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**THE ESSENCE AND MEANING OF MOTIVATION IN THE**  
**PROFESSIONAL WORK OF TEACHERS IN BIOGRAPHICAL**  
**NARRATIVES**

**Summary**

The dissertation was devoted to the essence and importance of motivation in a teacher's work. As part of its content, both motivation theories and empirical material collected as part of the study using a narrative interview were analyzed with teachers.

This research work was not easy to carry out due to finding suitable participants for the study. The presented research concept concerns the essence and importance of motivation in teachers' professional work. This phenomenon is difficult to clearly define. Therefore, it was decided to obtain information by conducting empirical research using biographical research. Sometimes, establishing contact with a specific teacher did not result in the possibility of conducting a narrative interview due to the lack of free time of the preferred teacher. Interpreting the empirical material, and in particular creating and naming the categories of emerging concepts, was also very difficult. This required the researcher to make a number of attempts to identify the most important content in the teachers' statements. The openness and honesty of the teachers included in the study made it possible to propose recommendations for practice based on their statements. This is extremely important because pedagogical research should serve practice.

Research shows that there are many sources of motivation for teachers' work. As well as and a large number concern demotivators who do not encourage the willingness to work in this profession. Every person is familiar with the concept of motivation because it accompanies them almost every day. Every day, most of us set goals that we strive for. Starting with those regarding the schedule for a specific day, and ending with life plans. By nature, humans can be considered extremely demanding creatures because they often feel unsatisfied. One satisfied desire leads to the desire to pursue another pursuit. These actions are often influenced by internal factors, such as hope for success, ambition, or perceived stress. Modern education requires teachers to have not only specific professional qualifications and competences, but also personality traits that, combined with strong internal

motivation of the individual, will create an "ideal educator". It is common knowledge that every educator influences the student with almost his entire being. Both through non-verbal and verbal communication, through their behavior and understanding of the world. We should also consider whether this profession can be considered a profession or a vocation. The researcher also touched upon this issue in this work.

The interpretation and categorization of the collected empirical material is not closed or final due to the possibility of conducting research among other groups of teachers. At this stage of the analysis, it is possible to create categories with an even greater level of generality. The proposed categorization of knowledge about motivation to work as a teacher, at most, opens up opportunities for researchers to further explore the discussed phenomenon, e.g. in terms of searching for solutions in the education system to support teachers' motivation to work.

The work identified three main goals. They are: cognitive and theoretical goals and practical. The cognitive goal was to extract the depth of biographical contexts that influence the essence and importance of motivation in the professional work of early childhood education teachers. The development of a motivational "map" (in terms of teachers' professional activity) was a theoretical goal. The practical aim of the work was to propose recommendations for educational politicians and educational practitioners, leaders of educational communities, regarding taking into account the essence and importance of motivation in the professional work of early childhood education teachers (on the one hand, they may become an opportunity for an innovative approach to the motivational process, and on the other hand, they may confirm or verify the current state of knowledge on the determinants of early childhood education teachers' motivation). Conclusions research are of a cognitive nature and can also be used as a source of information facilitating preparation for the teaching profession and the willingness to attempt to achieve specific professional achievements through self-education.

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