

## Creativity, Collaboration and Motivation of a High School Teacher

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### Abstract

*The article discusses the role of motivation in the teacher's professional activity, the influence of creativity and autonomy on a teacher's motivation level in the choice of teaching methods, forms and instruments, as well as the students themselves and the educational organization's direction. The author analyzes the possibilities of realizing the teachers' creative potential in their professional activities, regardless of the subjects taught, to increase the motivation of both the teachers themselves and students. Techniques are proposed for effective cooperation between the administration and the teaching staff.*

**Keywords:** *Motivation, Teaching, Collaborative Learning, Cooperation In Teaching, Autonomy, Creativity.*

### Introduction

The role of motivation in the work of a teacher is difficult to overestimate. In many ways, the teacher's job is to create educational content, maintain an atmosphere in the classroom conducive to friendly and fruitful cooperation, and, in the end, motivate students themselves. It is difficult to imagine a teacher who does not like what he does, but who at the same time motivates and inspires his students. In this case, the students themselves must have other serious motivating factors in order to study with this teacher and not lose interest in the subject. But the current state of affairs is such that students in most cases will not put up with boring unmotivated teachers but will ask the management to change it or transfer to other groups. In order to understand what the motivation of a teacher depends on and what role the collaborative environment and creative thinking play in it, it is necessary to identify what the phenomenon of motivation is.

#### *Motivation in the Activity of a Teacher*

According to K. Zamfir (2010), there are three components of motivation: internal factors, external positive and external negative. Many administrators of educational institutions and scientists, studying the issue of increasing teacher motivation, turn specifically to external factors such as salary, career growth, social role and authority. Indeed, it is much more difficult to develop a system for increasing internal motivation, because it does not come from an educational organization, but from the person himself and from his perception of his profession. The attitude of people towards their work can be divided into three types (Bellah, Madsen, et al., 1985; Wrzesniewski, McCauley, et al., 1997): job, career, vocation. These three

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options of attitude to work suggest different motivations, different goals that people set for themselves in the professional field.

Employees who perceive their professional activities, mostly as just work, are focused more on the economic aspect than on personal fulfillment or pleasure. Work is perceived as a necessary tool for making money, allowing you to realize yourself and relax in your free time. Those for whom work is a career value, first of all, the opportunity to advance within the organization and the opportunity for professional growth, which gives power and increases a person's self-esteem as a person and as an employee. Those who perceive their work as a vocation treat work as an integral part of their lives, linking their earnings, career aspirations, and leisure with it, and often having difficulty separating their personal time and work. Such people, as a rule, love their work very much, which they show in their desire to improve the result of their work and the work of the organization.

The latter type of motivation is inherent in some professions, including the teaching profession, since often the main motivation for teachers is the students themselves. Teachers work in this profession because they enjoy working with young people, contributing to their education and they feel great satisfaction that their students are learning, discovering their potential and preparing for future adulthood (Brunetti, 2021; Dinham, Scott, 1996; Dinham, Scott, 1998; Spear, Gould, Lee, 2000). Teachers, perceiving their work as a vocation or mission, realize that it is about the ethical value of their work. The basis of this idea is that they are morally more than legally responsible for their students and feel the need to take care of them (Nias, 1999). Ultimately, it is their students who are their main concern at work and motivation to teach.

Motivation, which depends on the results of students, their feedback and their initiative and activity in the learning process, refers to internal motivation. It is this type of motivation that is of particular importance in the teaching profession. It should be noted that according to theories of motivation in work, people are driven alternately by external and internal motivation, which allows them to meet the needs of different orders. According to Maslow's theory (Maslow, 1952; Maslow, 1972) people need to meet several needs in order to remain motivated to work: physiological (food, clothing, rest), physical and psychological security (salary, medical insurance, support from colleagues), self-esteem (career advancement, respect), professional self-realization (creativity of work, development of talents and qualities). According to the two-factor theory of Herzberg (Herzberg, 1964; Herzberg, Mausner, Snyderman, 1959), the level of job satisfaction or dissatisfaction is influenced by: hygienic or peripheral factors (workplace safety, control, company policy), which in themselves do not motivate to work, but their absence is an important demotivator, and directly motivating factors directly related to work, which include personal growth, professional challenges, responsibility, creativity. These factors ensure a high level of job satisfaction, but their absence, especially in jobs with a low level of complexity, does not cause serious dissatisfaction. Herzberg's research has shown that if employees have a high level of direct, intrinsic motivation, they are more tolerant of dissatisfaction with peripheral factors, which, of course, does not happen in the opposite situation.

Teachers often note dissatisfaction with working conditions (wages, material incentives, technical equipment of workplaces), however, they show great loyalty if their needs of the highest order are satisfied (Spears, Gould, Lee, 2000). Intrinsic motivation promotes creativity, which is inseparable from teaching, while extrinsic motivation can harm the creative process if this motivation is not informative or does not facilitate work (Amabile, 1996).

The motivation of teachers is based on internal elements of the workflow, such as intellectual challenges, autonomy of work, freedom to develop new ideas, methods and theories, development of professional competencies, the possibility of personal growth, awareness of one's own contribution to society through education and upbringing of youth, development of creative potential (Bishay, 1996; Spears, Gould, Lee, 2000; Sylvia, Hutchison, 1985). According to Maslow's theory, for teachers, their work is an opportunity for self-realization.

But motivation is not a stagnant or homogeneous state, but it is a flexible, dynamic process that goes through different levels of increase and decrease (Soriano, Mateo, 1993). Specifically, "the professional development of teachers moves back and forth between phases during their working life for all kinds of

reasons related to personal history, psychological, social and organizational factors and anticipated and unforeseen events of the moment” (Day, Gu, 2012, p. 60).

In this regard, Sánchez (2016) makes a division between two stages, distinguishing an initial period in which access to training occurs and a second stage or professional period. The first formative phase is characterized by an initial interest and an increase in intrinsic motivation at the end. On the contrary, for this author, it is in the professional stage proper, when the teacher is judged by various own and contextual factors derived from his practice, which makes it serve as a push and challenge for some but also as a demotivation for others.

**Table 1.** Phases of the Professional Teaching Life, According to Day Y Gu (2012, P. 63)

Phases of the professional teaching life and motivational variants	0-3 years of teaching	Commitment, support and challenge phase	- Developing sense of self-efficacy - Reduced sense of self-efficacy
	4-7 years of teaching	Identity and effectiveness phase in the classroom	- Maintaining a strong sense of identity, self-efficacy - Identity, effectiveness in danger
	8-15 years of teaching	Control phase of role and identity changes, tensions and transitions growing	- Sustained commitment - Indifference and loss of motivation
	16-23 years of teaching	Phase of work–life tensions, challenges to motivation and commitment	- Professional progress and good results in students leading to a motivation and growing commitment - Sustained motivation, commitment and effectiveness - Workload, tensions and professional stagnation leading to a decrease in motivation, commitment and effectiveness
	24-30 years of teaching	Phase of challenges to the maintenance of motivation	- Strong and sustained sense of motivation and commitment - Keeping up, but losing motivation
	More than 31 years of teaching	Sustained/downward motivation phase, ability to cope with change, waiting for retirement	- Keeping the commitment - Exhausted and trapped

The above table illustrates the imbalance that the teacher's motivation goes through throughout his working life. It is true that it is not something generalizable to all professionals and that the situations faced by each of them are different and depend on many contextual and personal circumstances.

#### *Students As a Motivating Factor for A Teacher*

It is necessary to note another factor of motivation of the teacher. In the educational process, the focus should not be on the teacher, but on the student, and he is also an important source of motivation for the teacher. The teacher's motivation does not have an exclusive impact on their well-being or feeling of self-efficacy, but is an essential element to achieve optimal performance and motivation in their students as well. In this way, a motivated teacher will also be a motivating teacher. These teachers are aware that the learning of their students is under their responsibility and, therefore, their way of acting takes an important role in the teaching-learning process (Bono, 2010). The motivation to the students is “a basic task in the teaching profession that should be part of the professional knowledge of any teacher, obviating the complexity of the matter and what the preparation for it implies” (Valenzuela et al., 2015, p. 355).

But in order for this transmission of motivation to become effective, the teacher must favor meaningful learning and possess a variety of tools that allow him to be a facilitator so that it is the students who build

their own knowledge. The aim is, therefore, to establish a balanced and adjusted teacher-student relationship in which the teacher wants to teach, and the student wants to learn (Caradonna, 2017). Precisely because of this lack of connection between the teacher and the student, the feeling is generated, on many occasions, that students do not learn enough and show little interest. This may happen because, in certain cases, the contents are transmitted in a detached way, with a methodology that does not produce motivation or enthusiasm in the students. It can be stated that, in this sense, there is a “motivational problem linked to the contents and their teaching” (Núñez, 2009, p. 63).

In order for teachers to be able to correctly carry out methodologies that promote motivation, it is necessary that the educational environment is also stimulating, in such a way that it helps them increase confidence in themselves and in their abilities, pushing them to experiment with different methodologies (Caradonna, 2017). The teacher is an example for his students, especially at the first educational levels, where he is also a figure of reference and attachment. If the teacher also feels motivated, has a high level of satisfaction and is passionate about his work, he will also be able to transmit these attitudes to his students “because motivation also springs from contact with motivated people” (Caradonna, 2017, p. 16). To this statement, Sáenz-López adds that this transformation of the student by the teacher also implies knowing how the student learns and getting him to want to learn (2016). In addition, some research in educational psychology explains that “the motivation to learn [...] is dynamic and varies according to the learning contexts in which the subjects are, thus highlighting the cultural and contextual value of the learning processes whose construction happens in specific scenarios” (Bono, 2010, p. 2).

However, although the motivation generated by the teacher is fundamental to stimulate the student's interest, it should not be understood as something only external to the student or exclusively contributed by the teacher but can also be developed by the student himself (Núñez, 2009). The aim is to convey the idea that teacher motivation is key to the student's attitude and that, almost certainly, a motivated teacher will transmit that passion to his students. But in addition, the student must be promoting skills that allow him to generate his own motivation over time and in parallel to his development. In this sense, the teacher must guide the student in the search for those aspects that are of interest to him in order that he gradually learns to use by himself certain motivational strategies that allow him to obtain a good performance. In short “motivation consists, ultimately, in adapting the dynamics of the class to the values of the students” (Bernardo, Javaloyes, 2015, pp. 78-84).

Only if we get the student's motivation to come from himself and the figure of the teacher ceases to be essential in the development of this, will we get the student to increase his intrinsic motivation. In addition, if this is mediated by the teacher, it may happen that there is no similarity between both motivations (that of the teacher and that of the student), so we would move fundamentally in the field of extrinsic motivation, since the student would perform the tasks entrusted by the reward and not by the own value that the student gives him (Ospina, 2006).

So how can students themselves contribute to increasing the level of motivation of teachers? Let's consider the possibilities of increasing the motivation of teachers through their students using the example of various theories of motivation.

*Opportunity 1.* The theory of expectation is based on how valuable the result, the goal itself, is to us (Pomar Tojo, 2013). As David Johnson notes (Johnson, 1981), motivation is a consequence of the result itself, that is, the more serious and important goals we have in front of us, the higher the level of motivation. Although sometimes motivation can be an end in itself. Expectation theory assumes two types of goals: learning and fulfillment. In the first case, we must acquire new knowledge or skills, and in the second case, we must understand whether we are using our knowledge and skills correctly or not. This type of motivation is contextually determined: it depends on the place, time and circumstances that surround us (Katz, 1969; Maehr, 1974). Thus, the teacher can use this mechanism to increase his own motivation.

Here is a practical example. Teachers often ask seminars to prepare reports, presentations, and research on a given topic. Writing essays and essays is also a common form of homework. If the teacher completes the subject of the tasks and introduces an element of creativity and new knowledge into them, these tasks will

become motivating not only for the student speakers and student listeners, but also for himself. So, when writing an essay, you can give not theoretical basics for the taught aspect of the topic, but controversial or relevant ones. Works on these topics will be interesting to read and discuss later. In the reports, you can avoid the endless repetition of the same, even important, topics in favor of the latest theories, criticism involving the latest statistical data, etc. In some situations, you can specify a general topic within which students prepare reports or presentations on any sub-topics of interest to them. No matter how much the teacher strives to be in the subject of his subject and the interests of his students in this field, students can always bring new things if they are given freedom and stimulate their initiative. Such a small adjustment of classical assignments can motivate a teacher with the expectation of new knowledge (factual or even about the interests of students within the topic) and the expectation of the result of completion: with greater freedom, it is more difficult to foresee the approaches and results of students' research.

*Opportunity 2.* Motivating a teacher with new knowledge is possible from the very first lesson, especially at a university. To do this, it is enough to start the first seminar with an unusual acquaintance with the students. Most teachers omit this point, limiting themselves only to introducing themselves and calling the roll of the list of students. Asking the audience what students know about a discipline or a new topic also does not help to increase the motivation of the teacher, especially if the subject is fundamentally new and students cannot say anything about it yet. A short acquaintance with students can be linked to the subject of the subject. For example, in the case of chemistry, the question may sound like this: "which element of the periodic table do you associate yourself with and why?", and political science may begin with a discussion of recent political events or political leaders. Controversial points of view and opinions can also be offered for discussion, so that students can feel free and open in the dispute. The first seminars on new foreign languages can begin with questions about who previously learned this language, what other languages the students learned, what words they know in this new language and why they chose it. These questions will allow the teacher not only to make an impression about the new group and establish an emotional connection with the students, but also to get new information about them that may interest him. The emotional connection will result in the fact that students and teachers, thanks to a small personal conversation, will be able to see the corresponding social roles of the personality. Thus, the teacher's motivation to teach students will begin to increase: they will no longer be impersonal students of this study group, but people with their own interests, characters and opinions. And the sooner the teacher can reveal them, the more interesting it will be for him to come to this group, the higher the level of motivation when teaching in a group. However, it is necessary to approach acquaintance not formally, but really listen carefully and remember the comments of students, only then they will see interest in themselves, and the teacher will consciously approach this stage and be able to form a complete picture.

*Opportunity 3.* Creativity motivation also has potential for teachers. The development of tasks, the creation of business games, cases, and various scenarios motivate the teacher to create a new one, independence and independence in work, as well as the result of using the final development in the classroom. It is important that the teacher is not squeezed by strict deadlines, a lot of reporting and formal frameworks. So, when creating a collection of tasks for an educational organization, you should not limit the author to only a few designated types of tasks, unless the final purpose of this collection suggests this. According to research by Clouder (2008), Gibson (2010) and McWilliam (2008), pressure in the university environment aimed at improving student academic performance and teachers' effectiveness in academic and scientific work reduces the creativity of teachers, since it assumes other priorities in the same limited time. Robinson and Aronika (2015) also believe that schools "kill creativity", meaning any educational institution by schools. It is important for the management to find a balance between the desire to get high results in the ratings of educational institutions based on the formal characteristics of teachers' work and the need to provide teachers with time and space for creative, creative activities.

*Opportunity 4.* An important aspect that increases the teacher's motivation level is the gradual complication of the tasks being created. For example, a detailed description of roles in a role-playing game, additional conditions in the project assignment. This includes the design of the task itself: how the teacher presents it. Perhaps he stipulates all the conditions and details verbally in the lesson, however, it is difficult with a more detailed task and takes enough time. The task can be sent simply in the form of an e-mail text or in

the format of a text document, or it can be displayed on a presentation, poster or infographic. Students always welcome a creative approach to teaching and support such assignments, even if they involve a large amount of work. And completed tasks are also a reinforcement of the teacher's motivation in the form of the result of his work, including creative, creative nature.

Of course, many teachers believe that they are not inclined to creative activity and are not able to create new tasks. Some studies show (Torrance, 1963; Hosseini, 20114) that teachers, for the most part, struggle to cope with creative tasks in the educational process and use already created and proven methods and types of tasks with great enthusiasm. But effective modern teaching involves a sufficient amount of creativity and flexibility, and these skills can be developed through various professional development. In addition, researchers talk (Didriksson, Alma, 2004) about changing the educational process itself in connection with the possibility and even the need to create, formalize, transfer knowledge and skills in completely different ways and in different ways and identify four characteristics of a modern teacher (Van der Heijden, Geldens, et al., 2005): 1) he must constantly study; 2) must have the qualities of a teacher (be understandable to students, positive, responsible, self-confident and reliable); 3) must be enterprising; 4) must be able to work in a team.

### *The Role of Collaborative Learning in Teacher Motivation*

Teamwork is a necessary part of education as a collaborative process, because, on the one hand, work productivity and motivation increase when uniting like-minded colleagues, and on the other hand, collaborative learning is teamwork between students and a teacher. And this can also be a source of motivation for a teacher. A teacher who perceives his students as independent, independent researchers encourages their independence and creativity, shifting the center of knowledge from ready-made knowledge in the hands of the teacher to the gradual independent discoveries of students. It is important to create an atmosphere in the classroom that is favorable for learning and cooperation, which would support the motivation and enthusiasm of students so that they remain interested in the subject and have a desire to take an active and conscious part in the educational process (Hativa, 2000). In other words, students should feel the support of the teacher and classmates (Ornelas Gutiérrez, Arroyo, Cano García, 2016), as well as be aware of their responsibility for their own learning through active participation in classes and extracurricular activities. For students, independence in the educational process, in addition to responsibility, also means increasing their personal and professional self-esteem through awareness of their importance, which increases their internal motivation and leads to success in learning. That is, by putting the initiative in the hands of students and assigning the teacher the role of a guide and consultant, we also influence the teacher's motivation: more independent and well-directed students are more motivated and show better results, and their results motivate the teacher, showing his professional success.

In the course of numerous studies (Flecha, Racionero, et al., 2014) in this area, the effectiveness of collaborative learning, which takes place in the format of a constant dialogue on equal terms between members of the pedagogical process, is noted. If all learning takes place in contact and dialogue between the teacher, the student and classmates, learning becomes more creative (Chappell, Craft, 2011), because students are not afraid to offer their ideas and express their thoughts and wishes. In dialogue, students automatically get a more active role in the educational process, they are bolder not only in expressing their ideas, but also in clarifying their mistakes, communicating with the teacher. Such communication motivates, on the one hand, students who understand that they can always consult with their teacher, get a comment or explanation, which means that the teacher is interested in this. On the other hand, this communication motivates the teacher, because any question, comment or thought of a student is feedback that helps the teacher to better analyze his activities, to see a particular assessment. Trevor Hees believes (Heath, 2002) that at a university, good student-teacher relations can contribute to the development of a student's creative abilities through the experience, knowledge and support of a teacher, which means that they improve the student's educational results and, as a result, the teacher's motivation.

Of course, for the functioning of a system in which students are sufficiently independent and proactive, serious planning and development of the program of each seminar is necessary; the introduction of collaborative learning to increase the level of motivation of students and teachers and, as a result, increase

effectiveness, should take place systematically. It is also necessary to focus students' attention on mindfulness in learning: they should understand at every moment of learning why they are doing this, what they have already achieved, what problems they have in the process.

How can you not lose motivation if students are still not ready to work independently in teams and show poor results? If there is a situation in which students cannot work autonomously with the support of a teacher, then first of all it is necessary to conduct a detailed analysis of the tasks given to students: their level, format, compliance with knowledge and goals, accuracy of wording and clarity of the task and deadlines. The most correct thing in this situation is to seek advice from colleagues who can look from the outside, suggest and simply support, perhaps by telling similar cases from their practice. You can also discuss this with students directly or through an anonymous questionnaire (for example, in Google forms), their answers will greatly help in the analysis. It is important to identify shortcomings in the work, take this experience into account in the future and understand that one failure can help a teacher see flaws in his methodology, start working on them and develop. Such situations are a definite professional challenge, which in itself motivates to action.

## Methodology and Results of the Study

As part of the study of the issue of teacher motivation and opportunities to increase their motivation, we conducted a survey of teachers at the Financial University under the Government of the Russian Federation (Moscow, Russia), which was attended by 62 teachers of various disciplines aged 31 to 58 years and work experience from 6 to 36 years. Previously, a private conversation was held with each teacher on the topic of the important role of motivation in this work, and time was given to think about those factors that motivate and demotivate in the work. After that, the teachers were offered an anonymous online questionnaire consisting of two technical questions (age, teaching experience) and three questions directly related to the subject of this study:

Evaluate your motivation level in work from 1 to 10, where 1 is absolutely not motivated, and 10 is very motivated.

What factors have the greatest positive impact on your motivation in work:

financial encouragement

academic success of students

support of colleagues and administration

student feedback

good teaching materials

freedom in the choice of teaching methods

good working conditions: schedule, material and technical equipment of classes, etc.

Which factors reduce your motivation in work the most (no more than three):

lack or insufficient financial encouragement

lack of motivation for students to study

lack of support from colleagues and management

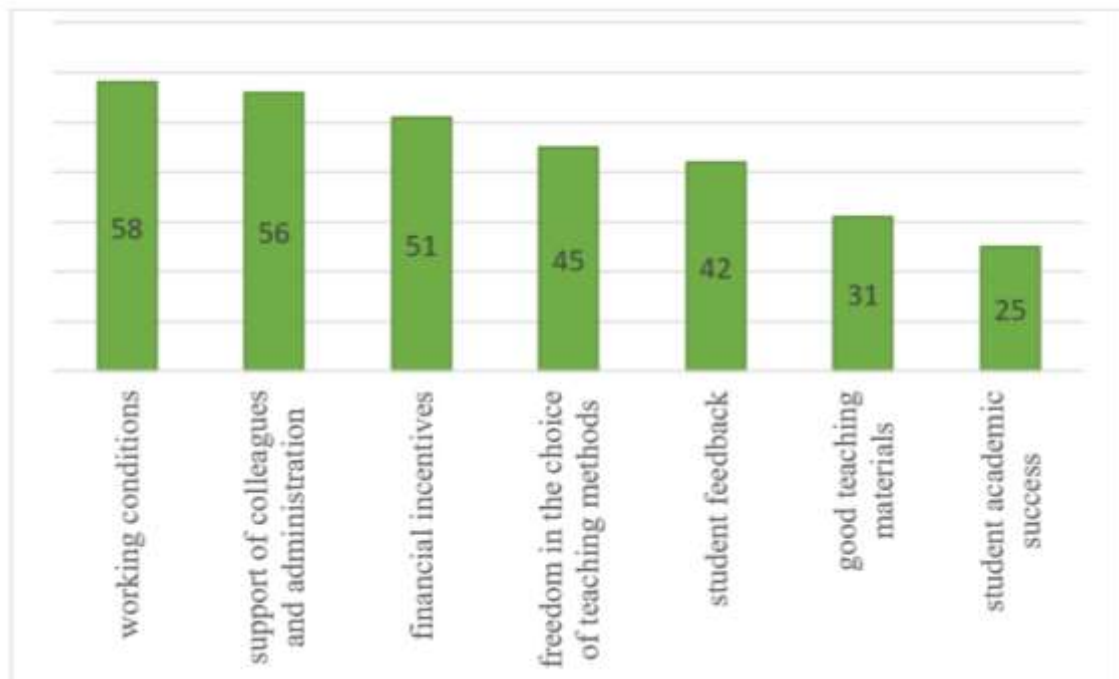
lack of high-quality teaching materials

excessive control and lack of freedom of choice of teaching methods

inconvenient schedule, poor classroom equipment

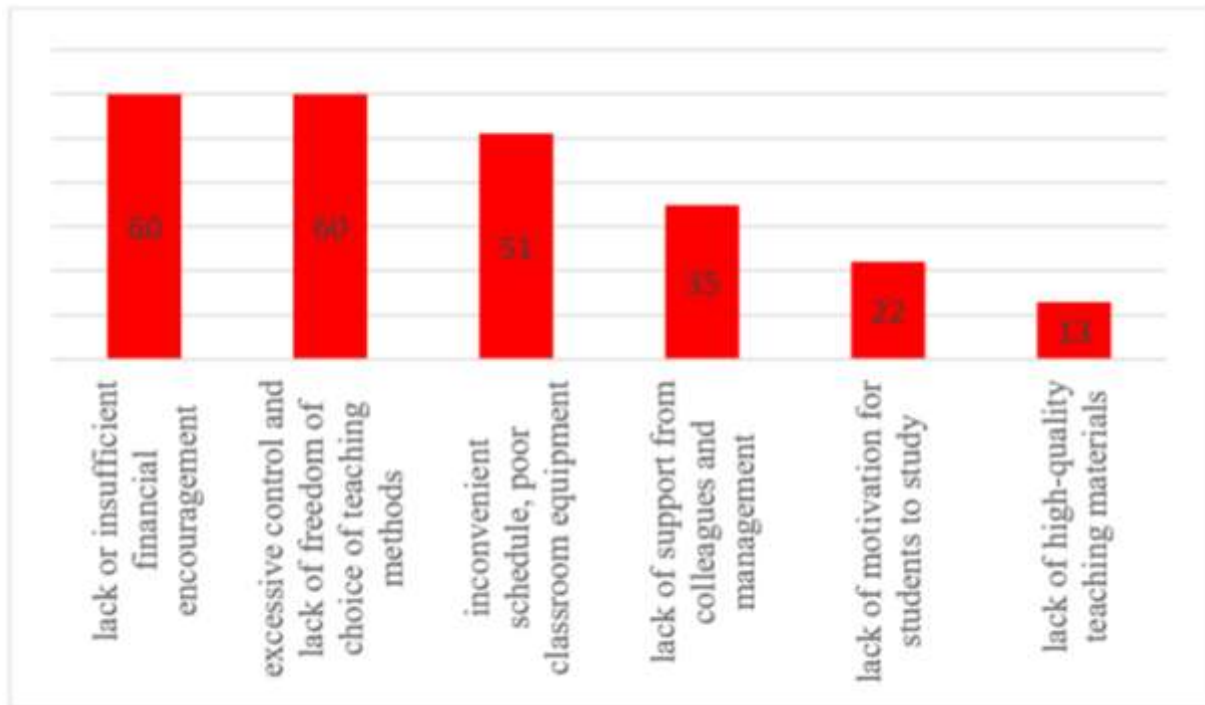
The respondents chose an average level of motivation. The average value was 7.6. At the same time, the lowest self-assessment score was 4, and the highest was 9. The most frequent value was 8. It should be noted that when answering the second and third questions, the surveyed teachers chose all the proposed answers. According to the survey results (Table 2), the most significant role in motivation is played by good working conditions and the material base of an educational institution, as well as support from colleagues and the administration. Most also noted the availability of financial incentives for their work as a significant factor. Next in terms of the frequency of choice are the freedom to choose teaching methods and student feedback. The smallest number of respondents chose the availability of good teaching materials and student academic performance, which may be due to the fact that freedom of choice of teaching methods is more important than the textbooks provided, and if there is freedom of choice of methodology, the teacher chooses those materials and textbooks that best suit him, and student academic performance is the result of effective work.

**Table 2.** Factors That Have the Greatest Positive Impact on Motivation in Work, According to The Survey Results



The results of the answer to the third question are also indicative. The absolute majority of respondents (60 out of 62) attributed the lack or insufficient financial encouragement, as well as excessive control and lack of freedom of choice of teaching methods to the main factors that reduce their motivation to work. Also, a significant number of respondents noted that inconvenient schedules, poor classroom equipment and other working conditions negatively affect their motivation. A smaller number of respondents chose the lack of support from colleagues and management and the lack of motivation for students to study, and only 13 people noted the lack of high-quality teaching materials.



**Table 3.** Factors That Most Strongly Reduce Motivation in Work, According to The Survey Results

All these factors that negatively affect the motivation of teachers can lead not only to loss of motivation, but also to professional burnout, which is fraught with serious consequences.

#### *The Problem of Teacher Burnout*

It is obvious that teaching is one of the professions in which vocation and readiness for professional and personal challenges and overcoming are something natural, and work is often inseparable from personal life. This work is in itself quite motivating and inspiring and provides a large space for self-realization, however, on the other hand, in the field of education, with great dedication from teachers, high expectations and many obstacles faced by teachers in their activities, the risk and strength of professional burnout is also higher (De Heus, Dijkstra, 1999).

Although there are studies proving that a moderate level of stress provokes active human activity (Polaino-Lorente, 1982; Pithers, Fogarty, 1995), one of the consequences of increased stress is the so-called professional burnout syndrome. Teaching is communication with people, intentional and unintentional impact on people, involving great returns at all stages. This is what makes teachers very vulnerable in stressful situations. In addition, teaching, especially in a situation of collaborative learning, where the atmosphere and unification of students is very important, involves constant attention to other people, their needs and problems, which is why teachers become accustomed to paying attention to others, and they often forget about themselves. Some studies (Woods, 1999; Nias, 1999) show that teachers do not notice the first physical and psychological symptoms of stress, turning to treatment for already advanced stress-related diseases.

The different tasks that a teacher develops, as well as the human relationships that it generates, allow this work to be an enormously rewarding experience. However, it is also one of the professions that produces the highest level of stress and overwhelm in professionals. Cases of burnout, depression, anxiety, feelings of loneliness and helplessness, conflict with colleagues, attempts to leave the profession, etc. are very frequent, too frequent (Zabalza, Zabalza, 2012, pp. 137 and 138).

That is why a number of common factors that contribute to teacher demotivation can be mentioned. In a general way, external and internal factors can be highlighted to the teaching practice, to the profession itself and to the agents that participate in it. As external factors, Sánchez (2016) mainly mentions salary, holidays or working hours and, as internal factors, he cites vocation and personal satisfaction. On the other hand, Mañú and Goyarrola add the tiredness of daily work, performance in complex contexts, lack of recognition and support in the task or the questioning of their professionalism by families (2011, pp. 51 and 52). To these factors, we can add the imbalance between the strong change that society has given and the limited transformation of teachers, the decrease in their social prestige, the increasingly rapid lack of motivation of students, the more acute differences between the different students and their socio-cultural context, the avoidance of educational responsibility by the family towards the school and, finally, the low amount of resources and economic means granted by the Administration. This set of factors, among others, have an impact on the mood and motivation of the teacher, which are to a greater or lesser extent overcome depending on the way in which he faces these difficulties.

Nowadays the teaching profession, in this sense, is overcoming a great crisis of professional identity, as González Torres calls it, who mentions in turn that “this situation is unfortunate if we take into account that teaching work has enormous possibilities of generating a high intrinsic motivation and a high personal and professional commitment in the people who perform it” (2003, p. 77).

It is impossible to talk about motivation and a creative approach to the pedagogical process under constant stress, therefore, measures are expected from the educational institution to support teachers not only financially, but also psychologically and organizationally. So, in the context of all the above, it is necessary to note the important role played in motivation and effectiveness by the independence and autonomy of teachers with the support and willingness to cooperate of colleagues. It is important that the teacher understands that he is doing something of his own free will and desire, and not under external pressure. The educational context for both students and teachers should assume a sufficient level of independence, which leads to cooperation. Without cooperation, it is impossible to reach a compromise in anything, and, therefore, a full-fledged, not superficial result.

Employees' motivation and creativity increase if they are given clear tasks in connection with the global goals of the organization and explain how their activities will affect the achievement of the goal, as well as if they are allowed to independently decide how to achieve their goals. If the teacher understands short- and long-term goals, it is easier for him to organize his work in the most effective way. The opportunity to directly participate in shaping the mission of an educational institution and in making decisions that affect the work of the teaching staff, and the entire center is also a strong motivating factor, since it allows the teacher to identify himself with the corporate culture and goals of the organization.

To support motivation, it is important to give employees, in this case, teachers, the freedom to choose methods and means. Clearly formulated strategic goals by management also increase employee creativity: if management changes goals too often or cannot adequately formulate them or provides freedom only in words, this cannot have a positive effect on employee motivation. The tasks assigned to teachers should be adequate to their responsibilities, training, knowledge and experience. It is also possible to provide teachers with the opportunity to choose tasks that are interesting and useful for them to perform, which can also become an indicator for management, because it will show who preferred which tasks: for example, organizational, educational, teaching and methodological or scientific. The teaching profession provides a large number of opportunities to realize your creativity on the way to achieving educational goals. Thus, teachers can choose methods, programs, various techniques, introduce new learning tools and adjust existing ones in an effort to improve students' results, if they are not constrained by the too rigid framework of the educational institution, regulating and controlling not only intermediate and final results, but also the learning process itself. Of course, along with providing autonomy to teachers, it is important to organize regular refresher courses, permanent methodological circles, internships, etc. P., so that the autonomy of an inexperienced or inexperienced teacher who does not understand modern methods does not go to the detriment of the educational process, and the teacher himself feels support, including methodological support.

The principles of collaboration in the organization of teachers' work can increase the motivation of the teaching staff, as well as the effectiveness of their work. It is most effective to form working groups of people who respect each other's opinions and have different points of view or different experience and education. If the management is engaged in the creation of working groups, it should know its employees and their potential very well, and effectively involve the teachers themselves to form working groups.

To support the autonomy of teachers, management needs to evaluate its decisions and actions from the point of view of the teaching staff, consider their interests; make the reward system transparent; prevent communication with management and feedback from their side from being in the nature of control, but help and support. Support from management and colleagues is also important not only to motivate teachers, but also to prevent professional burnout and emotional exhaustion.

Traditionally, it was believed (De Heus, Diekstra, 1999; Miller, 1999; Lens, Neves de Jesus, 1999) that teaching is a profession in which a person works independently, teaches his students, occasionally attends communication courses or work meetings with colleagues and does not need a team, but modernity requires a different approach. Meetings and meetings in teams, as a rule, play a positive role in creating a favorable climate, however, meetings should also not be purely about monitoring and solving accumulated problems, an atmosphere of cooperation in planning, discussing private situations, not criticism, but help is fruitful. Management, which not only conducts organizational and informational work, but also finds the opportunity to communicate personally with subordinates, has a harmonious relationship in the team.

## Conclusion

Thus, it is obvious that the motivation of a teacher directly depends on many factors: teaching methods, assignments, students themselves, and the leadership of an educational organization. Creativity in teaching affects the level of motivation of both students and teachers, increasing the involvement of all participants in the educational process and effectiveness. It is possible to realize creativity most vividly with the joint group work of both teachers and students with a mentor teacher. The collaborative approach is also directly related to the motivation of teachers, expressed in a higher level of mutual support from both colleagues and students, in the creative element present in any group work, in communication and exchange of experience and opinions, in the increasing autonomy of students and the change in the role of the teacher from the role of a source of knowledge to the role of an equal participant in the work, mentor and organizer. But it should be noted that in each case, the relationship between two or more sides of the educational process is important: teachers, the management of the educational institution, students. In all areas of relations, the fundamental element is respect for each other, without which it is impossible to introduce collaborative education, develop creative potential, build equal harmonious relations in the educational process, which will lead to increased motivation at all levels of education and, as a result, to better educational results.

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