

MOTIVATION OF PROFESSIONAL ACTIVITY OF EDUCATORS AND THE HAPPINESS INDEX: AN EMPIRICAL STUDY

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Abstract: This article examines the motivation of educators' professional activity and the index of subjective happiness. The study is based on psychological and pedagogical approaches and includes an analysis of intrinsic and extrinsic motivation, as well as the relationship between professional satisfaction and the happiness index. The empirical results demonstrate that intrinsic motivation is a key factor in the formation of professional satisfaction and subjective well-being of educators. The socio-psychological environment and institutional support also play an important role in enhancing professional happiness and stress resilience. The findings provide an empirical basis for developing practical recommendations aimed at fostering constructive motivation and increasing professional satisfaction among educators.

Keywords: motivation; professional activity; educators; subjective happiness; job satisfaction; intrinsic and extrinsic motivation.

Introduction

In the context of modernization of the education system, increasing attention is being paid to the professional activity of educators, as motivation and subjective well-being are key factors determining their effectiveness, creative activity, and professional sustainability. Educators perform not only instructional functions but also face socially and emotionally demanding tasks, which makes the study of their motivation and happiness index particularly relevant.

Motivation of educators' professional activity represents a complex psychological phenomenon that includes intrinsic drivers of self-realization and personal growth, as well as extrinsic incentives such as material rewards, social recognition, and institutional support. Subjective well-being and the happiness index reflect educators' satisfaction with their professional activity, emotional stability, and ability to adapt to stressors. Contemporary research confirms that intrinsic motivation plays a leading role in shaping professional satisfaction and sustainable happiness, while extrinsic factors exert an indirect and complementary influence.

The purpose of this article is to empirically investigate the motivation of educators' professional activity and their happiness index, as well as to identify the relationships between motivation, job satisfaction, and subjective well-being. The objectives of the study include determining the level and structure of intrinsic and extrinsic motivation, analyzing professional satisfaction, assessing the happiness index, and identifying factors influencing its formation.

The scientific novelty of the research lies in the comprehensive analysis of educators' professional motivation and subjective well-being, which allows identifying patterns in the relationship between motivational factors and happiness and developing recommendations to enhance professional satisfaction and constructive motivation in the educational environment.

The current stage of education system development is characterized by increased attention to the human factor, particularly to educators' professional motivation and subjective well-being. The study is based on a комплекс methodological framework that includes systemic, personality-oriented, and axiological approaches, enabling motivation to be examined as a multidimensional phenomenon encompassing cognitive, emotional, value-based, and behavioral components.

1. Methodological Principles

The research relies on fundamental concepts of domestic and international psychology of motivation, subjective well-being, and professional development. The following principles were applied:

- **Systemic principle:** educators' motivation is viewed as an integrated system linking intrinsic and extrinsic motives, job satisfaction, social support, and the happiness index.
- **Principle of personal determination:** motivation is shaped by individual characteristics, value orientations, and perceptions of professional reality.
- **Humanistic principle:** priority is given to self-realization, personal growth, and inner harmony as conditions for professional happiness.
- **Axiological principle:** emphasis on the value-based attitude of educators toward their profession, work, and social mission of education.

2. Research Design

The empirical study followed the logic of a psychological-pedagogical experiment and consisted of three stages:

1. **Preparatory stage:** literature review, formulation of objectives, tasks, and hypotheses, selection of diagnostic tools, and development of the research model.
2. **Ascertaining stage:** assessment of baseline levels of motivation and happiness index using questionnaires, psychological testing, observation, and interviews.
3. **Analytical and generalizing stage:** statistical processing of empirical data, interpretation of results, and formulation of conclusions regarding the relationship between motivation and happiness.

3. Sample Characteristics

The study was conducted in educational institutions of the Republic of Uzbekistan, including general secondary schools and preschool organizations. The sample comprised educators of different ages, levels of professional experience, and qualifications. Participation was voluntary, and confidentiality was ensured.

4. Diagnostic Tools

Validated instruments were used for comprehensive assessment:

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- Kokurina’s method for diagnosing intrinsic and extrinsic motivation and job satisfaction.
- Oxford Happiness Questionnaire to assess overall positive emotional state and life satisfaction.
- Satisfaction With Life Scale (SWLS) to measure the cognitive component of subjective well-being.

5. Experimental Model

The experimental model consisted of four interrelated components: motivational, cognitive-evaluative, emotional, and social. The model assumes that a high level of intrinsic motivation enhances professional satisfaction, which in turn positively influences the happiness index of educators.

6. Data Analysis Methods

Quantitative data were processed using mathematical statistics, including calculation of mean values, correlation, and comparative analysis. Qualitative analysis was based on interpretation of observations and interviews.

7. Ethical Considerations

The study adhered to ethical principles of voluntariness, confidentiality, and informed consent.

Research Results

The empirical findings indicate that educators’ professional motivation has a complex and heterogeneous structure, incorporating both intrinsic and extrinsic components. For most respondents, professional activity serves as an important source of self-realization; however, the level of motivational satisfaction varies depending on individual and organizational factors.

Intrinsic motivation, reflecting interest in professional activity, aspiration for self-realization, and personal growth, occupies a central position in the motivational structure. Educators with high intrinsic motivation demonstrate sustained interest in their work, a desire to improve pedagogical mastery, and openness to innovative teaching methods. Conversely, a decline in intrinsic motivation among some educators manifests in formal attitudes toward professional duties, reduced initiative, and limited orientation toward professional development, often associated with burnout and job monotony.

Extrinsic motivation, including material and social incentives, remains significant. Salary level, bonuses, social recognition, job stability, and working conditions are important external motivators. The findings show that for educators with low intrinsic motivation, extrinsic incentives become dominant; however, reliance on external motivation without intrinsic support may reduce job satisfaction and emotional well-being. Social support from administration and colleagues enhances motivation and stress resilience.

Comparative analysis by work experience revealed the following patterns:

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- Early-career educators demonstrate high intrinsic motivation but are sensitive to external working conditions.
- Educators with medium experience exhibit a balanced motivational structure.
- Educators with extensive experience show reduced intrinsic motivation and increased emphasis on stability and social security.

Correlation analysis revealed a positive relationship between intrinsic motivation and job satisfaction, positive emotional state, and overall happiness index. Predominance of extrinsic motivation without intrinsic support shows weak or negative associations with subjective well-being. Socio-psychological factors such as supportive climate and collegial relationships significantly increase happiness and stress resistance.

Discussion and Conclusions

The study confirms that educators' professional motivation is a multidimensional phenomenon combining intrinsic and extrinsic incentives. Intrinsic motivation related to interest in work, self-realization, and personal growth plays a leading role in shaping job satisfaction and subjective well-being. These findings support self-determination theory, which emphasizes the importance of autonomy, competence, and relatedness for sustainable motivation.

Extrinsic motivation provides additional support, particularly for educators with low intrinsic motivation; however, its dominance without internal drivers may negatively affect emotional well-being and increase burnout risks. Social and psychological factors, including collegial support and a positive organizational climate, strengthen the impact of intrinsic motivation on educators' happiness.

The study leads to the following conclusions:

1. Educators' professional motivation includes intrinsic and extrinsic components and is dynamic in nature.
2. Intrinsic motivation is a key determinant of job satisfaction and subjective well-being.
3. Motivation varies depending on work experience and professional environment.
4. High motivation enhances stress resilience and reduces burnout risk.
5. Stable positive relationships exist between intrinsic motivation, professional satisfaction, and the happiness index.
6. Social support and recognition significantly contribute to educators' subjective well-being.

The findings provide a scientific foundation for developing practical recommendations aimed at fostering constructive motivation, enhancing professional satisfaction, and strengthening professional happiness among educators.

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