



Presentation of Training on
Educational Leadership and Psychology of Motivation

for School Principals, Supervisors and Education Office Workers
In Akaki Kaliti Sub-City
Addis Ababa

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Presentation Outline

- Management/leadership discourses
- Qualities and duties of education leaders, principals and teachers
- Leadership styles, skills and key functions
- Educational planning
- Understanding contemporary issues of education
- Theories of motivation & their educational application
- Strategies of workers'/teachers' motivation

Activity

Is leadership congenital or made?

Management: facts

- Both a science and an art
- Both most studied and least understood topic in all social sciences
- Managers are efficient as a means (i.e., resource waste low) & effective as end (i.e., high goal attainment).
- An agile leadership style may be the ultimate leadership style required for leading today's talent

The difference between managers & leaders

Managers

- Persons who do things right (efficiency)
- Have a narrow purpose and try to maintain order, stabilize work and organize resources
- Produce standards, consistency, predictability, and order
- Discover the gift and talents of a person
- Know and value the unique abilities

Leaders

- Person who do the right thing (effect.)
- Leaders cast a vision and seek to develop a new goal
- Produce the potential for dramatic change and even failure
- Motivate and inspires people to action
- Discover what is universal and capitalize on it.

Centralized Vs Decentralized educational management

Basis of Comparison	Centralized	Decentralized
• Communication Flow • Decision Making • Advantage	• Vertical • Slow • Proper coordination and leadership	• Open tree • Comparatively faster • Sharing of burden and responsibility
• Power of decision making	• Lies with the top management	• Multiple persons have the power of decision making
• Reasons	• Inadequate control over the organization	• Considerable control over the organization
• Best suited for	• Small sized organization	• Large sized organization

Limitations of centralized management

- Centralization maintains
 - greater uniformity of policies and decisions
 - coordination and control systems
 - work duplication
- However, limited because
 - Development of low level managers
 - Opportunity given to exercise initiatives and judgement is negligible
 - It s costly affair and delays decision making
 - It creates problems of effective communication
 - No scope of specialization
 - Geographic and psychological distance

Activity

- Discussion

Who is very important person in a school:

a student

a teacher

a principal or

any other individual?

Qualities of effective leaders

- **Visionary**: a quality of foresight or a look into the future.
- **Passion**: intense enthusiasm about his/her work
- **Respect**: attitude of admiration and deference toward somebody.
- **Honesty**: moral uprightness, truthful and sincerity.
- **Integrity**: possession of a high moral principles or standards.
- **Courageous**: the ability to confront uncertainty and offer stability.
- **Dedication**: committed to an idea/cause or to someone.
- **Compassion**: a desire to help for the betterment of others.
- **Communicator**: effectively shares information with others

Duties of effective school principals

- Develop a professional community of teachers who guide one another
- Encourage a continual professional learning
- Create climate hospitable to education
- Manage people, data and processes (budget, manpower, property)
- Demonstrate care and commitment to academic excellence
- Maintain proper code of conduct, order and discipline
- Establish & maintain mutually respectful relations with students, staff & parents
- Examine all data in a timely manner
- Provide appropriate facilities for instruction and other activities
- Monitor conditions & maintenance of property and school building continuously
- Monitor and ensure teachers' participation in instructional & supervisory duties

Qualities of an effective teacher

- Organize instruction to maximize students engagement and success
- Understands child growth and development
- Recognized cognitive and cultural diversity
- Establishes a positive culture
- Engage all students in the learning process
- Involves students to practice rules & procedures
- Set up a system of a specific consequences and rewards
- Utilizes appropriate resources for instructional planning
- Develops plans that include best practices for instructional delivery

Behavior of a role model teacher

- Excellent mastery of subject matter
- Listen to the students
- Positive rapport to their students
- Working collaboratively with their peers
- Self-confidence and self-discipline
- Open-minded
- Whole-hearted
- Tolerant

Activity

Brainstorming

What is the best style of leadership in education, if any? Why

Styles of leadership in education

● Transformational leadership

- use a deep sense of shared purpose to motivate subordinates
- empower the teams to have a say in decision-making processes
- enable collective goal-setting
- create a culture of innovation and improvement
- outline high-performance expectations
- build productive relationships and providing instructional support
- instill trust, admiration, loyalty and respect, which inspires teacher motivation, morale and performance.
- increase teacher job satisfaction and strengthens their commitment to professional growth

Styles of leadership in education (cont'd...)

- **Servant leadership**

- Primary desire to motivate or help others
- No sense of self-interest on the part of the leader
- Guidance, empowerment and a culture of trust are hallmarks of this style
- Motivate and persuade their school community
- Implement structural changes that keep an eye on the bigger picture
- Create a positive and productive school environment

Styles of leadership in education (cont'd...)

- Strategic leadership

- future-orientated
- prepare for an uncertain destiny than focusing on day-to-day issues
- make decisions on evidence and research

Styles of leadership in education (cont'd...)

- Laissez faire/Transactional leadership
 - the leader allows employees opportunity to do as they like
 - a total lack of direction
 - people may unwittingly drift in the wrong direction

Styles of leadership in education (cont'd...)

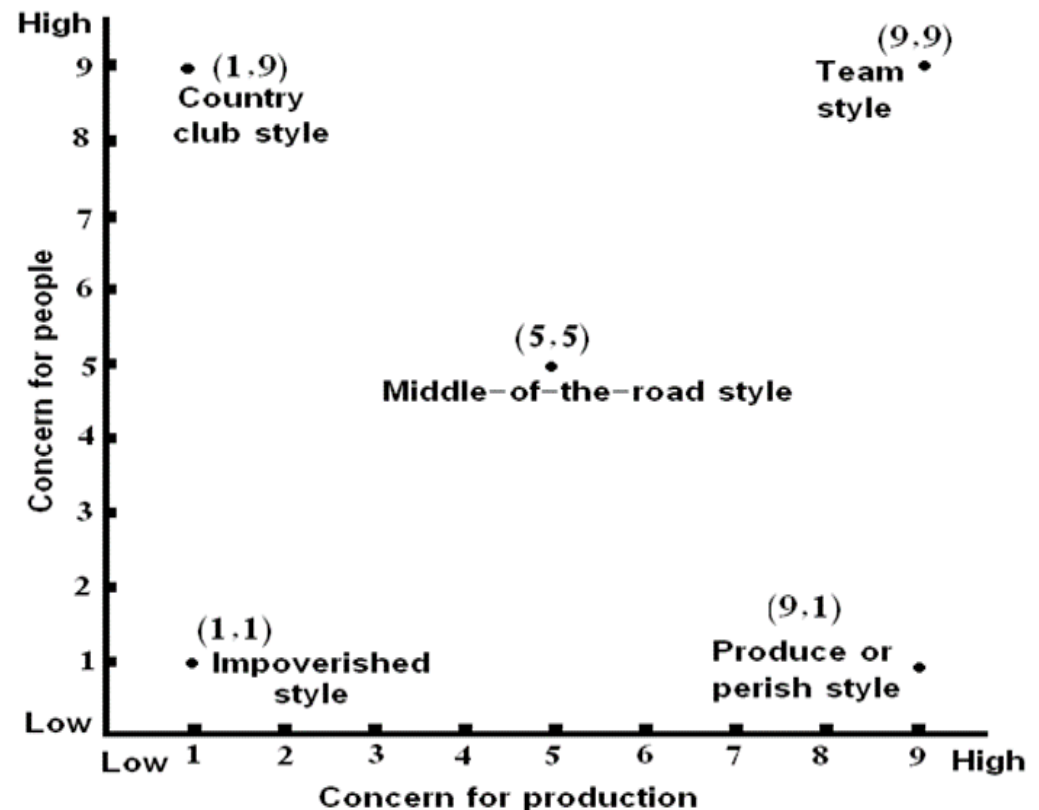
- Autocratic or authoritative leadership
 - a command and control approach
 - believe that a leader is the smartest and knows more than others

Styles of leadership in education (cont'd...)

- Democratic/participatory leadership
 - share information with employees on their work responsibilities

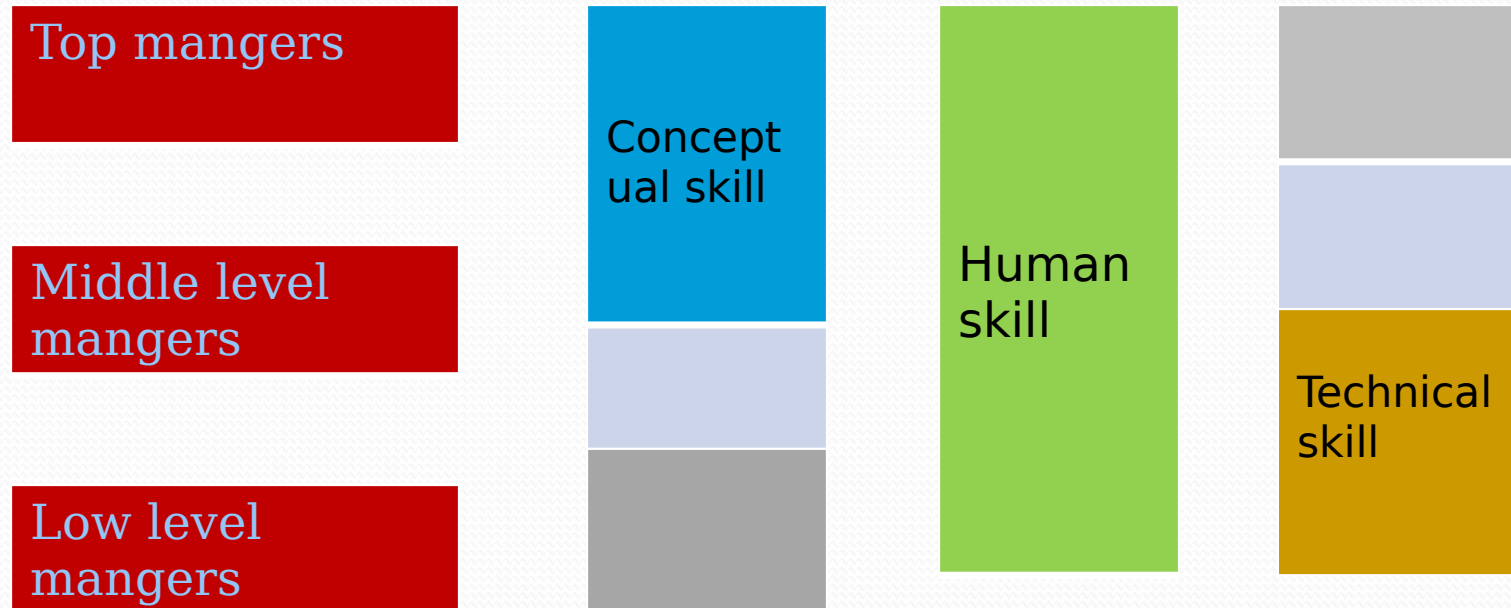
Managerial grid theory: five styles

- Leadership styles based on the concern for the people and concern for production
- Team style (9,9) accomplish work through committed people who have common stake in organizational purpose



leadership skills: conceptual, human & technical

- Managers and managerial levels



Activity

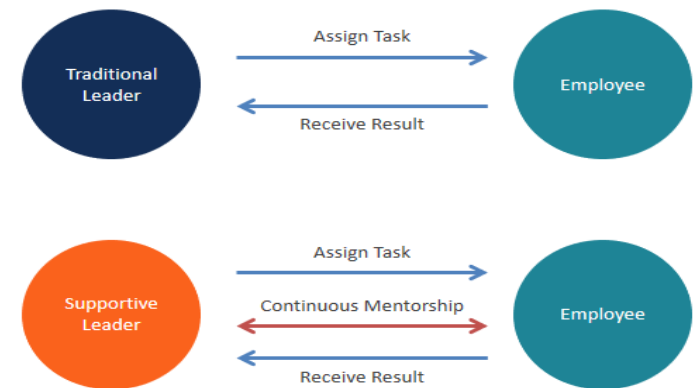
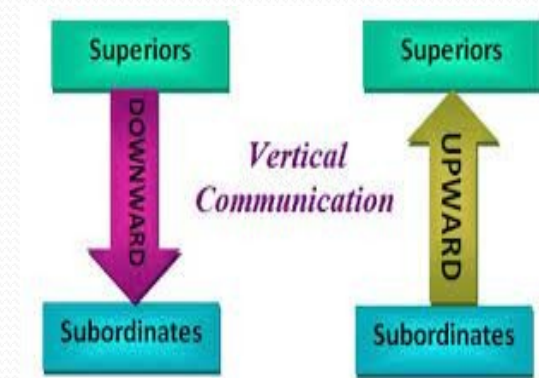
- What are some of the barriers to communication in education?

Communication skills

- Verbal or written, e.g., written symbol over email, newsletters etc.
- Verbal (7%) and nonverbal (93%)
- Vertical, horizontal and diagonal
- Interpersonal and interpersonal

COMMUNICATION FORMS

- Verbal communication
- occurs b/n hierarchically positioned persons
- Involve downward communication flows
 - E.g., everyday directives of department managers or line managers to employees
- Upward communication flows
 - E.g., progress reports, proposals for projects, budget estimates, grievances and complaints, suggestions for improvements, and schedule concerns



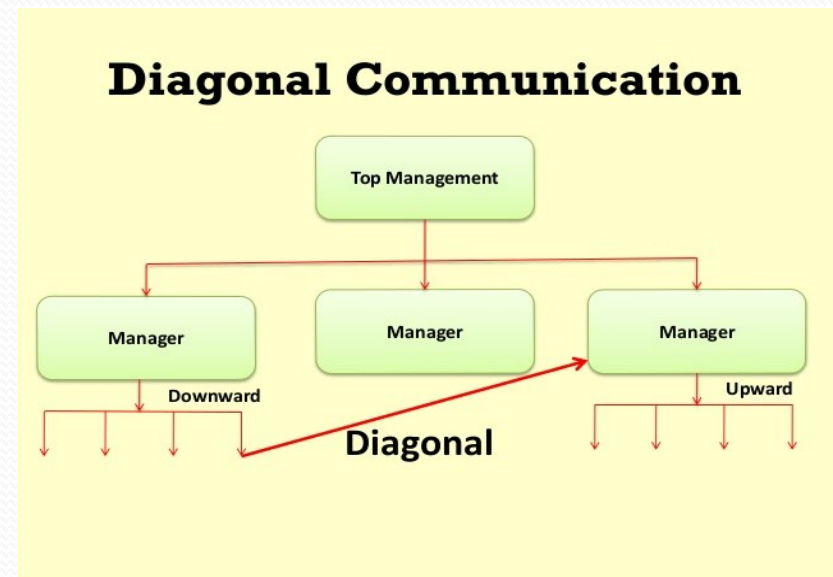
COMMUNICATION FORMS

- Horizontal/lateral communication
 - the exchange of information across departments at the same hierarchical level
 - E.g., communications between two employees (production manager & purchasing manager)
 - Examples of means of comm.: informal discussions, phone calls, teleconferencing, meetings



COMMUNICATION FORMS

- **Diagonal Communication**
 - Cross-functional communication between employees at different levels of the organisational hierarchy
 - Builds relationships between employees at different levels from different parts of the organization
 - More common in organizations with a flattened, matrix, or product-based structure



NONVERBAL COMMUNICATION

● Elements

- Facial expressions, e.g. emotions
- Body movement and posture, e.g., walking style to show opinion, relationship
- Gesture- different across cultures and regions
- Eye contact- can express emotions and show belonging, anger, care, love, fear, etc.
- Physical space- signaling intimacy, aggression, dominance, or affection
- Signs- such as tone, pitch, volume, inflection, rhythm, e.g., tone of
- Voice- can indicate sarcasm, anger, affection, or confidence

Conflict management skills

- Appetizer

A man with a small boat had a tiger, a goat and cabbage. To cross the river, the man can only accommodate one of his belongings at a time leaving the two. However, the tiger is eager to eat the goat, and the goat is excited to eat the cabbage in his absence.

Conflict management skills: some tips

- Conflict is an inevitable!
- Conflict can be seen either as negative or as a set of opportunities. How and why?
- Conflicts are commonplace.
- School conflict is on the rise.
- Conflict management is not a cure all.
- Conflict management programs should not be expected to provide a quick fix.
- Conflict management should be infused into existing curricula and teachers' style
- An on-going commitment to conflict management initiatives must be made.

Conflict management strategies

No	Strategy	Approach	Explanation
1	Competing	win/lose	Operates as a zero sum game, in which each side is eagerly trying to get the best resolution for themselves
2	Accommodating or capitulation	win/lose	One partner gives it to what the other partner wants. It entails giving the opposing side what it wants to keep peace
3	Avoiding	lose/lose	Repress the emotions. Seek to put off by looking the other way
4	Confrontation	Lose/lose	Use force or power
4	Collaborating	win/win	Partners work together to understand the real issues behind the difference and search for solution acceptable to both
5	Compromising	win/win	Neither party gets everything he/she wants, but gets something. Establish an acceptable, if not agreeable solution. agree to disagree
6	Negotiating	win/win	The parties involved work out their own agreement satisfactorily.
7	Mediating	win/win	An involvement of the support of impartial third party

Instructional supervision

- Supervision in education is participatory and cyclical plausibly involving the following phases.
 - Participative planning of the conduct of class supervision
 - Pre supervision meeting, e.g., fixing time of observation
 - Observation of classroom teaching (styles, teaching aids used, class atmosphere, students' activity etc.)
 - Post observation meeting (discussion on areas need improvement)
 - Future supervision planning

Educational planning

Strategic planning

- Note the following contents in writing a complete strategic plan
 - Executive summary
 - A brief description of the institution
 - Vision, mission and value statements
 - SWOT analysis
 - Strategies and specific tactics/activities
 - A action plan outlining responsibilities, timeline, and budget plan, which details resources and funding needed to achieve strategic goals
 - Monitoring and evaluation

Education planning (cont'd ...)

strategic planning

- **SAMPLE** strategic planning
 - **Goal 1:** Demonstrate education management excellence
 - **Outcome:** A skilled team of education experts with a strong reputation for developing and delivering high-quality marine education materials and programs that effectively respond to ocean and Great Lakes issues in national marine sanctuaries.
 - **Objective 1** Build and maintain a dynamic education team.
 - **Strategy 1.1.1:** Maintain the Education Executive Council.
 - **Strategy 1.1.2:** Provide professional development opportunities for education staff at all levels (i.e. site, region, national).
 - **Strategy 1.1.3:** Create and encourage exchange opportunities to other sites, regions and headquarters within the Office of National Marine Sanctuaries and NOAA.
 - **Strategy 1.1.4:** Develop a career ladder identifying different levels for education staffing and provide a professional development plan to reach those levels.

Educational planning (cont'd...)

Operational/**action** planning

No	Activity	Standard		Budget required				Action timeline				Responsible body
		Scale	No	Unit price		Total price		1 st Q	2 nd Q	3 rd Q	4 th Q	
				Birr	Cent	Birr	Cent					
	Total											

Educational planning (cont'd ...)

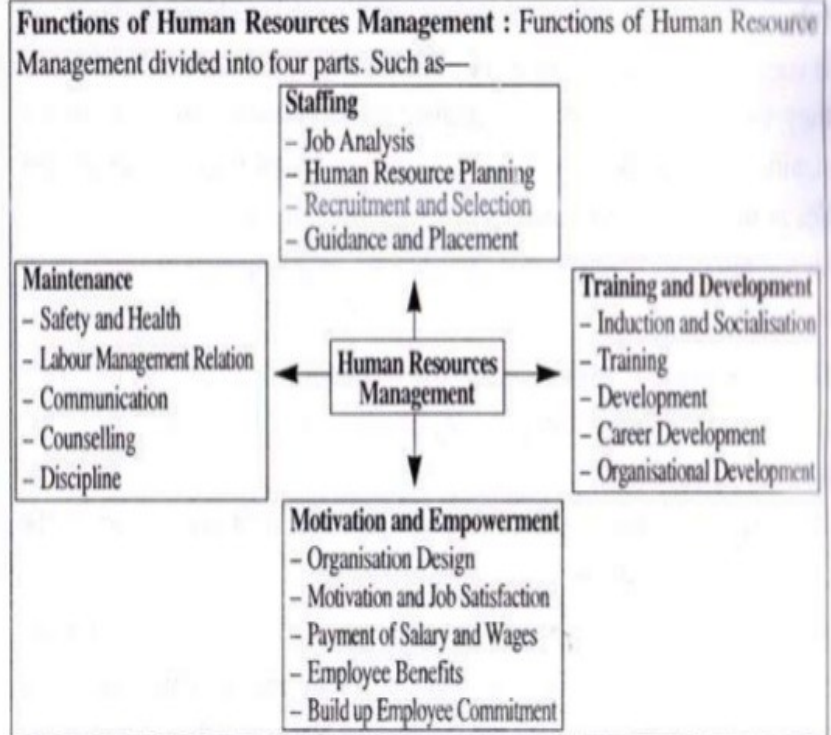
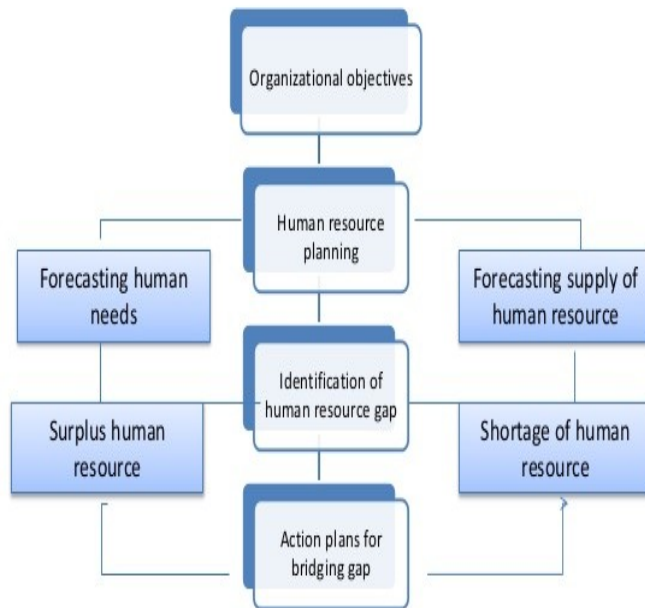
Project planning

● CONTENTS

- Why? Why are we doing this project? – Need assessment
- For Who? Who is the project for? – Target group
- What? What the project wants to achieve? – Project Aim
- How? How are we planning to achieve it?
 - Setting objectives
 - Implementing activities!
- Who? Who will be involved? Who are our partners and supporters?
- When? What is the time frame of the project? When will the activities take place?
- Where? Where will the activities take place? Place

Human resource management

HUMAN RESOURCE PLANNING



Financial Management

- Fundraising approaches for educational expenditure
 - Budget allocated by government
 - Internally generated fund by the institution, e.g., school fees
 - Parents and community based organizations
 - Funding organizations and sponsors, including the local enterprises and corporates
 - Donation/endowment/ assistance from national and international development partners, e.g., the World Bank, UNESCO
 - Loan from financing institutions
 - NGOs
 - Contribution in kind/ gifts by people or organizations
 - Individual philanthropists
 - Other unspecified sources

Financial Management (cont'd...)

- Roles of leaders in managing educational funds
 - Ensure that the (school) has the funds it needs and that these funds are used wisely.
 - Prepare an annual budget/financial plan indicating revenues and expenditure
 - Allocate funds to various activities & authorize its disbursement
 - Developing a system of internal auditing of all expenses before payments are made.
 - Ensure pertinent financial rules and regulation are in place & followed strictly.
 - Keep adequate financial records of account books, budget file & the cheque book.
 - Honestly accountable to prepare the statement of account on income and expenses.

Financial Management (cont'd ...)

Important financial rules and regulations

- Money should be collected only by the authorized personnel using legal receipt;
- All money collected in cash and in cheque should be deposited in the bank within 24 hours;
- All payments must be approved by the manger;
- Money set aside for capital assets must be used for recurrent expenses & vice versa;
- Cash advances must be retired within 30 days;
- All cash advance request must be supported with relevant documents;
- Money for recurrent expenses should be deposited in savings account;
- Ensure all payments are made through banks, and raising vouchers for all payments
- Quotations or tenders must be obtained from not less than three suppliers.

Financial management (cont'd...)

- Budget planning process

- Involves rows for items and columns for the descriptions
- In the column is described
 - description of the item/expense/cost
 - number of units
 - price per unit
 - number of days (if applicable)
 - total price
 - request from (name of the funding organization) (if applicable)
 - other sources of funding, or how the rest is covered

Procurement & Property Management

- Proper utilization of property & equipment adheres to the following rules:
 - Property records
 - Insurance coverage on insurable assets
 - Information necessary to perform regular inventories to determine physical condition, theft, or unauthorized transfers
 - Assistance in maintaining accountability for the custody of individual items and in determining who is responsible for their care and maintenance.
 - The ability to centralize property management so that location is readily determinable for physical control.
 - Comprehensive asset records to use as a basis for computing depreciation or amortization.

Property Management: Property criteria

Capitalized property

- ❖ Property is capitalized and included in capital inventory as equipment only if the following criteria are met:
 - ❖ The property must have a unit cost (or estimated value for donated items) equal to or greater than 5,000 birr, and
 - ❖ The estimated useful life of the item must be greater than one year, and
 - ❖ The identity does not change with use, and
 - ❖ The property is of a non-consumable nature, and
 - ❖ The unit must be identifiable and separately accounted for.

Minor property

- ❖ Property is considered minor, or non-capital, if the following criteria are met:
 - ❖ The property must have a unit cost greater than 1000 but less than 5000 birr
 - ❖ The estimated useful life of the item must be greater than or equal to one year
 - ❖ The identity does not change with use
 - ❖ The property is of a non-consumable nature
 - ❖ The unit must be identifiable and separately accounted for

Property management: Procurement

- What is involved in Purchasing?

- Requisition

- The person requesting the goods or services will complete the PO requisition in full, sign, and give it to the accounts administrator together with any supporting quotations/price documentation, details including description of goods or service, quantity, date required, cost center/code, suggested suppliers and pricing)

- Approval

- The order is approved by an appropriate person

- Purchasing

- The order is placed by the person making the request via email, fax, and phone.

Procurement (cont'd)

● Receiving

- On receipt of the goods/services the person who placed the order must check the goods/ service for quality, quantity and pricing against the order.
- The supplier must be notified immediately of any discrepancies on any of these issues and a note must be attached to the delivery documentation giving the details.

● Tracking

- The delivery ticket together with the order and supporting documentation is passed immediately to the Accounts Administrator so that they can update the accounts system for the receipt of the goods.
- The Accounts Administrator retains these on file pending the receipt of the invoice.

Procurement process (cont'd...)

- Payment

- When the invoice is received the accounts administrator will check it to the purchase order and delivery docket as to quantity and the condition of goods delivered and evidence that the service has been supplied to a satisfactory standard.
- The quantities, pricing and the calculations on the invoice should be checked in full.
- Check that the supplier has quoted the order number on the delivery documentation and the invoice.

Training appetizer

The concept of time & its management

“A hyena in urgency catches the horn”

“A journey of a thousand miles begins with a single step”

Time management

- Considerations

- Time is scarce, non renewable & precious of all resources
- Workers who practice good time management techniques:
 - Are more productive in performance ,
 - Have more energy for things they need to accomplish,
 - Feel less stressed,
 - Are able to do the things they want,
 - Get more things done,
 - Relate more positively to others, and
 - Feel better about themselves.
- Hence, set priorities and goals, get organized % schedule time.

Indicators of Education

● Access

- Universalization of primary education (EFA, MDGs, SDGs)
- Access to basic education is human right (Human Right declaration 1948)
- Rate of access can be computed for Grade 1 & all grades
 - **Access to Grade 1**
 - $AIR = \frac{\text{Number of students of all ages (under, appropriate \& over age)}}{\text{No. of age 7 children in a given catchment area}} \times 100$
 - $NIR = \frac{\text{No. students of age 7 admitted to class}}{\text{No. of age 7 children in a given catchment area}} \times 100$
 - **Access to other grades**
 - $GER \text{ (Grade 1-8)} = \frac{\text{No. students of all ages enrolled in grades 1 to 8}}{\text{No. of population with age 7-14 residing in a given area}} \times 100$
 - $GER \text{ (Grade 1-8)} = \frac{\text{No. students of with appropriate age enrolled in grades 1 to 8}}{\text{No. of population with age 7-14 residing in a given area}} \times 100$

Indicators of Education (cont'd ...)

- Equity
 - Expressed in terms of
 - Gender (GPI), Female to male proportion
 - Urban-rural distribution of educational service
 - Marginalized/minority groups
 - Disability
 - Diversities in general

Indicators of Education (cont'd...)

- Efficiency
 - Educational wastage
 - Dropout rate
 - Rate of repetition
 - Educational achievement
 - Completion rate

Indicators of Education (cont'd...)

Internal factors affect quality

- Quality of teaching staff
- Students' quality and behavior
- Motivation and commitment of the leadership
- Utilization of limited and critical resource and infrastructure

External factors affect quality

- Economic factors, e.g., shortage of education fund and learning resources
- Socio-cultural factors, e.g., community participation
- Political, e.g., nature of policies, strategies and curricula
- Advance in educational technology

Understanding Contemporary Education Issues

- National education and training policy
 - The 1994 education policy and its strategies
 - Mother tongue as primary education medium of instruction
 - The 4-4-2-2 education structure
 - Introduction of self-contained classroom management
 - Student assessment (continuous assessment & national examinations)
 - Cost free below general education & HE cost sharing modality
 - Decentralization of educational management at regional level
 - Special needs education
 - Female education, among others
 - The education roadmap with some modification to the policy

Understanding Contemporary Education Issues

- Gender as cross-cutting issue
 - Education of a girl is educating the family!
 - Why this much importance?
 - Increase family income and family living standard
 - Educated female better protect family health and nutrition
 - Educated female has a better household management skills
 - Protect her right and right of others
 - Contribution to the nation's overall development

Understanding Contemporary Education Issues

- Strategies to enhance gender equity in education
 - Affirmative actions such as policy provisions
 - Gender mainstreaming
 - Establishing gender committee
 - Providing tutoring and other supportive services
 - Legal protection against sexual harassments, abuses, stereotypes & other violent acts
 - Empowerment

Understanding Contemporary Education Issues

- Education development strategies
 - A series of education Sector Development Strategies (ESDP 1-5)
 - Education for All (EFA), MDGs and SDGs
 - Package for general education quality improvement programs
 - Teacher Development Program (CPD & career promotion)
 - School Improvement Program
 - Educational technology enhancement program (educ. by radio and plasma TV)
 - Civic and counseling program etc.

Understanding Contemporary Education Issues

- Global educational trends

- Globalization and education
- Economic liberalization and
- Privatization & increasing cost of education
- Social and cultural transformation, e.g., parents choose quality education
- Advance in technology
- What would be the fate of the education of the disadvantaged groups:
 - Children of low income
 - Minorities
 - Gender
 - Disabled persons

Understanding Contemporary Education Issues

- Managing 21st century educational ICTs
 - Instructional radio and VSAT plazma TV
 - In-built computer and LCD projector
 - Computer and internet technology
 - Smartphone, smartboard, tablet & other classroom ICT tools
 - Virtual technology possibilities (Online learning, video conferencing, e-lab)
 - Disruptive/emerging technologies (i. e., AI, VR, cloud & drone technology etc.)
 - Technology & distance education and technology &teacher education

Psychology of Motivation

- Trainee appetizer

Once upon a time, there were couples in a village. They had a horse. One day they started a journey both of them sitting on the horse. When people see that, they get upset and criticized the couples as unkind to animals. Then, the husband sat on the horse leaving his wife walking on foot. Looking at this, people started to criticize the husband as selfish and disrespectful of his wife. Following the critics, the husband left the horse for his wife and walked on foot. People started laughing at the husband and labeled him as foolish. Finally, both the husband and his wife started walking on foot leaving the horse free. As usual, people started joking at the couples and considered them as stupid guys because they left the horse free.

Motivation!

- Motivation is what moves people to do the things they do.
- Examples:
 - An athlete may be seen to rise quite early in the morning and regularly visit the track or field for continued practice irrespective of the odds of the seasons.
 - A student may be seen to burn the midnight oil as the examination approaches.

Activity

- Research indicates that, on average, Korean and Swedish teachers are paid a monthly salary of 18 and 24 times that of Ethiopian counterpart respectively. It appears that Ethiopians are less motivated . However, do you think that this much salary increase brings an intrinsic motivation?

Types of motivation

Extrinsic motivator

- External or hygienic factors such as rewards, e.g. money
- Examples:
 - Giving tutorial class to earn extra money
 - helping slower learners complete assigned tasks in an allotted time, they may begin by offering a reward
 - If student is motivated to achieve in school primarily to earn good grades

Intrinsic motivator

- Personal factors and stems from a person's needs, interest.
- Acts and activities that are rewards in themselves such as career promotion
- Examples:
 - if teacher gives tutorial class because he/she loves teaching
 - work toward building student pride in their accomplishments
 - Teachers help move students toward wanting to learn for the sake of learning

Motivation theories

- Four historical perspectives on motivation with relevance to learning
 - Drive reduction theory
 - Conditioning theory,
 - Cognitive consistency theory
 - Humanistic theory

Understanding motivation theories

- McDougall's Theory of Instinct
 - Suggests our instincts are the springboards of our behavior.
 - These instincts are innate tendencies or inherited psychological dispositions or even the complex patterns of behavior that lead to some purposive actions and they don't have to be learned
 - Examples:
 - The instinct of escape is accompanied by the emotion of fear,
 - The instinct of combat (pugnacity) by anger,

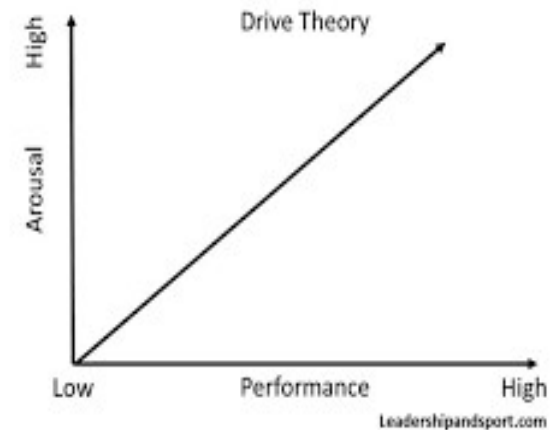
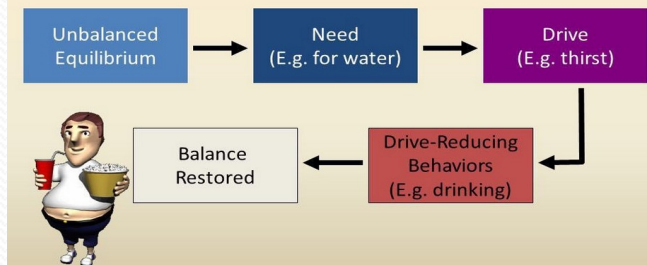
Understanding motivation theories



- **Hull's Drive Reduction Theory**

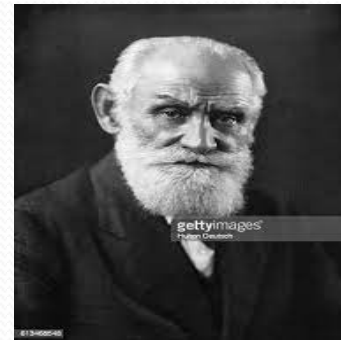
- Humans have internal biological needs or drives such as hunger, thirst, sex (internal state of arousal or tension) that motivates them to perform in some way
- Goal is homeostasis or level of calmness
- Incentives (both positive and negative stimuli) also provide motivation

Drive Reduction Theory



Understanding motivation theories

- Conditioning theory of Motivation
- Motivation explained in terms of a simple stimulus-response mechanism,
 - classical conditioning, i.e., responses elicited by repetition of stimuli
 - operant conditioning, emission in the presence of stimuli (e.g., Skinner)
- Reinforcement is a prime factor for the motivation of behavior
- People engage in activities because they believe they will be reinforced
- Human motivation is mainly guided through social rewards like praise



Ivan Pavlov



Watson



B.F Skinner



Edward Thorndike

Understanding motivation theories

Goal-oriented theory of cognitivism

- Views individual's successful achievement is the result of abilities, commitment and effort, and this leads the achievement of goal and then satisfaction

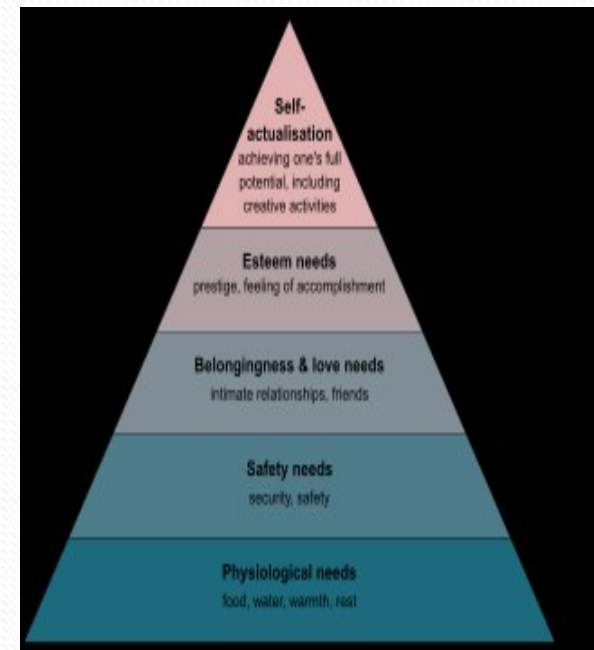


Humanistic theory

Maslow's Self-actualization Theory

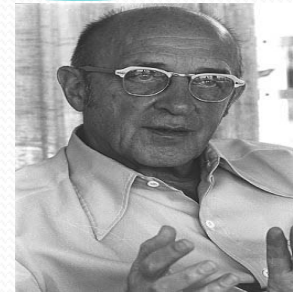


- The appearance of one need generally depends on the satisfaction of the others
- Lower-order needs have to be satisfied adequately before higher-order needs
- Five sets of needs arranged in a definite hierarchical order
- Striving for one or the other level of needs provides motivation
- Exceptions to the hierarchical order include countless heroes, saints and other great people who always stood up for their ideals



Humanistic theory

Carl Roger's theory



- Learning is initiated by others does **not** affect diverse aspects of learners
- Learning that can be taught to others was of little value.
- Teachers are primarily **facilitators**
 - provide resources for students
 - establish a classroom climate
 - share their feelings and thoughts with students
 - help students clarify their goals

Educational application of Maslow's hierarchy

- Teachers can work with counselors, principals, and social workers to assist children's families or to have children approved for **free or reduced-cost meal programs**.
- Parents can be urged to provide **a favorable home environment** for studying or to concentrate and pay close attention to academic activities)
- Teachers and administrators might consider working with students, parents, community agencies, and law enforcement officials to develop effective strategies for eliminating the **safety** concerns

Educational application of humanistic teaching

- Roger's theory offers teachers many good principles to use to enhance learner motivation relevant to classrooms and that can be built into instructional goals and practices.
 - Show **positive** regard for students.
 - Separate students from their actions.
 - Provide students with **choices** and **opportunities**.
 - Facilitate learning by providing **resources** and **encouragement**

Educational application of effort attributional feedbacks

- Promotes achievement expectancies, self-efficacy, confidence and behaviors
- As the student works, the teacher forward comments similar to:
 - “You’re doing well; you completed the first step. Keep working hard.”
 - “Wow! Look at that! You did those so quickly. I knew you could do that because you’re working hard.
 - “You did it! You got it right because you worked hard.”
 - “You did a great job of explaining the procedure to the patient before starting the process. You are really, good at giving explanations!”
 - “You completed the procedure very calmly and with a smile. You have real talent at this.”

Theories of human motivation with relevance to teaching

- Douglas McGregor's Theory X and Theory Y



Theory X

The assumption that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform.



Theory X workers

- Dislike work
- Must be forced or bribed
- Would rather be directed
- Motivated mainly by money
- Have little creativity

Theory Y

The assumption that employees like work, are creative, seek responsibility, and can exercise self-direction.



McGregor's Theory Y

- Theory Y workers:
- Enjoy their work
- Will work hard to get rewards
- Want to see new things happening
- Will work independently
- Can be trusted to make decisions
- Are motivated by things other than money
- Can work unsupervised



Hygiene factors (dissatisfies)

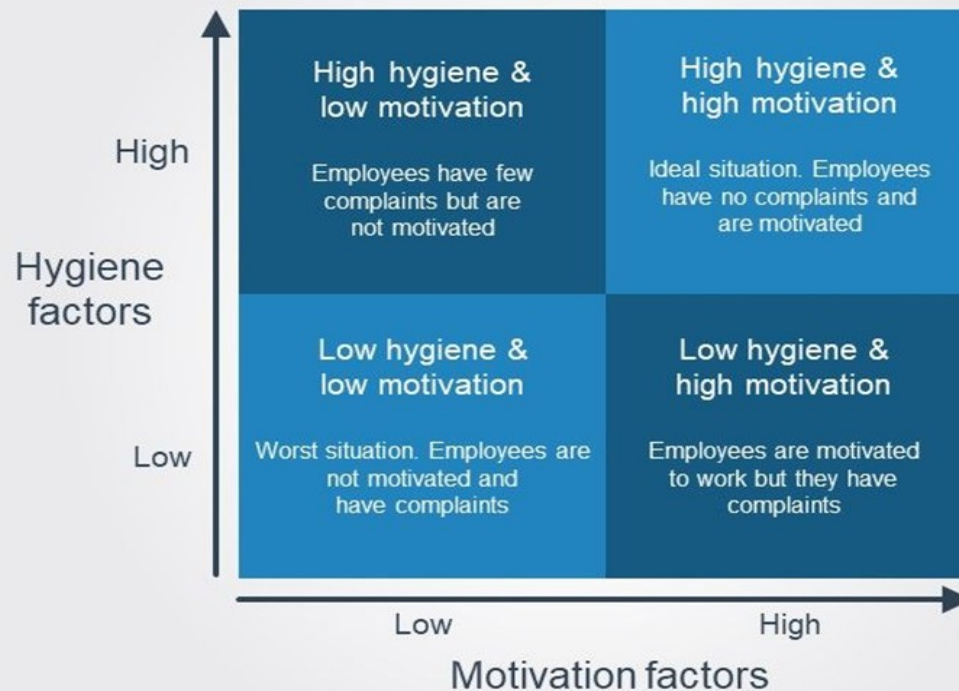
- Policy & administration
- Supervision
- Relationships
- Work conditions
- Remunerations
- Salary
- Status
- job security

Motivating factors (satisfiers)

- Achievement
- Recognition
- Responsibility
- The work itself
- Advancement/promotion
- Growth

Theories of human motivation with relevance to teaching

Illustration of the Two Factor Theory in practice



Read more: www.toolshero.com

Workers'/teachers' motivation

- Why motivation/incentives are needed?
 - Increase productivity
 - Drive or arouse a stimulus work
 - Enhance commitment in work performance
 - Shape outlook of subordinate towards work
 - Inculcate zeal and enthusiasm towards work
 - Get the maximum of their capabilities so that they are exploited and utilized maximally

Teachers' Motivation

- What characterize good teachers' motivation system?
 - Carrot and stick approach should be implemented both for efficient and inefficient teachers (fear of punishment)
 - Performance appraisal system should be very effective.
 - Ensure flexibility in working arrangements
 - A sound motivation system must be correlated to organizational goals
 - Maintain participative in decision making process
 - Motivate yourself to motivate your employees
 - The managers must understand and identify the motivators for each employees/teachers

Teachers' motivation

- Teachers' motivation strategies
- Monetary incentives
 - Remunerations and salaries
 - Financial reward and other bonus schemes
- Non-monetary/ financial incentives
 - Job security
 - Praise teachers or recognition of profession
 - Good working conditions or organizational climate
 - Job enrichment
 - Opportunities for further education, development and training
 - Promotion opportunities as and when due
- Teachers' scholarship and sponsorship

Some facts to know about human socio-cultural needs

- All human beings have an urge to remain free and independent.
- Humans need desirable emotional, social and economic security for their well-being.
- Every human being has a strong desire to get satisfaction upon successful accomplishments.
- Each one of us has an inherent desire to gain recognition, appreciation and esteem in the eyes of others.
- Everyone of us has an inherent desire to get an opportunity to rule or dominate over others, i.e., the need for self-assertion.
- We are not happy until we get the opportunities for such self-expression and self-actualization.



Thank you for your attention!