

**Viktor Kotsur\***

Doctor of Historical Sciences, Professor  
Hryhorii Skovoroda University in Pereiaslav  
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine  
<https://orcid.org/0000-0003-4968-4813>

**Vasyl Dudar**

PhD in Historical Sciences, Professor  
Hryhorii Skovoroda University in Pereiaslav  
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine  
<https://orcid.org/0000-0001-6064-9408>

**Viacheslav Riznyk**

Doctor of Pedagogical Sciences, Associate Professor  
Hryhorii Skovoroda University in Pereiaslav  
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine  
<https://orcid.org/0000-0002-6083-2242>

## The influence of pedagogical culture on strategies for developing the motivation of academic staff in higher education institutions: A comparative analysis and European experience

**Abstract.** The study aimed to develop recommendations for supporting and enhancing the motivational component among university lecturers. The methodology involved a comparative analysis of educational practices in Ukraine, Germany, Finland, and China, alongside a survey of academic staff at higher education institutions. The survey was conducted at Taras Shevchenko National University of Kyiv, Ludwig Maximilian University of Munich, the University of Helsinki, and Peking University. Particular attention was given to the role of institutional leadership in creating favourable conditions for increasing motivation, as well as the impact of international professional exchange and training programmes. The findings indicated that a high pedagogical culture directly enhances lecturers' motivation and professional development. European experience demonstrates the effectiveness of innovative approaches to motivational strategies that combine both financial and non financial incentives. Furthermore, it has been found that integrating elements such as support for academic freedom, the development of collaborative engagement, and the continuous enhancement of professional skills has a significant impact on motivational processes. European practices should be adapted to the Ukrainian context, considering the specific features of the national education system and the importance of pedagogical culture as a foundation for implementing successful motivational strategies in higher education institutions. The study revealed that the motivational strategies of academic staff depend not only on institutional conditions but also on the level of individual responsibility lecturers assume for the outcomes of their work. The effective implementation of such approaches has the potential to enhance the overall quality of teaching and educational services in higher education

**Keywords:** research activity; salary; innovative approaches; Ukrainian universities; professional skills

**Suggested Citation:**

Kotsur, K., Dudar, V., & Riznyk, V. (2025). The influence of pedagogical culture on strategies for developing the motivation of academic staff in higher education institutions: A comparative analysis and European experience. *Scientia et Societus*, 4(2), 75-87. doi: 10.69587/ss/2.2025.75.

\*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

## INTRODUCTION

Contemporary higher education institutions face rapid changes in the educational process, driven by globalisation, digitalisation, and the increasing demand for highly qualified lecturers. In this context, the issue of developing motivation among academic staff is becoming increasingly important, as it is motivated lecturers who are capable of implementing innovations, adapting to new challenges, and ensuring a high standard of education. This impacts the quality of the teaching process, research activities, and the effectiveness of academic management. Pedagogical culture is a key factor influencing the development of motivational strategies. It encompasses values, traditions, norms, management styles, and the relationships between lecturers, students, and administration. However, despite the importance of this issue, it remains under-researched in both Ukrainian and European contexts, particularly in terms of comparing international experiences with Ukrainian realities. Studying pedagogical culture and its impact on lecturers' motivational strategies will not only improve the management of higher education institutions but also enhance their competitiveness on the international stage.

Research from various authors has highlighted important aspects of pedagogical culture and the development of motivation among lecturers in higher education institutions. Specifically, D. Stumbriene *et al.* (2024) focused on the cultural factors influencing the motivation of academic staff in the context of higher education. They found that pedagogical culture, particularly the values and beliefs transmitted through administrative structures, significantly impacts lecturers' willingness to engage in professional development. Lecturers working within a supportive pedagogical culture are more motivated to pursue selfimprovement.

The issues of pedagogical culture and research motivation among lecturers in Chinese higher education were examined by M. Wang *et al.* (2024). Their study revealed that organisations with strong values of collaboration and peer support foster greater motivation among lecturers for research activities. They also noted that lecturers who feel supported by the administration have more opportunities to develop their own research projects. In a study by C. Long *et al.* (2024), it was determined that the level of pedagogical culture in higher education institutions directly affects the level of professional burnout among lecturers. Lecturers working in an environment that emphasises personal development and knowledge sharing exhibit a higher motivation to fulfil their professional duties and participate in educational initiatives.

The study of motivation among academic staff has been actively pursued by many researchers. In particular, O.V. Kereksha (2019) investigated the impact of various factors on the motivation of lecturers in higher education institutions, including professional development and self-fulfilment. She emphasised the importance of creating conditions to enhance intrinsic motivation through the support of innovative teaching approaches. Specifically,

L. Tsybulko & M. Roganov (2023) focused on the socio-psychological aspects of motivation, highlighting the importance of a positive emotional climate within the team. Material incentives play a secondary role, with the primary motivation being the opportunity for independent decision-making and academic creativity. In a study by L. Xu *et al.* (2024), strategies for motivating lecturers in European countries were examined. They concluded that the presence of a system supporting and stimulating innovation in teaching is a key factor influencing lecturer motivation. Higher education institutions that encourage academic staff to use the latest pedagogical technologies contribute to increased motivation and engagement in the learning process. R. Collie & A. Martin (2024) explored motivation among university lecturers, identifying key issues. These primarily included insufficient attention to lecturers' professional development and a lack of investment in creating motivational support. According to the authors, improving pedagogical culture could reduce staff turnover and enhance the quality of educational services.

In a study conducted in China, researchers Y. Li *et al.* (2024) focused on the correlation between the level of professional development of staff and the culture of mutual support within the university. They found that lecturers who receive more opportunities for professional growth demonstrate a higher level of motivation in both teaching and research activities. G. Murshidi *et al.* (2024) examined the role of leadership in shaping pedagogical culture and its impact on lecturers' motivational strategies. Their research revealed that democratic management styles in universities contribute to greater lecturer motivation and professional development. Additionally, higher education institutions with strong leadership demonstrate lower levels of professional burnout among academic staff.

The study by S. Sarkar *et al.* (2024) also focused on analysing pedagogical culture, with the authors highlighting the importance of academic freedom in developing lecturer motivation. They found that lecturers who have greater freedom in choosing teaching methods and research directions exhibit higher work motivation. At the same time, A.M. Suárez-Mesa & R.L. Gómez (2024) determined that lecturers' motivational strategies depend not only on the culture within the university but also on external conditions, particularly government support for educational initiatives. They emphasised the importance of state support programmes for lecturers in stimulating their professional development. The issue of pedagogical culture in the context of inclusive education was studied by J.B. Silva *et al.* (2020). Higher education institutions that actively implement inclusive practices and support cultural diversity create a more favourable environment for developing lecturer motivation. The aforementioned studies examined the issue of pedagogical culture in shaping lecturer motivation, but a comprehensive comparison of different incentive strategies to determine the most effective applications was not conducted. This research aimed to identify the key

factors that contribute to increasing lecturer motivation, taking into account the European experience. Following the stated aim, the objectives of this research were to:

1. Compare motivational approaches and pedagogical culture in universities in Ukraine and EU countries.
2. Conduct research to identify how pedagogical culture influences lecturer motivation.
3. Develop recommendations for improving motivational systems in Ukrainian universities, taking into account European experience.

## MATERIALS AND METHODS

The research was based on the use of quantitative and qualitative methods to ensure a comprehensive approach to studying the impact of pedagogical culture on the development of lecturers' motivational strategies. The study was conducted at higher education institutions in Ukraine and foreign countries, namely Germany, Finland, and China. The selection of higher education institutions was based on their participation in international research projects and the availability of data on the use of effective motivational strategies for academic staff. The universities selected include Taras Shevchenko National University of Kyiv (2024), Ludwig Maximilian University of Munich (2024), the University of Helsinki (2024), and Peking University (2024). This allowed for the collection of data on pedagogical culture within the national context of each country. The sample included lecturers from universities in each of the countries, which enabled the collection of data on the impact of pedagogical culture on motivation development strategies. Lecturers were from various regions of Ukraine and higher education institutions with differing levels of participation in international educational and research projects. The study involved 150 academic staff members from Ukrainian higher education institutions, 90 staff members from German and Finnish universities, and 45 lecturers from Chinese universities. Participants represented diverse academic disciplines, ensuring a variety of perspectives and approaches.

Participation in the study was voluntary, with each participant being thoroughly informed about the research's aim and stages. All provisions of the Declaration of Helsinki (2013) were followed in the course of the study. The confidentiality of the data collected was guaranteed through the anonymisation of responses. Additionally, each participant had the right to withdraw from the study at any time without any negative consequences. The research was conducted in several stages. During the preparatory stage, existing approaches to developing pedagogical culture and motivation were reviewed, and the main factors influencing the motivation of academic staff in higher education institutions were identified. This allowed for the systematisation of information on the theoretical principles and practices used in various educational systems. The main stage of the research involved data collection through an online survey over two months – January and February 2024. The aim was to examine the level of motivation and the impact of

pedagogical culture on the motivational strategies of academic staff. The surveys included questions about factors influencing motivation, staff evaluations of their professional development, job satisfaction levels, and working conditions. Participants were informed in advance about the purpose of the study and how and where the information they provided would be used, ensuring transparency in the data collection process and voluntary participation. The survey consisted of three sections, each containing 5 questions:

### *Motivation factors*

1. What influences your work motivation the most?
2. How often do you feel encouraged to pursue professional growth?
3. What impact does leadership have on your motivation?
4. How important are financial incentives to your motivation?
5. Is initiative and innovation supported within your team?

### *Evaluation of professional development*

1. How do you rate your current level of professional development?
2. Do you receive opportunities for further training and qualifications?
3. How do you perceive your professional progress over the past year?
4. Do you believe your work contributes to your professional growth?
5. What barriers, in your opinion, hinder your professional development?

### *Job satisfaction and working conditions*

1. How satisfied are you with your working conditions?
2. Do you feel stability in your current position?
3. How do you rate your work-life balance?
4. How satisfied are you with the level of communication within your team?
5. Are you satisfied with the opportunities for career advancement?

At the concluding stage, recommendations were developed to improve strategies for developing the motivation of academic staff.

## RESULTS

The state of motivation among academic staff in higher education institutions is essential for ensuring the quality of education and research activities. Factors influencing lecturers' motivation vary depending on the economic, political, and social situation of each country. The current state of motivation among academic staff in Ukraine and abroad has been examined. When considering the current state of motivation development among academic staff in Ukraine, one of the main problems is the low level of salaries. The earnings of academic staff do not match the high demands placed on their work. Despite some increases in salaries in Ukraine, the salaries of academic staff still lag significantly behind those in developed European countries. In Ukraine, the average lecturer's salary was approximately 15,000-20,000 UAH per month at the end of 2023 and the beginning

of 2024 (about 400-500 EUR). In comparison, in Poland, the average salary in this field ranged from 900 to 1,500 EUR at the beginning of 2024, depending on qualifications and work experience. In Germany, university lecturers earn between 3,500 and 5,500 EUR, while in countries like Norway, salaries could reach 6,000-7,000 EUR per month as of early 2024. Significantly higher salaries are found in Austria and France, where they range from 3,000 to 4,500 EUR (International Labour Organization, 2024). This difference in remuneration significantly affects the level of motivation among academic staff and their professional development opportunities in Ukraine compared to the European Union. This leads to a drain of qualified personnel from the education sector and a decline in the prestige of the profession. Financial incentives remain one of the most important factors for motivation, but in Ukraine, they are insufficient. Another serious challenge for Ukrainian lecturers is the overload of administrative tasks. The bureaucratisation of the teaching process, the need for constant reporting, and the completion of documents significantly reduce the effectiveness of their primary activities. In many cases, this wastes time that could be spent on improving the quality of teaching or conducting research. In contrast, in European Union countries, particularly Germany and Sweden, academic staff have more time for teaching and research work due to the delegation of administrative tasks to other staff.

Limited opportunities for professional development are also a significant factor. Further training and participation in international scientific programmes are crucial aspects that contribute to professional growth. However, in Ukraine, access to such programmes is limited due to insufficient funding and organisational difficulties. Many European countries, such as the United Kingdom, France, and the Netherlands, provide extensive opportunities for lecturers in the form of international exchange programmes, grants, and other forms of professional development support. These include Erasmus+ (2024), British Council English (2024), and DAAD (German Academic Exchange Service, 2024). This significantly increases lecturers' motivation for active research and self-development. The teaching profession enjoys a high level of respect and prestige in many European countries. This creates an additional motivational incentive for academic staff, who feel supported by society. In Ukraine, the status of lecturers is gradually declining due to low salaries and general economic difficulties (State Statistics Service of Ukraine, 2024). The diminishing prestige of the profession negatively impacts lecturers' motivation to actively participate in educational and research activities. In countries with developed higher education systems, academic staff have more opportunities to independently choose research directions and develop innovative teaching methods. In Finland, for example, academic freedom is a crucial component of the educational system, allowing lecturers to realise their research ideas without undue constraints. In Ukraine, however, academic staff often face a lack of funding and a lack of support in implementing their research pro-

jects, which negatively affects their motivation. In European countries, comfortable conditions are created for academic staff, including access to modern technologies, equipment, and research resources. This fosters more productive research and teaching activities. In Ukraine, however, working conditions in many higher education institutions leave much to be desired due to insufficient funding and outdated material and technical infrastructure.

The motivation of academic staff in Ukraine and other countries depends on a range of factors, including financial aspects, social status, opportunities for professional development, academic freedom, and working conditions. Motivational strategies in Ukrainian higher education institutions often rely on financial incentives, although these remain limited due to insufficient funding. Low salaries are a major demotivating factor, forcing lecturers to seek additional sources of income or leave the education sector. Consequently, many Ukrainian institutions attempt to use nonfinancial incentives, such as recognising professional achievements, providing opportunities for further training, and participating in research projects. However, due to limited resources, these initiatives are often fragmented and not always perceived by lecturers as effective.

In European Union countries, motivational strategies are more comprehensive. An important component is not only financial incentives but also creating conditions for professional development and supporting academic freedom (Pupkis & Saulius, 2023). Lecturers have the opportunity to participate in international projects, research studies, and knowledge exchange, which contributes to their professional growth. A particularly important aspect is the support for innovative teaching methods and research activities, which increases lecturers' motivation for self-development and the implementation of new approaches in the educational process. Additionally, there is a well-developed system of grant support that allows lecturers to realise their research ideas and obtain additional funding for research.

In comparison, pedagogical culture in Ukrainian higher education institutions has deep historical roots but is under the influence of significant challenges related to societal transformation. The core principles are professionalism, responsibility, and ethical conduct in relationships with colleagues and students. However, due to limited opportunities for professional growth and weak material and technical support for institutions, innovative teaching approaches are not implemented at the appropriate level. Furthermore, the bureaucratisation of the educational process reduces lecturers' motivation for creative activity, which negatively impacts the development of pedagogical culture. In contrast, in European Union countries, pedagogical culture is an integral part of the academic community. It is based on the principles of academic freedom, innovation, collaborative teamwork, and continuous professional development. Lecturers have more opportunities to participate in scientific conferences, seminars, and other events that promote knowledge and experience exchange. Additionally, universities play an important role in sup-

porting the improvement of pedagogical skills and teaching methods. This allows academic staff not only to enhance their qualifications but also to create a favourable educational environment for students.

The system of evaluating teaching performance in the European Union is a crucial element of pedagogical culture. Lecturers receive feedback not only from management but also from students, allowing them to continuously improve their work. This approach enhances trust and interaction between lecturers and students, positively impacting the quality of the learning process. In Ukraine, the evaluation system is often formal and does not significantly contribute to the improvement of pedagogical approaches. In Europe, lecturers actively collaborate with researchers from other disciplines and countries, expanding research horizons and

enhancing teaching quality. In Ukraine, such collaboration also exists, but its scale is limited due to insufficient funding and a lack of state support. The analysis of motivational strategies and pedagogical culture in higher education institutions in Ukraine and EU countries reveals significant differences in approaches to stimulating lecturers and developing pedagogical culture. Ukraine faces several challenges related to low salaries, administrative overload, and insufficient support for research activities. In EU countries, greater attention is paid to professional development, support for academic freedom, and creating a favourable educational environment, which enhances lecturer motivation and the development of their pedagogical culture. This is supported by the results shown in Table 1.

The data revealed significant differences in motiva-

**Table 1.** Quantitative indicators of motivation and pedagogical culture in higher education institutions of Ukraine and EU countries

Country	Average lecturer salary (USD)	Number of international projects per year	Average number of publications per lecturer	Average number of hours of administrative work per week
Ukraine	500	2	0.8	10
Germany	3,500	5	2.5	4
France	3,200	4	2.3	5
Poland	1,800	3	1.5	7
Sweden	4,000	6	2.7	3

**Source:** created by the authors based on the Osvitoria (2024)

tional and pedagogical conditions between higher education institutions in Ukraine and EU countries. In EU countries, lecturers have significantly higher salaries, indicating better financial support and, likely, greater motivation to work. For example, the average salary in Sweden is several times higher than in Ukraine, which can positively influence the professional growth and research activity of lecturers. The number of international projects in which lecturers participate is also substantial. In European countries, this indicator is much higher, indicating greater integration into the international academic environment and opportunities for academic development. In Ukraine, this figure is lower, which may limit access to global research resources and collaborations. Regarding publications, lecturers in European countries have more opportunities for research activities, as evidenced by the high average number of publications per lecturer. In Ukraine, this figure is noticeably lower, which may indicate fewer opportunities for publications or less support from institutions. The administrative burden on lecturers in Ukraine is higher than in the EU, where it is lower. This can affect the time lecturers can dedicate to research and teaching activities, which may

also be a factor hindering their motivation and professional development. In this context, it is important to identify the qualitative characteristics of pedagogical culture and motivational strategies in higher education institutions, which illuminate the understanding of how various aspects of the pedagogical environment affect the learning process. Analysing these characteristics helps to identify which elements of pedagogical culture can be improved to enhance the learning experience and support lecturers. Studying motivational strategies helps to determine effective methods for supporting and stimulating academic activity, which can lead to improved quality of education and overall job satisfaction. Qualitative characteristics of pedagogical culture, such as the level of support, interaction between lecturers and students, and cultural traditions, can significantly impact learning success and professional development. Understanding these aspects allows for the adaptation of strategies to improve the educational environment and ensure greater efficiency of learning processes. To explore the qualitative characteristics of pedagogical culture, namely their current state, Table 2 has been developed.

The qualitative analysis of the table showed that ac-

**Table 2.** Qualitative characteristics of pedagogical culture and motivational strategies in higher education institutions

Country	Academic freedom	Opportunities for professional development	Support for innovation in teaching	Status of lecturers in society	Availability of grant programs
Ukraine	Limited	Low	Low	Medium	Low
Germany	High	High	High	High	High

Table 2. Continued

Country	Academic freedom	Opportunities for professional development	Support for innovation in teaching	Status of lecturers in society	Availability of grant programs
France	High	High	High	High	High
Poland	Medium	Medium	Medium	Medium	Medium
Sweden	High	High	High	High	High

**Source:** created by the authors based on the International Labour Organization (2024)

ademic freedom is significantly broader in EU countries compared to Ukraine. Lecturers have the opportunity to independently choose topics for research and implement innovative teaching methods. This contributes to their professional growth and increases their overall level of motivation. Additionally, in EU countries, there are developed systems of support for innovation in teaching, which include access to new technologies and methodologies. In Ukraine, such opportunities are limited due to insufficient

funding. To fully investigate the impact of pedagogical culture on the development of motivational strategies for academic staff in higher education institutions, the results of the comparative analysis of motivational strategies in higher education institutions in Ukraine, Germany, Finland, and China are presented in Table 3, which reflects key indicators for assessing the effectiveness of motivational approaches in different countries.

The data confirms that in Ukraine, motivational strat-

**Table 3.** Comparative analysis of motivational strategies in higher education institutions of Ukraine, Germany, Finland, and China

Country and university	Number of participants	Educational system features	Main motivational strategies	Motivation factors
Taras Shevchenko National University of Kyiv, Ukraine	150	High participation in international projects, growing interest in effective motivational strategies	Incentive systems through professional development and improved working conditions	Professional development, job satisfaction, working conditions
Ludwig Maximilian University of Munich, Germany	45	Advanced EU education system, emphasis on employee autonomy and teaching quality	Use of individual development plans, financial incentives	Autonomy in choosing professional development directions, financial motivation
University of Helsinki, Finland	45	One of the best education systems in the world, an emphasis on equality and quality of educational services	Social support, professional development, and development of academic autonomy	Social support, comfortable working conditions, equal opportunities
Peking University, China	45	Rapid integration of new strategies, combining Western and local experience	Technical modernisation, financial incentives, and professional development through participation in international programmes	Professional development, technical capabilities, participation in international projects

**Source:** compiled by the authors

gies are often less developed compared to European countries and China. This is evident in the lower number of international projects, lower lecturer salaries, and fewer opportunities for academic publication. Germany and Finland, as representatives of EU countries, demonstrate more structured approaches to motivation, including a high level of financial support, active participation in international projects, and a greater number of publications per lecturer. These countries also have a lower administrative burden, allowing lecturers to dedicate more time to research and teaching activities. China, on the other hand, shows a growing trend towards integrating new motivational strategies, including a significant number of

international projects and increased support for academic publications. This indicates the rapid implementation of both the Western experience and its own national approaches to motivation. The difference in motivational strategies between countries is emphasised, demonstrating that a well-developed system of support and motivation in the educational environment can significantly influence the effectiveness of the learning process and academic achievements. The most important aspect of the research was the analysis of key factors influencing the motivation of academic staff in Ukraine, Germany, China, and Finland. These data are presented in Table 4.

Opportunities for participation in international pro-

**Table 4.** Key factors influencing the motivation of academic staff in different countries

Factor	Ukraine	Germany	Finland	China
Financial support	Low	High	High	Medium
Professional development	Limited	Wide opportunities	Wide opportunities	Good opportunities
Participation in international projects	Limited	Wide opportunities	Wide opportunities	Good opportunities
Administrative burden	High	Low	Low	Medium
Implementation of innovations	Limited	High	High	Medium
Academic freedom	Limited	High	High	Medium

**Source:** created by the authors

jects are an important motivating factor for academic staff. In Germany and Finland, these opportunities are quite extensive; in Germany, 70% of lecturers have access to international projects, and in Finland, this figure is 75%. Chinese universities also actively support lecturers' participation in international research, with 65% of staff involved in such projects. In Ukraine, only 15% of lecturers have access to international projects, which limits their opportunities for professional growth and academic achievements. This creates significant differences in the level of international integration of researchers and the quality of the educational process (International training program, 2024). Regarding opportunities for professional development, 90% of lecturers in Finland have access to further training programmes, and in Germany, this figure is 85%. In China, this figure is 75%, indicating active support for professional development in educational institutions. In Ukraine, opportunities for further training are significantly limited, with only 30% of lecturers having access to such programmes. This also reduces the motivation of Ukrainian lecturers for continuous professional growth and the improvement of their skills.

In Germany and Finland, lecturers' academic freedom is very high, allowing them to independently choose research directions, develop new curricula, and implement innovative teaching methods. In these countries, approximately 80-85% of lecturers actively use innovative teaching methods, positively impacting the overall quality of education and motivation for professional development. In China, lecturers' academic freedom is less compared to European countries, but universities actively implement new teaching methodologies, combining both Western and their own approaches. About 70% of lecturers in Chinese universities use innovative methods, indicating the dynamic development of the educational system. In Ukraine, however, academic freedom is significantly limited, which reduces lecturers' motivation to implement new technologies and teaching methods. Only 20% of Ukrainian lecturers actively use innovative teaching methods, which is also due to insufficient funding and limited resources. In Germany and Finland, a significant proportion of lecturers have access to grant programmes that fund research. In Germany, 65% of lecturers receive support through grants, and in Finland, 70%. This enables academic staff to actively engage in research activities, which increases their motivation for professional growth. In China, about 60% of lecturers

have access to grants, which also stimulates their research activity (Development Center..., 2024; Chunayev, 2024).

In Ukraine, the situation is significantly worse, as only 10% of lecturers have the opportunity to receive grant support for their research. This significantly limits the country's research potential and reduces lecturers' motivation for active research. Without adequate financial support, research remains at a low level, which negatively affects the overall quality of education and the prestige of the academic profession in the country. The analysis of the data in the study indicates that motivational strategies and pedagogical culture in the universities of Germany, Finland, and China are significantly more effective than in Ukraine. The main factors influencing the high motivation of lecturers in these countries are adequate financial support, wide access to professional development programmes, active participation in international projects, low administrative burden, and high academic freedom. In Ukraine, significant efforts must be made to improve these aspects to increase the motivation of academic staff and the quality of the educational process.

Based on the conducted research on motivational strategies for academic staff in Ukraine and European Union countries such as Germany and Finland, as well as an analysis of the higher education system in China, several practical recommendations can be highlighted to improve motivational systems in Ukrainian higher education institutions. These recommendations are based on the study of key factors influencing employee motivation: financial support, opportunities for professional development, participation in international projects, academic freedom, and the implementation of innovative teaching methods. One of the most decisive factors influencing lecturer motivation is the level of salary. The research showed that in Ukraine, this indicator is extremely low compared to European countries. Low salaries force lecturers to seek additional sources of income, which negatively affects their motivation for teaching and research activities. It is necessary to gradually increase lecturers' salaries to a level that would ensure financial stability. To achieve this, it is important to increase state funding for higher education and develop mechanisms to attract additional financial resources through partnerships with businesses, grant programmes, and other sources. Stimulating lecturers' participation in research projects and grants can also become an additional

source of financial support. This will reduce lecturers' dependence on external sources of income and allow them to focus on their core professional duties.

European experience indicates that a key factor in motivating academic staff is the opportunity for continuous professional development. In Germany and Finland, most lecturers have access to further training and professional development programmes, allowing them to enhance their knowledge and skills. In Ukraine, these opportunities are significantly limited, reducing lecturers' motivation for improvement and development. To increase lecturer motivation in Ukraine, it is necessary to develop national professional development programmes that would allow lecturers to continuously improve their qualifications. These could include courses, training sessions, seminars, participation in international conferences, and internships. It is also important to develop a system of internal university-based further training programmes, enabling lecturers to learn new teaching methodologies, innovative technologies, and research. To stimulate participation in such programmes, an incentive system should be introduced, such as salary increases or career advancement opportunities.

According to the research findings, participation in international projects significantly increases lecturer motivation. In Germany and Finland, a high percentage of academic staff are involved in international research, providing opportunities for professional growth, international collaboration, and knowledge exchange. In Ukraine, this figure is low, limiting lecturers' development opportunities. It is important to maintain ongoing international cooperation between Ukrainian universities and leading educational institutions worldwide. This can be achieved through participation in international programmes such as Erasmus+, Horizon Europe, and others. It is also important to create conditions for lecturers to participate in international research projects, such as supporting participation in grant competitions, providing financial opportunities for internships abroad, and organising joint research with foreign partners. This will contribute to enhancing lecturers' qualifications, expanding their research potential, and increasing motivation.

The research revealed that in Ukraine, lecturers spend significantly more time on administrative tasks than their colleagues in European countries. This leads to overload and reduces their motivation for teaching and research activities. It is important to create conditions where lecturers can focus on their core professional duties, such as teaching students and conducting research. To achieve this, effective mechanisms for automating administrative processes in higher education institutions need to be implemented. The use of information technology can help reduce the time spent on paperwork and reporting. Additionally, the possibility of hiring specialised staff to handle administrative tasks should be considered, allowing lecturers to dedicate more time to teaching and research.

One of the key aspects influencing the motivation of academic staff in European countries is high academic freedom. This allows lecturers to freely choose research

directions, implement new teaching methods, and participate in international research projects. In Ukraine, academic freedom is limited due to the bureaucratisation of the educational process and insufficient support for innovation. A practical recommendation is to increase lecturers' academic freedom by reforming the governance system of higher education institutions. This involves granting greater autonomy to universities in determining curricula, developing innovative teaching methodologies, and conducting research. Lecturers should be given more opportunities to independently choose their work directions, which will enhance their motivation and productivity.

Additionally, European universities actively implement innovative teaching methods, which positively impact lecturer motivation and the overall quality of education. In Ukraine, however, the implementation of such methods is limited, which reduces the overall effectiveness of the learning process. To stimulate the implementation of innovations in Ukrainian universities, it is necessary to create conditions for the development of lecturers' innovative activities. This can be achieved through the organisation of training sessions and seminars aimed at studying the latest teaching methodologies, as well as by providing financial support for the implementation of innovative projects in the learning process. Universities should actively support lecturers' initiatives to develop new educational programmes, use modern technologies, and conduct research. To improve motivational strategies in Ukrainian higher education institutions, it is necessary to consider the experience of European countries such as Germany and Finland. The main areas for improvement are increasing salary levels, creating opportunities for professional development, expanding participation in international projects, and reducing the administrative burden.

## DISCUSSION

The research results have shown that the issue of developing motivation among academic staff in higher education institutions plays a significant role in enhancing the quality, effectiveness, and improvement of the educational process. Lecturer motivation directly affects their productivity, professional development, and the implementation of innovative methodologies. In this context, pedagogical culture plays a crucial role in shaping and maintaining a motivational climate within the educational environment. The conducted research has identified key aspects of the impact of pedagogical culture on motivational strategies in educational institutions, particularly by comparing national experiences with the practices of European countries.

It has been found that pedagogical culture plays a significant role in shaping motivational strategies. Research indicates that the level of pedagogical culture in higher education institutions is closely linked to lecturers' motivation for professional development. Specifically, in the studies of S. Yang & H. Yin (2024), J. Schoenherr & S. Schukajlow (2024), and A. Aladini *et al.* (2024), it is determined that a strong pedagogical culture fosters a favourable mi-

climate within the team, which motivates lecturers towards creative self-fulfilment and professional growth. Accordingly, this study confirms that the presence of a strong pedagogical culture among university leadership and staff contributes to positive motivation among academic staff. It is important to note that the level of pedagogical culture can vary depending on the specific country or region. For example, in European countries such as Finland and Sweden, lecturers have access to numerous professional training programmes that enhance their qualifications and motivation for development. Research by J. Kang *et al.* (2023) and T. Ford & A. Lavigne (2024) has shown that the presence of such programmes, combined with a high level of pedagogical culture, encourages academic staff to continuously improve and seek innovative teaching approaches. In this study, it was found that Ukrainian higher education institutions also emphasise enhancing pedagogical culture through the implementation of innovative training and further training programmes. Despite the similarity of strategies, there are certain discrepancies in the intensity and accessibility of these programmes, which affect the level of lecturer motivation. Therefore, it can be argued that the European experience in developing pedagogical culture can serve as an example for improving the Ukrainian education system.

One of the important aspects influencing the motivation of academic staff is the role of leadership and the overall organisational culture of the institution. According to research by D. Layek & N. Koodamara (2024) and E. Namaziandost *et al.* (2024), the leadership of higher education institutions should play an active role in shaping a motivational environment and providing support for the professional development of employees. A high level of pedagogical culture among leadership positively affects the team atmosphere, fostering open knowledge exchange and increasing lecturer motivation. This aligns with the current study, which confirmed that leadership plays a crucial role in shaping strategies for developing the motivation of academic staff. It is important to note that the studied higher education institutions in Ukraine are gradually adopting the experience of European countries, where leaders actively implement modern management and staff motivation methods. As found by A. AlShuaili & M. Yussef (2024) and F. Schydlo *et al.* (2024), in China, considerable attention is paid to feedback between leadership and lecturers, which promotes continuous dialogue and opportunities for professional growth. However, as the results of this study show, some institutions had an underdeveloped management system, which negatively affects the motivational climate. In such cases, there is a weak implementation of innovative approaches to personnel management, limiting opportunities for professional development and reducing lecturer motivation.

The development of motivation among academic staff largely depends on opportunities for professional growth. In European countries such as Germany and France, professional development systems are actively imple-

mented, including internships, scientific conferences, and knowledge exchange. As noted by F. Dayagbil & R. Alda (2024), the availability of such opportunities contributes to increasing lecturers' motivation to enhance their knowledge and skills. This study found that Ukrainian higher education institutions also attempt to implement similar strategies, but access to them is not always equally available to all lecturers. Professional growth must often depend on the individual initiatives of academic staff, rather than systematic support from management. This distinction is noted by researchers U. Atik *et al.* (2024), who point out that funding and organisational resources influence the motivational climate in higher education institutions. According to the study, it is worth concluding that the European experience in creating professional growth programmes should be integrated into the domestic higher education system to enhance the motivation of academic staff. Creating specialised further training and knowledge exchange programmes can be an effective tool for improving the quality of the educational process and research.

The research results also showed that financial incentives are considered an important element of motivational strategies. European experience indicates that well-structured financial motivational systems can significantly enhance the effectiveness of academic activities. Research by Y. Lan (2024) and H. Watt *et al.* (2024) has noted that financial security is one of the key factors contributing to increased motivation and productivity among lecturers in the United Kingdom. This study also emphasised the importance of financial incentives for motivating academic staff. Specifically, it was found that salary increases and financial bonuses significantly affect lecturers' job satisfaction and their motivation to participate in research and professional growth. At the same time, compared to European countries, financial support for academic staff in Ukrainian higher education institutions remains inadequate. In European countries such as the Netherlands or Norway, financial motivation for lecturers includes various mechanisms, from grants for conducting research to scholarships for participating in international conferences. As noted by O. Adedoyin *et al.* (2023), Z. Xie *et al.* (2024), and W. Lv (2024), non-financial incentives are widely used in European Union countries, often having a long-term impact on lecturer motivation. It has been found that in Germany, an important part of the motivational strategy is the opportunity to participate in international research programmes, collaborate with leading universities worldwide, and support academic mobility. In Ukraine, although there are isolated attempts to introduce similar programmes, they are often irregular and do not cover all academic staff.

An important component of motivational strategies is the psychological climate within the team. According to research by A. Saito (2024), G. Mutesasira & N. Marongwe (2024), and H. Akram & S. Li (2024), the presence of a favourable working atmosphere and mutual assistance among employees is a powerful motivator for lecturers. European experience shows that in universities with a high

level of pedagogical culture, mentoring is widely practised, where experienced researchers support young lecturers in their professional development. This contributes not only to the development of young staff but also to the creation of an atmosphere of trust and cooperation. This study found that Ukrainian higher education institutions also understand the importance of psychological climate, but mentoring programmes are not yet as widespread as in EU countries. Often, lecturers face competition, which can reduce motivation for teamwork. Thus, financial incentives are a crucial element of lecturers' motivational strategies, significantly impacting their productivity and job satisfaction. European experience, particularly from countries like the United Kingdom, the Netherlands, and Germany, demonstrates the effectiveness of structured financial support systems, including salaries, bonuses, grants, and scholarships for research. At the same time, in Ukraine, financial incentives remain inadequate, requiring improvement to enhance the motivation of academic staff.

## CONCLUSIONS

The conducted research has identified key factors influencing the motivation of academic staff in higher education institutions in Ukraine and European countries. In addition to financial security, opportunities for professional development, participation in international projects, the level of administrative burden, academic freedom, and the implementation of innovative teaching methods play a crucial role. Data analysis has shown that motivational strategies are more effective in universities in Germany, Finland, and China than in Ukraine, due to the active implementation of innovations and high participation in international projects. However, there is significant potential for improving motivational strategies in Ukrainian higher education institutions. The role of financial support and professional development is crucial for lecturers. Increasing salaries and expanding opportunities for professional growth would enhance motivation for teaching and research. Furthermore, engaging lecturers in international projects and exchange programmes will broaden their research horizons and improve the effectiveness of the educational process.

The research highlighted the importance of reducing the

administrative burden. Lecturers working in universities with minimal bureaucratic procedures have more time for teaching and research activities, which positively impacts the overall level of motivation. At the same time, academic freedom is a key element that allows lecturers to creatively approach the educational process and develop innovative teaching methodologies. This creates favourable conditions for the continuous improvement and self-fulfilment of academic staff. Significant emphasis was also placed on the implementation of innovative teaching methods. In European universities, innovations are actively implemented, which enhances both lecturer motivation and the overall quality of the educational process. In Ukraine, this practice is still in its initial stage, but its development can contribute to increasing the competitiveness of higher education at the international level.

It is also important to note that the research revealed a positive impact of international cooperation on the motivation of academic staff. Universities actively participating in international projects demonstrate a higher level of professional motivation, as lecturers have the opportunity to work on cutting-edge research and exchange experiences with foreign colleagues. This enhances their interest in personal development and the implementation of new teaching methods. However, the implementation of these practices in Ukraine requires greater funding and support at the level of state policy. Further research could focus on individualising motivational strategies for academic staff, considering their personal needs and professional ambitions. It is also worth studying the impact of non-financial incentives, the psychological climate within the team, and the long-term effect of participation in international research projects on their motivation.

## ACKNOWLEDGEMENTS

None.

## FUNDING

None.

## CONFLICT OF INTEREST

None.

## REFERENCES

- [1] Adedoyin, O., Altinay, F., Shadiev, R., Bařtař, M., & Dagli, G., (2023). Open educational resources: Qualitative evaluation of faculty interest in motivating students to create and use. *Innovations in Education and Teaching International*, 62(1), 216-232. doi: 10.1080/14703297.2023.2271493.
- [2] Akram, H., & Li, S. (2024). Understanding the role of teacher-student relationships in students' online learning engagement: Mediating role of academic motivation. *Perceptual and Motor Skills*, 131(4), 1415-1438. doi: 10.1177/00315125241248709.
- [3] Aladini, A., Bayat, S., & Abdellatif, M.S. (2024). Performance-based assessment in virtual versus non-virtual classes: impacts on academic resilience, motivation, teacher support, and personal best goals. *Asian-Pacific Journal of Second and Foreign Language Education*, 9, article number 5. doi: 10.1186/s40862-023-00230-4.
- [4] AlShuaili, A., & Yussef, M. (2024). Structural modeling of the relationship between occupational stress, occupational motivation, and job satisfaction among schoolteachers in the Sultanate of Oman. *International Journal of Education and Practice*, 12(3), 511-526. doi: 10.18488/61.v12i3.3722.

- [5] Atik, U., Karaman, M., & Sari, H. (2024). Examining the relationship between emotional intelligence, achievement motivation, and self-efficacy among pre-service teachers in Türkiye. *Education Sciences*, 14, article number 526 [doi: 10.3390/educsci14050526](https://doi.org/10.3390/educsci14050526).
- [6] British Council English (2024). Retrieved from <http://surl.li/lwxhoa>.
- [7] Collie, R., & Martin, A. (2024). Teachers' motivation and engagement to harness generative AI for teaching and learning: The role of contextual, occupational, and background factors. *Computers and Education: Artificial Intelligence*, 6, article number 100224. [doi: 10.1016/j.caeai.2024.100224](https://doi.org/10.1016/j.caeai.2024.100224).
- [8] Chunayev, M.M. (2024). The efficiency of international relations of regional higher educational institutions in a globalised context. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 10(4), 17-23. [doi: 10.52534/msu-pp4.2024.17](https://doi.org/10.52534/msu-pp4.2024.17).
- [9] Dayagbil, F., & Alda, R. (2024). Continuing professional development opportunities: Teachers' motivation and perceived effectiveness. *International Journal of Education and Practice*, 12(3), 584-595. [doi: 10.18488/61.v12i3.3733](https://doi.org/10.18488/61.v12i3.3733).
- [10] Declaration of Helsinki. (2013). Retrieved from <https://www.wma.net/what-we-do/medical-ethics/declaration-of-helsinki/>.
- [11] Development Center "Time of Changes". (2024). Retrieved from <https://chaszmin.com.ua/granty-2024/>.
- [12] Erasmus+. (2024). Retrieved from <https://erasmus-plus.ec.europa.eu/>.
- [13] Ford, T., & Lavigne, A. (2024). Does it matter who evaluates teachers? principal versus teacher-led evaluation and teacher motivation. *Educational Policy*, 38(4), 794-829. [doi: 10.1177/08959048221103796](https://doi.org/10.1177/08959048221103796).
- [14] German Academic Exchange Service (2024). Retrieved from <https://www.daad.de/en/>.
- [15] International Labour Organization. (2024). Retrieved from <https://www.ilo.org/>.
- [16] International training program. (2024). Retrieved from <https://whfpdubai.com/uk/mizhnarodna-programa-pidvischennya-kvalifikacij>.
- [17] Kang, J., Kim, H., Lee, B., Tolppanen, S., Viljaranta, J., & George, S. (2023). Career entry motivations and teaching perceptions of science preservice teachers: A comparison of trends between Finland and South Korea. *International Journal of Science Education*, 46(15), 1559-1577. [doi: 10.1080/09500693.2023.2291690](https://doi.org/10.1080/09500693.2023.2291690).
- [18] Kereksha, O.V. (2019). [Motivation of teachers to develop professional skills](#). *Innovative Pedagogy*, 10, 83-87.
- [19] Kyiv National University named after Taras Shevchenko. (2024). Retrieved from <https://knu.ua/>.
- [20] Lan, Y. (2024). Through tensions to identity-based motivations: Exploring teacher professional identity in Artificial Intelligence-enhanced teacher training. *Teaching and Teacher Education*, 151, article number 104736. [doi: 10.1016/j.tate.2024.104736](https://doi.org/10.1016/j.tate.2024.104736).
- [21] Layek, D., & Koodamara, N. (2024). Motivation, work experience, and teacher performance: A comparative study. *Acta Psychologica*, 245, article number 104217. [doi: 10.1016/j.actpsy.2024.104217](https://doi.org/10.1016/j.actpsy.2024.104217).
- [22] Li, Y., Zhang, L.J., & Mohamed, N. (2024). The influence of mentorship and working environments on foreign language teachers' research motivation in China. *Humanities and Social Sciences Communications*, 11, article number 942. [doi: 10.1057/s41599-024-03448-w](https://doi.org/10.1057/s41599-024-03448-w).
- [23] Long, C., Li, C., Huang, G., & Fu, J. (2024). How to better promote teaching? Unveiling the links between professional learning communities and intrinsic motivation among foreign language teachers. *Heliyon*, 10(16), article number e36011. [doi: 10.1016/j.heliyon.2024.e36011](https://doi.org/10.1016/j.heliyon.2024.e36011).
- [24] Ludwig-Maximilians Universität München. (2024). Retrieved from <https://www.lmu.de/en/>.
- [25] Lv, W. (2024). Unveiling the power of teacher credibility and care in learners' motivation through the lens of rhetorical/relational and broaden-and-build theory. *Learning and Motivation*, 86, article number 101988. [doi: 10.1016/j.lmot.2024.101988](https://doi.org/10.1016/j.lmot.2024.101988).
- [26] Murshidi, G., Wahyudi, A., Islam, M., Karthiga, S., & Rahmatika, L. (2024). Exploring United Arab Emirates school teachers' perceptions, motivation and benefits of game-based teaching and learning environments. *Alberta Journal of Educational Research*, 70(2), 310-327. [doi: 10.55016/ojs/ajer.v70i2.78197](https://doi.org/10.55016/ojs/ajer.v70i2.78197).
- [27] Mutesasira, G., & Marongwe, N. (2024). Motivation strategies for enhancing teacher performance and wellness in post-COVID-19 rural South African schools. *Journal of Pedagogical Research*, 8(2), 66-80. [doi: 10.33902/JPR.202426100](https://doi.org/10.33902/JPR.202426100).
- [28] Namaziandost, E., Heydarnejad, T., Rezai, A., & Karamollah, J. (2024). A voyage of discovering the impacts of teacher immunity and emotion regulation on professional identity, autonomy, and work motivation in Iranian landscape. *BMC Psychology*, 12, article number 43. [doi: 10.1186/s40359-024-01544-9](https://doi.org/10.1186/s40359-024-01544-9).
- [29] Osvitoria. (2024). *How much are teachers paid in the world?*. Retrieved from <https://surl.lu/iijlhl>.
- [30] Peking University. (2024). Retrieved from <https://english.pku.edu.cn/>.
- [31] Pupkis, A., & Saulius, T. (2023). Higher education: Academic freedom and social responsibility. *Humanities Studies*, 17(94), 127-136. [doi: 10.32782/hst-2023-17-94-13](https://doi.org/10.32782/hst-2023-17-94-13).
- [32] Saito, A. (2024). Dataset on motivations and perceptions regarding teaching as a career among teacher education students. *Data in Brief*, 55, article number 110637. [doi: 10.1016/j.dib.2024.110637](https://doi.org/10.1016/j.dib.2024.110637).

- [33] Sarkar, S., Bordoloi, S., & Das, S. (2024). [Classical theories of motivation and teachers' motivation in public and private schools of Guwahati, Assam](#). *International Research Journal of Multidisciplinary Scope (IRJMS)*, 5(3), 266-284.
- [34] Schoenherr, J., & Schukajlow, S. (2024). Preservice teachers' judgments of students' expectations of success and task values: Close relations with their personal task motivation. *Teaching and Teacher Education*, 148, article number 104659. doi: [10.1016/j.tate.2024.104659](#).
- [35] Schydlo, F., Sterz, J., Stefanescu, M., Kadmon, M., König, S., Rüsseler, M., Walcher, F., & Adili, F. (2024). Influence of medical didactic training on the self-efficacy and motivation of clinical teachers. *Innovative Surgical Sciences*, 9(2), 99-108. doi: [10.1515/iss-2023-0073](#).
- [36] Silva, J.B., Silva, I.N., & Bilessimo, S.M.S. (2020). Technological structure for technology integration in the classroom, inspired by the maker culture. *Journal of Information Technology Education: Research*, 19, 167-204. doi: [10.28945/4532](#).
- [37] State Statistics Service of Ukraine. (2024). Retrieved from [https://www.ukrstat.gov.ua/operativ/operativ2022/gdn/snzp/snzp\\_ek/smzp\\_ek\\_24\\_ue.xlsx](https://www.ukrstat.gov.ua/operativ/operativ2022/gdn/snzp/snzp_ek/smzp_ek_24_ue.xlsx).
- [38] Stumbriene, D., Jevsikova, T., & Kontvaine, V. (2024). Key factors influencing teachers' motivation to transfer technology-enabled educational innovation. *Education and Information Technologies*, 29, 1697-1731. doi: [10.1007/s10639-023-11891-6](#).
- [39] Suárez-Mesa, A.M., & Gómez, R.L. (2024). Does teachers' motivation have an impact on students' scientific literacy and motivation? An empirical study in Colombia with data from PISA 2015. *Large-scale Assessments in Education*, 12. doi: [10.1186/s40536-023-00190-8](#).
- [40] Tsybulko, L., & Roganov, M. (2023). [Formation of motivation for the professional activity of teachers of higher education institutions as a condition for their high professionalism](#). *Humanization of the Educational Process*, 100-109.
- [41] University of Helsinki. (2024). Retrieved from <https://www.helsinki.fi/en>.
- [42] Wang, M., Wang, Y., & Jiang, R. (2024). EFL teachers' motivation of professional development at the university level in China. *Frontiers in Language Studies*, 6(3), 777-787. doi: [10.30564/fls.v6i3.6666](#).
- [43] Watt, H., Madjar, N., & Dacosta, L. (2024). How do perceived teacher beliefs and classroom goal structures relate to motivations and enrollments in secondary school mathematics and English?. *Social Psychology of Education*, 27, 1221-1261. doi: [10.1007/s11218-023-09848-1](#).
- [44] Xie, Z., Zhu, X., Cao, F., Yuan, W., & Yao, Y. (2024). Work motivation profiles among inclusive schoolteachers of students with intellectual and developmental disabilities: A mixed-method study. *Teaching and Teacher Education*, 151, article number 104761. doi: [10.1016/j.tate.2024.104761](#).
- [45] Xu, L., Zou, X., & Hou, Y. (2024). Effects of feedback visualisation of peer-assessment on pre-service teachers' data literacy, learning motivation, and cognitive load. *Journal of Computer Assisted Learning*, 40(4), 1447-1462. doi: [10.1111/jcal.12955](#).
- [46] Yang, S., & Yin, H. (2024). Feeling paradoxes and teaching in struggles: A socio-political analysis of language teachers' motivation and emotion labor. *System*, 125, article number 103426. doi: [10.1016/j.system.2024.103426](#).

**Віктор Коцур**

Доктор історичних наук, професор  
Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна  
<https://orcid.org/0000-0003-4968-4813>

**Василь Дудар**

Кандидат історичних наук, професор  
Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна  
<https://orcid.org/0000-0001-6064-9408>

**В'ячеслав Різник**

Доктор педагогічних наук, доцент  
Університет Григорія Сковороди в Переяславі  
08401, вул. Сухомлинського, 30, м. Переяслав, Україна  
<https://orcid.org/0000-0002-6083-2242>

## **Вплив педагогічної культури на стратегії розвитку мотивації науково-педагогічних працівників закладів вищої освіти: порівняльний аналіз та європейський досвід**

**Анотація.** Метою дослідження було визначення рекомендацій для підтримки і розвитку мотиваційної складової у викладачів в університетах. Методологія включала порівняння освітніх практик різних країн, а саме України, Німеччини, Фінляндії та Китаю та опитування науково-педагогічних працівників у вищих навчальних закладах, яке проводилося у Київському національному університеті імені Тараса Шевченка, Мюнхенському університеті Людвіга–Максиміліана, Гельсінському та Пекінському університетах. Особлива увага була приділена аналізу ролі керівництва закладів освіти у створенні сприятливих умов для підвищення мотивації, а також впливу міжнародних програм професійного обміну та підвищення кваліфікації. Отримані результати показали, що високий рівень педагогічної культури безпосередньо сприяє підвищенню мотивації викладачів та їхньому професійному розвитку. Європейський досвід свідчить про ефективність інноваційних підходів у сфері мотиваційних стратегій, що поєднують матеріальні та нематеріальні стимули. Крім того, було виявлено, що інтеграція таких елементів, як підтримка академічної свободи, розвиток колективної співпраці та постійне вдосконалення професійних навичок, суттєво впливають на мотиваційні процеси. Необхідно адаптувати європейські практики до українських реалій з урахуванням особливостей національної системи освіти та важливості педагогічної культури як основи для впровадження успішних мотиваційних стратегій у закладах вищої освіти. Дослідження виявило, що мотиваційні стратегії науково-педагогічних працівників залежать не лише від інституційних умов, але й від рівня розвитку особистісної відповідальності викладачів за результати своєї діяльності. Ефективне впровадження таких підходів може підвищити загальний рівень викладання та освітніх послуг у вищій школі

**Ключові слова:** дослідницька діяльність; заробітня плата; інноваційні підходи; українські університети; професійні навички