

## Motivation and its Application in the Management of an Educational Organization

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### ABSTRACT

*This article discusses the concept, systems of motivation and stimulation of motivation of professional activity of university employees, provides data from a questionnaire survey of the teaching staff of a certain university in the Republic of Uzbekistan, suggests actions to motivate the labor behavior of teachers to improve the efficiency of their work.*

**KEYWORDS:** *motivation, incentives, diagnostics of teachers' motives, questionnaire, motivation mechanism of university teaching staff.*

Motivation is an incentive to action; a process that controls a person's behavior, determines his orientation, stability and activity; a person's ability to satisfy his needs. On the other hand, if viewed from the perspective of management, motivation is the process of encouraging a person or group of people to work aimed at achieving the goals of the organization. Motivation of work is the most important function of management. At the same time, being a complex psychological phenomenon, motivation, including economic, requires an understanding of its essence, structure and the following effective methods of influencing it. The system of motivation and stimulation of professional activity exists in any enterprise, in any organization, but it does not always prove to be effective. Therefore, as a consequence, there is staff turnover, dissatisfaction with their work, the presence of conflicts. The effectiveness of management largely depends on how successfully the process of motivating employees is carried out. In the modern literature, the following motives of activity are highlighted, presented in Figure 1.

Figure 1 - Motives of human activity



For successful management, it is necessary to have an idea of the main motives of employees' behavior, ways to influence them and the likely results of such influence. The motivational process, in addition to needs and motives, includes certain elements presented in Figure 2.

Figure 2 - Elements of the motivation process



We think that personnel are a factor that determines the future of any organization, including educational. In order for a teacher to work with the necessary efficiency, it is necessary that he has an optimal motivational complex. Professional motivation acts as an internal driving factor in the formation of a teacher's personality.

We have studied the motivation of professional activity of teachers of some institutes. Several teachers were asked to evaluate the significance of the motives of pedagogical activity for them on a ten-point scale.

Table 1 - Rating of motivation factors of interviewees

№	Motivation factor	Average indicator	Factor rating
1	Interesting and creative work	7,2	4
2	Difficult and hard work	5,0	16
3	Stability in wages	7,7	3
4	Decent level of remuneration	8,0	2
5	Good organization and working conditions	6,3	13
6	Social guarantees	6,5	8-9
7	Recognition by students	8,3	1
8	Authority among the team	6,4	10-11-12
9	Good relationships in the team	6,4	10-11-12
10	The opportunity to gain recognition in the institute, city and country based on the results of their activities	6,8	5-6
11	The possibility of professional development	6,2	14
12	Career opportunities	6,5	8-9
13	The possibility of self-realization	6,8	5-6
14	The possibility of taking initiative and making full use of their abilities	6,7	7
15	The possibility of obtaining a higher salary	6,4	10-11-12
16	Reasonableness of requirements from the direct manager	5,7	15
17	The authority of the Institute's management	4,2	17

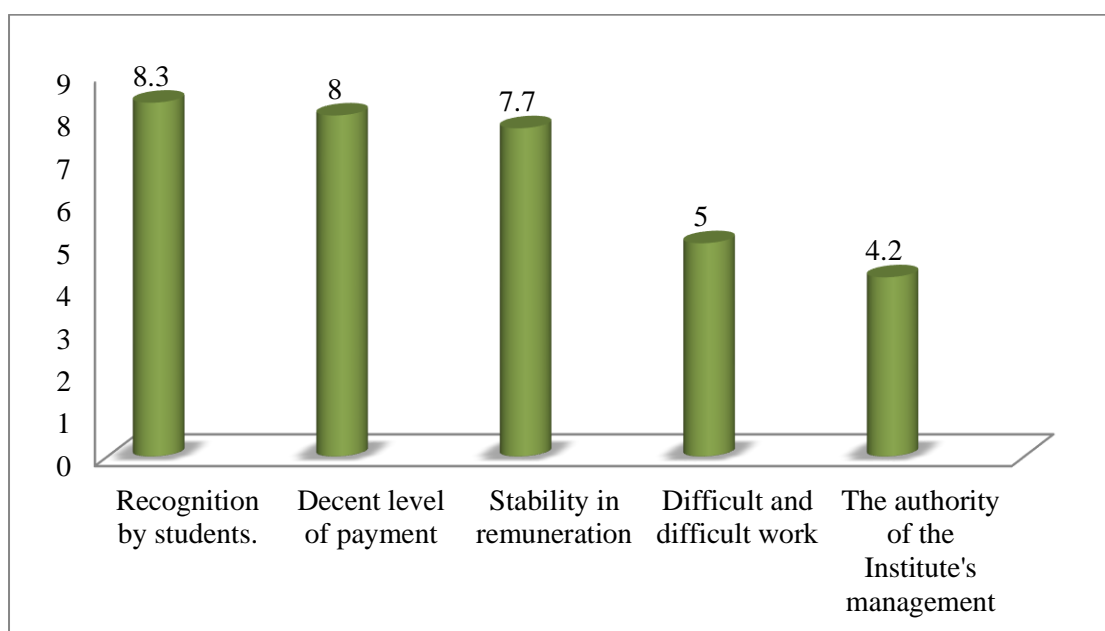
According to our research, the main motivating factors that are important from the point of view of improving labor productivity for the institute's employees are the following: - Recognition by students (20% of respondents set the maximum level of importance, the rest of the respondents set high scores - from 7 to 9;

- Decent level of remuneration (10% - maximum level, 60% - high and above average level of significance);
- Stability in wages (70% of respondents rated the importance of the factor at 8 points).

The lowest motivational factor in importance for university teachers was such a criterion as "The Authority of the institute's management" (60% of teachers noted the low significance of the factor, 40% - average and below average).

The opinions of teachers were divided on the issue of complexity and difficulty in work: 50% of the respondents put this factor at the minimum and average level, the rest were divided on a scale with a predominance of significance below average (Fig.3).

Figure 3 - Factors that have the greatest and least impact on the effectiveness of teachers' work



Analyzing the data obtained, we note that for university teachers at the time of the study, the most important motives are the comfort of work, which require certain socio-psychological methods of stimulation. Such factors as social guarantees, the opportunity to receive a higher salary depending on the results of work, the possibility of initiative and increased self-realization were placed by the respondents in 5th, 7-8 places, respectively, which also determines the importance of moral stimulation of employees.

Next, let's look at another motivation system - this is the level of wages and the possibility of increasing it. Based on these data, it can be seen that there are 2 groups for determining the salary level, when a teacher gets a job, he is assigned a salary for the 2nd group. In order to receive the amount of remuneration for an increased level of pay, that is, for group 1, it is necessary to score a certain rating of points according to the criteria provided on the basis of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On amendments and additions to some decisions of the Government of the Republic of Uzbekistan related to improving the efficiency and quality of pedagogical activity" dated August 25, 2015, No. 246. The evaluation criteria are arranged in 5 groups, the maximum number of points scored is 110. Rating points are distributed as follows:

1. educational and methodical activity – 40 points;
2. educational activity – 20 points;
3. scientific activity – 30 points;
4. contribution to the development of a higher educational institution – 10 points;
5. Personal qualities – 10 points.

Having studied the rating scores of our 10 respondents, we can compile the following table.

Table 2 - Rating assessment of interviewed teachers (points)

Evaluationindicator	Numberofrespondents									
	1	2	3	4	5	6	7	8	9	10
Educationalandmethodologicalactivities	30	23	27	15	20	25	33	16	20	22
Educationalactivities	10	5	5	-	5	10	10	-	-	5
Scientificactivity	10	5	5	10	-	5	-	-	10	10
Contribution to the development of a higher educational institution	5	-	2	-	-	-	5	-	-	-
Personalqualities	5	2	2	-	-	-	5	-	-	3
<b>Total</b>	<b>60</b>	<b>35</b>	<b>41</b>	<b>25</b>	<b>25</b>	<b>40</b>	<b>43</b>	<b>16</b>	<b>30</b>	<b>40</b>

As can be seen from the table, the majority of respondents did not score even half of the points. According to the evaluation criteria, only the first respondent has the right to assign a salary level for the highest category. According to respondents, it is most difficult to score points for educational, scientific activities and for assessing the contribution to the development of an educational institution.

By the way, according to the decision of the rector's office of the Institute, teachers who scored a rating below 55 points are not entitled to receive bonuses in full on the basis of a collective agreement. In other words, teachers who have scored a low rating level may not receive awards at all. And this reduces the motivation of work - there is no mood and no special desire to work further.

The analysis of the Institute's regulatory documents regulating personnel policy issues allowed us to draw the following conclusions:

1. The presence in the organization of only two documents regulating personnel policy (Collective Agreement and Regulations on Remuneration of employees) indicates the ordering of only surcharges, payments that are relatively permanent and have little stimulating effect.
2. The absence of a Provision on the financial incentive fund indicates the absence of a clear mechanism in the university for reflecting the individual results of the activities of teaching staff. Bonuses are often awarded based on subjective factors, at the discretion of the rector's office, based on the rating criteria according to regulation No. 246.
3. The Institute does not have a system for diagnosing the motives and needs of teachers, a system for determining factors important to them in terms of increasing efficiency and motivation of work, causing a desire to work effectively. Work in this direction is carried out rarely and unscheduled, only in case of conflict situations.

To find out the factors motivating the work of the teaching staff of this institute, a test was compiled to determine the motivation of a person to success. A questionnaire survey of the same 10 respondents was conducted. The analysis of the answers to the questions of this questionnaire is made. To illustrate the results of the survey, we will draw up the diagram shown in Figure 4.

70% of respondents have an average level of motivation – for them the goal is something

unattainable, sometimes you want to give up everything. 20% of respondents have a weak level of motivation – they are satisfied with their position, they are "not on fire" at work and believe that the success of the entire institute does not depend on their efforts.

10% of respondents have strong motivation - the respondent is ready to overcome all obstacles, is persistent in achieving the goals set both for himself and for the university.

Figure 4 - Motivation level of university respondents (%)



Thus, in order to achieve an increase in labor efficiency from employees of an educational organization, the rector's office and the heads of other management structures are recommended to carry out the following actions to motivate the labor behavior of teachers:

1. determination of the real motives of employees' work;
2. development of measures and plans for the diagnosis of teachers' needs and factors affecting pedagogical activity
3. evaluation of ways to stimulate the work of teaching staff that are most adequate to the situation prevailing in the educational organization, meaning a more individual approach to the rating according to regulation No. 246;
4. selection of management techniques that have a positive impact on employee motivation;
5. Assessment of changes in teachers' work behavior.

The system of motivation and stimulation of employees of any educational organization should include a whole range of activities, while personal goals and desires should coincide with the goals of the organization.

It should be noted that the use of techniques should be comprehensive, a combination of moral and material incentives, positive and negative incentives is necessary. Only in this case the management activity will be effective. Personnel management should cover the entire staff of the university. In addition, although the rector's office and dean's offices have a number of tools for successfully motivating the team as a whole, the peculiarities of the motivational sphere of each individual teacher and specialist also play an important role. It is necessary to apply an individual approach to each teacher, taking into account his characteristics, and then his return will be maximum.

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