EXPLORING EDUCATORS' PROFESSIONAL MOTIVATION AND SUBJECTIVE HAPPINESS: AN EMPIRICAL ANALYSIS

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Abstract: *This study investigates the nature of educators' professional motivation alongside their subjective happiness index. The research adopts psychological and pedagogical perspectives to examine both intrinsic and extrinsic motivational factors, as well as their relationship with professional satisfaction and well-being. The findings reveal that intrinsic motivation plays a decisive role in shaping educators' job satisfaction and overall subjective well-being. Moreover, the social-psychological climate and institutional support significantly enhance professional happiness and resilience to stress. The results serve as a foundation for developing practical approaches aimed at strengthening constructive motivation and improving educators' professional satisfaction.*

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

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Introduction

Within the ongoing transformation of the education system, growing attention is directed toward educators' professional activity, as their motivation and well-being are crucial determinants of effectiveness, creativity, and long-term professional stability. In addition to teaching responsibilities, educators encounter emotionally demanding and socially complex challenges, which increases the relevance of studying their motivational structure and happiness levels.

Professional motivation among educators is a multifaceted psychological

construct that incorporates internal drivers such as self-realization and personal growth, alongside external influences including financial incentives, recognition, and institutional support. Subjective well-being reflects educators' level of satisfaction, emotional balance, and ability to cope with stress. Contemporary research consistently highlights the dominant role of intrinsic motivation in sustaining long-term satisfaction and happiness, while external factors function as complementary influences.

The purpose of this research is to conduct an empirical analysis of educators' professional motivation and their happiness index, and to determine the interrelations between motivation, job satisfaction, and well-being.

Research Methodology

The research is grounded in a comprehensive methodological framework combining systemic, personality-oriented, and axiological approaches. This perspective allows motivation to be interpreted as a multidimensional construct encompassing emotional, cognitive, behavioral, and value-based elements.

The study was conducted in three stages: preparatory, diagnostic, and analytical. It involved educators from various educational institutions in Uzbekistan, representing diverse age groups and professional backgrounds. Participation was voluntary and confidential.

Data collection included surveys, psychological testing, observation, and interviews. The study employed validated instruments such as Kokurina's motivation assessment method, the Oxford Happiness Questionnaire, and the Satisfaction With Life Scale (SWLS).

Quantitative data were analyzed using statistical methods including averages, correlations, and comparisons, while qualitative insights were derived from observations and discussions.

Results

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The findings demonstrate that educators' professional motivation is complex and includes both internal and external dimensions. For many participants, teaching serves as a key avenue for self-realization; however, the degree of motivational fulfillment varies across individuals and institutional contexts.

Intrinsic motivation, characterized by genuine interest in teaching, self-development, and personal growth, holds a central position. Educators with strong intrinsic motivation exhibit enthusiasm, continuous improvement, and openness to innovation. In contrast, diminished intrinsic motivation is associated with reduced engagement and signs of professional burnout.

Extrinsic motivation—such as salary, recognition, and working conditions—remains relevant, particularly when intrinsic motivation is weak. However, reliance solely on external factors may negatively affect satisfaction and emotional well-being. Supportive professional environments and collegial relationships significantly strengthen motivation and resilience.

Analysis by work experience revealed that early-career educators show high intrinsic motivation but depend on external conditions; mid-career educators maintain balance; and experienced professionals increasingly prioritize stability and security.

A positive correlation was identified between intrinsic motivation and both job satisfaction and subjective happiness.

Discussion and Conclusions

The study confirms that educators' motivation is a dynamic and multidimensional phenomenon shaped by both internal and external influences. Intrinsic motivation emerges as the primary driver of professional satisfaction and well-being, supporting the principles of self-determination theory.

External factors provide additional support but cannot substitute intrinsic engagement. Without internal motivation, reliance on external rewards may contribute to emotional exhaustion and reduced satisfaction.

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The research highlights the importance of organizational climate and social support in enhancing educators' well-being. Positive relationships within the workplace significantly amplify the benefits of intrinsic motivation.

Based on the findings, several conclusions can be drawn:

1. Educators' motivation consists of interconnected intrinsic and extrinsic components.
2. Intrinsic motivation is the key determinant of satisfaction and well-being.
3. Motivation evolves depending on professional experience and environment.
4. High motivation strengthens resilience and reduces burnout.
5. Strong links exist between intrinsic motivation, job satisfaction, and happiness.
6. Supportive environments play a crucial role in enhancing well-being.

The results provide a solid foundation for designing strategies to improve motivation, satisfaction, and overall professional well-being among educators.

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