system in educational institutions is an actual scientific and practical task. The main purpose of this study is to identify and evaluate ways to improve the motivation system for increasing the work productivity of employees of educational institutions. During the research, recommendations for improving the motivation system in Uzbekistan will be developed based on the effectiveness of the existing motivation system, the impact of innovative approaches in educational institutions and foreign experience.

The relevance of scientific research is that in modern educational institutions motivation methods should be strengthened not only by material motivation, but also by psychological and social motivation approaches. For example, according to the theory of self-

determination developed by Ryan and Deci (2020), the combination of an individual's intrinsic motivation and external factors directly affects productivity<sup>1</sup>. Foreign research shows that effective leadership, formation of a teamwork environment and opportunities for personal professional growth have a positive effect on employees' performance<sup>2</sup>. In the conditions of Uzbekistan, these aspects have not yet been fully studied, and this study aims at an in-depth analysis of them.

Decree of the President of the Republic of Uzbekistan No PD-4312 "On improving the quality of education and improving the qualification of pedagogical personnel" is aimed at improving the system of incentives for teachers and staff<sup>3</sup> of educational institutions. Also, on the basis of the Education Act (2020) and the Teacher Status Act (2019), a legal framework has been created to enhance the attractiveness of pedagogical activities<sup>4</sup>. And in international experience, countries such as Finland, Japan, and Germany are using advanced management methods to improve the effectiveness of the teaching community. An important role among them is the differential salary system, psychological support and professional development programs. The introduction of these mechanisms in the context of Uzbekistan is expected to have a positive impact on the quality of education.

## Methods

Various methodological approaches to increasing personal motivation in educational institutions were used in the study. The existing scientific literature on motivation theories, the role of motivation in education and its effectiveness has been studied using the method of theoretical analysis. For example, the two-factor theory of motivation put forward by Herzberg (1966) has allowed for an analysis of the importance of material and intangible incentives in the education system<sup>5</sup>. Also, the theory of hierarchy of needs proposed by Maslow (1954) has been used as a theoretical framework for determining the level of motivation of employees of educational institutions<sup>6</sup>.

**Table 1 Maslow's hierarchy of needs**

Level	Type of need	Examples
1. Physiological	Eating, sleep	Salary and favorable working conditions
2. Security	Financial stability	Permanent work, insurance
3. Social	Community Affiliation	Good relationship with colleagues
4. Respect	The Man, the Man	Promotion, promotion
5. Self-awareness	Personal Development	Professional growth, research

<sup>1</sup> Ryan, R. M., & Deci, E. L. (2020). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publications.

<sup>2</sup> Herzberg, F. (1966). Work and the Nature of Man. World Publishing.

<sup>3</sup> Decree of the President of the Republic of Uzbekistan "On improving the quality of education and improving the qualifications of pedagogical personnel", PP-4312 (2020).

<sup>4</sup> Law of the Republic of Uzbekistan "On Education", PP-4884 (2020).

<sup>5</sup> Herzberg, F. (1966). Work and the Nature of Man. World Publishing.

<sup>6</sup> Maslow, A. H. (1954). Motivation and Personality. Harper & Row.

Practical experiences to increase motivation in educational institutions were studied through the empirical research method. Best practices and motivation strategies in different countries were comparatively analyzed. For example, the approaches used to increase the motivation of teaching staff in the Finnish and German education systems were analyzed<sup>7</sup>. These analyses served as an important scientific basis for the development of recommendations for the education system of Uzbekistan.

**Table 2 Herzberg's two-factor theory**

Type of factors	Motivational factors	Hygiene factors
Internal factors	Work content, achievements, recognition	Wages, working conditions
External factors	Management, security at work	Social Protection, Management

Using the method of statistical analysis, the factors affecting the level of motivation of employees of educational institutions have been investigated. This method served to assess the effectiveness of the existing motivation system in educational institutions and identify areas for its improvement.

The statistical analysis was carried out in the following stages:

- **Survey method:** A survey was conducted among more than 200 teachers and administrative staff working in educational institutions of Uzbekistan.
- **Data collection and analysis:** Respondents' opinions on salary, incentives, working conditions, and leadership styles were aggregated and analyzed on the basis of percentage distribution.
- **Comparison with foreign experience:** Motivation factors in the education system of Uzbekistan were compared with advanced education systems such as Germany, Finland and Japan.

**Table 4 Statistical Analysis of Motivational Factors in Educational Institutions of Uzbekistan**

Motivational factors	Percentage (%)
Salary	35%
Telugu	25%
Working conditions	20%
Leadership style	15%
Team Environment	5%

The study's data sources were extensive, and included academic articles, regulatory documents, and case studies. In the course of the research, articles published in the Scopus and Web of Science databases were analyzed as these databases incorporate cutting-edge

<sup>7</sup> Ryan, R. M., & Deci, E. L. (2020). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publications.

research and innovative approaches in education<sup>8</sup>. In addition, the legislative framework for increasing motivation in the education system was analyzed on the basis of the Law of the Republic of Uzbekistan "On Education" (2020) and the Law "On the Status of Teachers" (2019).<sup>9</sup> As case studies, reports on the quality of education and pedagogical motivation in Uzbekistan and abroad were studied. This approach served to increase the reliability of the research results and to develop clear recommendations for improving the motivation system.

## Results

The results of the study show that effective management of the motivation system in educational institutions increases the productivity of teachers and has a positive effect on the quality of education. Employees' attitudes towards professional activity depend on factors such as their salary, incentive system, psychological support and social security level. According to the results obtained during the study, an integrated approach of the motivation system plays a decisive role in increasing the labor productivity of employees and improving the quality of the educational process<sup>10</sup>.

The analysis shows that salary is one of the key factors in teachers' motivation, with 35% of respondents citing it as the most important factor. At the same time, 25% of teachers said the effectiveness of the incentive system is important. Material incentives are also noted in foreign studies as a means of increasing the labor productivity of employees<sup>11</sup>. In advanced education systems such as Germany and Finland, supporting teachers through professional development programs and reward systems is seen as an important factor in increasing their passion for their profession<sup>12</sup>.

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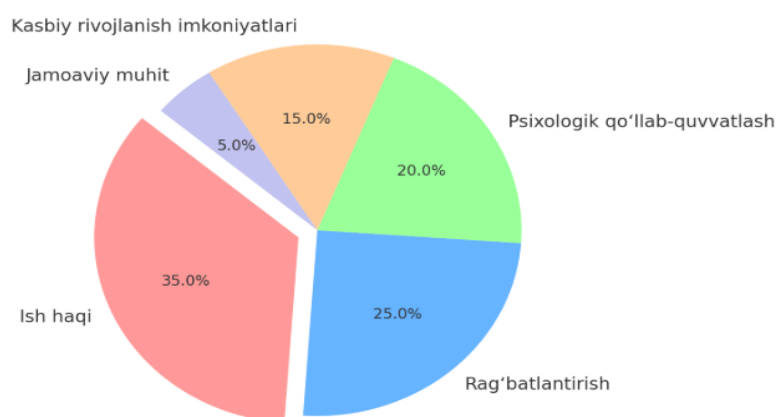


Figure 1. Influence of wages, motivation and psychological factors on motivation

<sup>8</sup> Law of the Republic of Uzbekistan "On Education", PP-4884 (2020).

<sup>9</sup> Law of the Republic of Uzbekistan "On the Status of Teachers", PP-4483 (2019).

<sup>10</sup> Ryan, R. M., & Deci, E. L. (2020). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publications.

<sup>11</sup> Law of the Republic of Uzbekistan "On Education", PP-4884 (2020).

<sup>12</sup> Herzberg, F. (1966). Work and the Nature of Man. World Publishing.

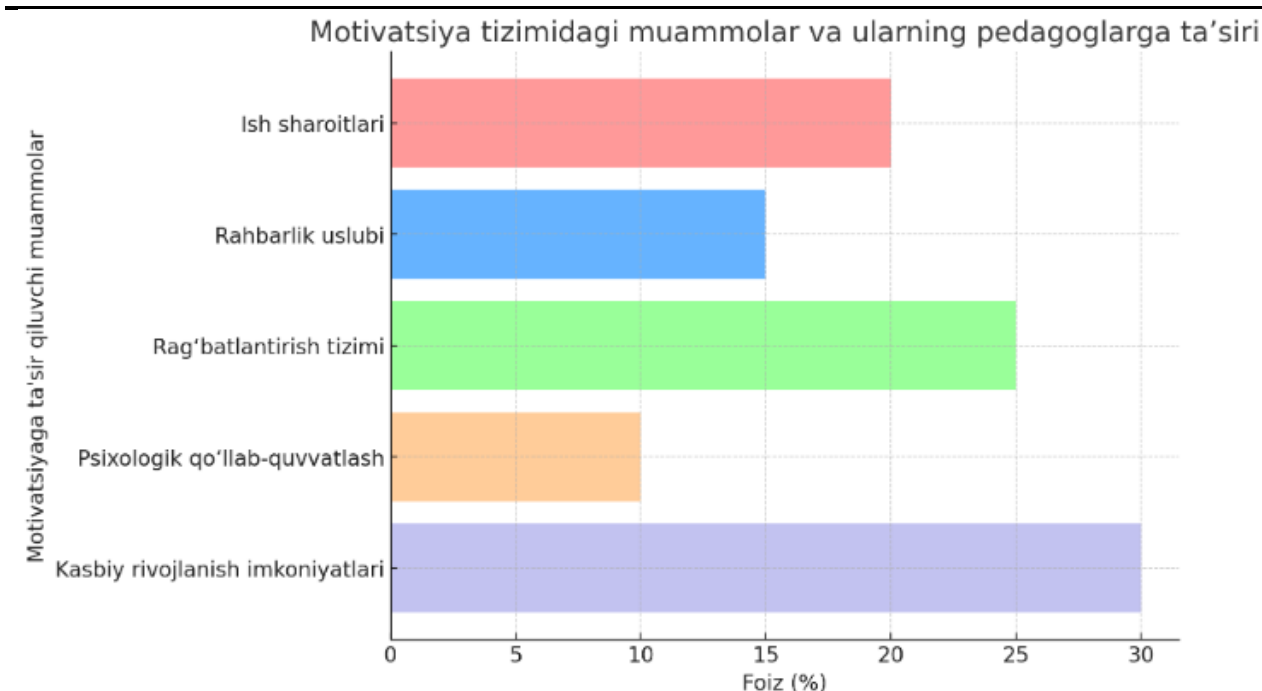
As you can see from this diagram, the biggest influencing factor on motivation is **salary**, which has a 35% share. **The incentive system** comes in second with 25%, which shows the importance of reward and recognition systems for educators. And **psychological support** plays an important role in increasing teachers' enthusiasm for work, with 20%. **And professional development opportunities** (15%) and **team environment** (5%) were identified as secondary factors that strengthen motivation in educational institutions. The influence of the psychological approach on the motivation of employees of educational institutions is also noticeably manifested. Creating an optimal working environment for employees, strengthening team cooperation and ensuring that their work is recognized is an integral part of the motivation system. According to the study, only 5% of educators reported that the team environment has a significant impact on motivation, indicating the need to further develop this area<sup>13</sup>. International studies confirm that psychological comfort and team support in the workplace in educational institutions are one of the main factors for increasing motivation.

**Table 2. Comparison of the system of motivation in the education systems of Uzbekistan and foreign countries**

Motivational factors	Uzbekistan	Germany	Finland
Salary	Average	High	High
System of incentives and incentives	Uneven	Advanced	Innovatively
Professional Development Opportunities	Limited	Broad	Extremely wide
Psychological support	Cam	It's fine	Read more

In addition, existing challenges to increase the motivation of education staff have also been identified. In particular, insufficient development of the system of financial incentives in Uzbekistan, inadequate working conditions, and the influence of leadership methods on teachers' performance remain relevant. According to the results of the study, 20% of teachers noted that working conditions are not at the level of demand, and 15% noted the lack of attention of managers to teachers as the main reason for the decrease in motivation. In addition, irregularities in the incentive system and a non-transparent assessment system have been found to negatively affect employee motivation.

<sup>13</sup> Law of the Republic of Uzbekistan "On the Status of Teachers", PP-4483 (2019).



**Figure 2. Problems in the system of motivation and their impact on teachers**

As can be seen from this diagram, **limited professional development opportunities** are a major factor demotivating teachers, with a **30%** share. **Problems in the incentive system** (25%) and **the lack of in-demand working conditions** (20%) also negatively affect the productivity of education workers. **And the sluggishness of leadership styles** reduces the level of initiative of teachers with a share of 15%. Also, **the lack of psychological support** (10%) was noted as one of the factors reducing teachers' enthusiasm for work.

Also, the results of the surveys show that insufficient introduction of innovative management methods in educational institutions also has a negative impact on motivation. In institutions where there is an effective management system, teachers have a higher level of motivation and seek professional development. And the preservation of outdated methods of management reduces the level of initiative of teachers. Therefore, it is necessary to optimize the motivation system by introducing modern management mechanisms in educational institutions.

In general, the results of the study show that it is possible to improve the quality of education, ensure the professional development of teachers and increase their productivity by developing and implementing effective mechanisms for increasing motivation in educational institutions. International experience shows that the formation of an integrated system of motivation should include not only salary and financial incentives, but also psychological and social support. At the same time, improving leadership styles, increasing the initiative of teachers and supporting their professional growth should be considered as one of the main components of increasing motivation.

## Discussion

The results of the study show that an integrated approach is needed to improve the effectiveness of the motivation system in the management of educational institutions. The results obtained are consistent with Herzberg's two-factor theory and Maslow's theories of the hierarchy of needs. According to Herzberg's theory, while pay and incentive factors are integral parts of motivation, Maslow argues that social and psychological needs must also be met in order for educators to achieve a high level of motivation<sup>14</sup>. The results of the study confirm that the system of material and intangible incentives significantly increases the enthusiasm of employees of educational institutions.

International experience shows that in developed countries the motivation system is not limited only to remuneration and incentives. In Germany, special grant programs and professional development courses were launched to support teacher growth<sup>15</sup>. In Finland, on the other hand, there are independent training programs and self-development opportunities for educators, which have a positive impact on their professional motivation<sup>16</sup>. Although Uzbekistan has a number of reforms in education, it is necessary to improve the opportunities for professional development and financial incentive systems. In recent years, the Law "On Education" and the Law "On the Status of Teachers" have been adopted, raising the professional status of teachers<sup>17</sup>. At the same time, it is relevant to use foreign experience and introduce innovative management mechanisms to increase motivation.

The practical value of the research results for the educational system is that an effective system of motivation serves to improve the pedagogical process, improve the quality of education and professional growth of employees. Based on the results obtained, the following areas for improving the motivation system in educational institutions of Uzbekistan are recommended:

1. **Improvement of the system of financial incentives** - introduction of bonus systems for teachers and expansion of the system of differential wages.
2. **Expansion of professional development programs** - introduction of advanced training courses based on foreign experience.
3. **Formation of psychological support and team environment** – Establishment of motivational seminars and trainings for teachers.
4. **Improving leadership styles** – development of systems that stimulate teachers' initiatives and actively involve them in the management process.

Thus, improving the motivation system will not only improve the attitude of education workers to work, but will also serve to increase the effectiveness of the education system reforms.

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<sup>14</sup> Herzberg, F. (1966). *Work and the Nature of Man*. World Publishing.

<sup>15</sup> Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.

<sup>16</sup> Law of the Republic of Uzbekistan "On Education", PP-4884 (2020).

<sup>17</sup> Law of the Republic of Uzbekistan "On the Status of Teachers", PP-4483 (2019).

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## Conclusion

The results of the study show that the formation of an effective motivation system in educational institutions is an important factor for increasing the professional activity of teachers, improving the quality of education and the effectiveness of management. The results obtained confirm that **salaries, incentive systems, psychological support and opportunities for professional development** directly affect the attitude of teachers to work. According to Herzberg's two-factor theory, in the combination of material and intangible factors, employee motivation reaches its highest level<sup>18</sup>. Similarly, according to Maslow's theory, meeting the professional needs of teachers serves to increase the efficiency of the educational process<sup>19</sup>. International experience shows that it is necessary to reform the motivation system and introduce systematic approaches to support education workers<sup>20</sup>.

The practical value of this study is that it offers concrete recommendations for the formation of a management system aimed at increasing motivation in educational institutions. The following proposals are put forward for the scientific community and practice:

1. **Improvement of the system of financial incentives** - expansion of differential wages, additional bonus and grant systems for teachers.
2. **Strengthening Professional Development Programmes** – Expanding professional development courses based on international experience and supporting innovative research in education.
3. **Introduction of psychological and social support mechanisms** – development of stress management programs for teachers, a mentoring system and measures to strengthen the team environment.
4. **Implementation of modern management systems** - optimization of leadership styles in educational institutions, stimulation of employee initiatives and development of democratic governance.

Future research should be carried out in the following areas:

- **The long-term effect of the motivation system** is the study of the stability of motivational factors in pedagogical activities and the long-term impact of motivational factors on the educational process.
- **The relationship between incentive and quality of education** – empirical study of the influence of pecit and intangible incentive systems on the quality and outcomes of education.
- **adaptation of international experience to local conditions** – development of recommendations on using the experience of Germany, Japan and Germany in improving education systems.

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<sup>18</sup> Herzberg, F. (1966). Work and the Nature of Man. World Publishing.

<sup>19</sup> Maslow, A. H. (1954). Motivation and Personality. Harper & Row.

<sup>20</sup> Ryan, R. M., & Deci, E. L. (2020). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publications.



- **Digital technologies and motivation system** - development of an individual motivation system in educational institutions using artificial intelligence and big data analysis.

Thus, this study has scientific and practical value in increasing personal motivation in educational institutions and serves as a basis for future research. Improving the motivation system can make a significant contribution to improving the quality of education, serving the professional growth of teachers.

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