the learning files

Lead & Learn Zambia

MOTIVATION

1

The learning files are an initiative of the National CPD Task Team. They are written by and for the Colleges of Education and deal with topics that concern education in general and education in colleges more specifically. The files give a mixture of literature, good practices, self-testing and tips and tricks to tackle a certain problem. In this case: **motivation**.

Do you feel like contributing ideas or topics, please do not hesitate to contact us: info.vvob@iconnect.zm.

It is interesting to note that the concept *motivation* has been defined variously by a number of scholars. Myers (2004) defines motivation as "the need or desire that serves to engage behaviour and direct towards a goal." Kassim (2001) refers to motivation as "an inner state that energises an individual towards the fulfillment of a goal." Macmillan Dictionary for Advanced Learners (2002) defines motivation as "the feeling of enthusiasm that makes you determined to do something". From a leadership's perspective you could say that motivation is simply getting people to do willingly what you would like them to do.

Motivation is a highly complex concept because individuals can be motivated by many things that may change over time. Motivation is a key element of performance and this is the important point about which leaders can do something. Partially, motivation depends on tangible rewards, such as compensation and benefits. However, motivation also implies motivational theories, organisational culture, employee recognition programs, employee involvement and job satisfaction.

Motivation: different faces

- **Achievement motivation** is the drive to pursue and attain goals.
- **Affiliation motivation** is a drive to relate to people on a social basis.
- **Competence motivation** is the drive to be good at something, allowing the individual to perform high quality work.
- **Power motivation** is the drive to influence people and change situations, to create an impact on the organisation
- **Attitude motivation** is how people think and feel about themselves, about life.
- **Incentive motivation** is "You do this and you get that", attitude. Awards and prizes drive people to work a little harder.
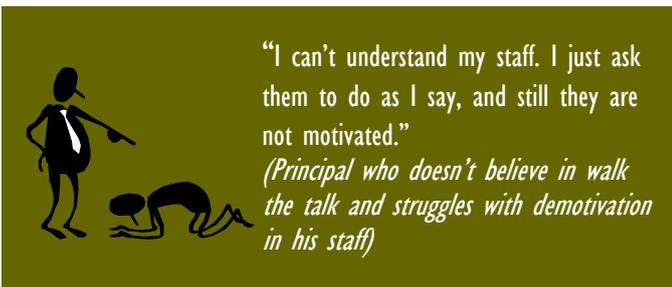- **Fear motivation** is if a person is coerced into acting against his will . It is instantaneous and gets the job done quickly, but it is only helpful in the short run.

Mr. Pwele, lecturer *:

"I don't care"

Mr. Pwele has been a lecturer for 21 years at North Point College of Education. His head of department and vice-principal always complain about his reporting late for work and other college activities. During staff meetings, Mr. Pwele criticises almost every suggestion, plan and programme put forward by the administration and other staff. He isolates himself from the company of other members of staff, and he generally shows the 'I don't care attitude' towards work. Today Mr. Pwele drags himself to the classroom. "Why putting in all those efforts for students that are not interested anyway?" But of course, the vice-principal might observe his class today as part of his APAS. So he wants to be there. "It should not take more than an hour, anyway. Then I can go back and attend to my farm again."

*For confidentiality the names of both the lecturer and the college have been made up.

"I can't understand my staff. I just ask them to do as I say, and still they are not motivated."
(Principal who doesn't believe in walk the talk and struggles with demotivation in his staff)

Ms. Luse is a senior lecturer at Victoria College of education. If you visited the college, she would probably be the first member of staff you would come to know because everyone speaks highly of her. The administration and almost all members of staff say that she often sacrifices her time and resources to work even well beyond normal working hours. They say she is never late for work. One other striking observation they have made is that Ms. Luse is always suggesting to the staff and the administration how the institution would make a significant positive change in various areas of improvement. If there is any work to be done, she is the first one to volunteer to do the work and above all, she has excellent working relations with all the staff. Every one finds her very interesting and easy to work with. And now she has even won a reward after successfully completing her Grassroots Project.

*For confidentiality the names of both the lecturer and the college have been made up.

Ms. Luse, senior lecturer *:

"Come on, let's make it a success"

Mr. Banda is the principal of Mimosa College of Education. His idea of leadership is that administrators need to serve the workers. "At our school we try to do that. We work hard, making things less difficult and complicated. We try to cut down on the amount of paperwork our lecturers must do, limit the number of staff meetings, streamline procedures..."

Administrators at Mimosa College try to show lecturers every day that they care in many ways. "We have an open-door policy, they see us picking up trash, we arrive on campus before they do and we are here when they leave," Banda says.

"Administrators always have to put aside their own issues and do what is best for students and staff in a caring and sensitive way. We try not to say no to lecturers, and we always treat them as adults."

Mimosa CE *:
"Administrators need to serve the workers"

Vice-principal **Mrs. Phiri** agrees. She and the rest of the administrative team try to do lots of special things for the entire staff. "We treat everyone as a professional and we celebrate whenever we can," says Phiri. "The material things are nice, but I have a motto that I try to live by each day: my job as vice-principal is to make the lecturer's job easier, better, so they can teach and students can learn."

"Developing a positive school climate is critical to an effective school," adds Mrs Phiri. "Morale is a very tentative issue. You can do 99 things right and make one mistake that will shoot down the morale forever."

*For confidentiality the names of both the principal, vice-principal and the college have been made up.

College leaders* have, via their impact on conditions in the institution, a large influence on how lecturers feel about their work and hence indirectly on the improvement of teaching and learning.

"If the goal of educational reform is improving students' learning, what would be the most important means of achieving this goal?" Ask this question to any average person and the answer will have something to do with teachers/lecturers and their practices. But lecturers' practices, what they do, depend on what they think and feel. In his article "The emotional side of school improvement" Leithwood (2007) states the following:

1. A significant handful of lecturers' emotions have a major influence on teaching and learning.
2. Lecturers' working conditions, in turn, have a major influence on these emotions.
3. College leadership, especially the leadership practices of principals, is one of the most powerful direct and indirect sets of working conditions influencing lecturers' emotions.

If you turn this chain of influences around and go backward, you get a flow as shown in figure 1.

There are 7 teacher *emotions* that show significant consequences for school improvement. They all somehow form part of the broader concept *motivation*:

1. individual sense of professional efficacy (the belief that lecturers have the capacity to improve students' learning)
2. collective sense of professional efficacy (the belief that the college as a whole can cause positive effects on students)
3. organisational commitment (the belief and willingness to accept the college's goals and values; the loyalty and willingness to put in a lot of effort on behalf of the college; a strong desire to belong to the college)
4. job satisfaction (the degree to which people have positive emotions towards their work)
5. stress and burnout (emotional exhaustion, depersonalisation –developing negative, cynical attitudes towards students and colleagues-, reduced sense of personal accomplishment)
6. morale (high morale is associated with hopeful attitudes, optimism and enthusiasm; low morale with cynicism, feelings of despair and lack of enthusiasm
7. engagement or disengagement in the college (an emotion and a behaviour, staying at the same work place)

Conditions that have a demonstrable impact on teachers' emotions and by doing so on teaching and learning are, among others, workload volume and perceived fairness, motivation of students, autonomy over classroom decisions, positive school atmosphere, friendliness of staff, disciplinary climate, sense of community/ collaborative culture, safe school environment, time and opportunity to work in teams, opportunities for ongoing professional learning, participation in decision making, flexible enforcement of rules, regular performance feedback to individuals and committees, improvement plans with lecturers' views, salaries, community's view on lecturers and their status,…

Evidence suggests that college leaders have, via their impact on conditions in the institution, a large influence on how lecturers feel about their work and hence indirectly on the improvement of teaching and learning. As effective leaders they should modify organizational structures to help make staff work more productively (e.g. less paperwork, make support systems such as accounting office more efficient, …), ensure access to appropriate staff development, bring teams of staff together to problem solve, create a

Change leadership practices

Improved working conditions

Positive influence on lecturer's emotions
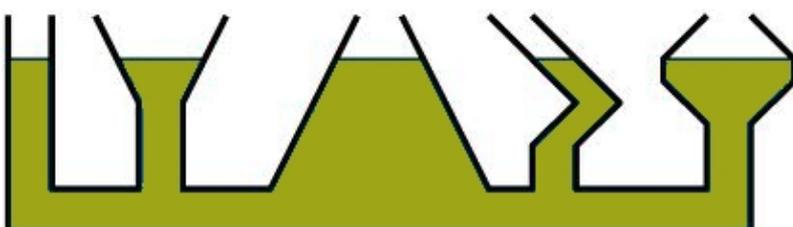
Improved teaching and learning

Figure 1: Chain of influences

plan of action to give focus and direction to the college and allocate resources to support the college's priorities. Please read the article (available on request) for the full list!

*the word "leader" refers to anyone who is in any leading position

Communicating vessels

Martin L. Maehr from the University of Michigan (USA) states that motivation of students and lecturers relate to each other as communicating vessels. A motivated lecturer is likely to get more motivated students and vice versa. To stay a motivated lecturer, lecturers need the students and vice versa. "Transforming our educational institutions into centres for learning, rather than competition, pass and fail, is a good start to realise this."

▶ Do the test

Leader, how positive is your influence on lecturers' emotions?

	Yes	No	This practice has positive impact on the following lecturers' emotions:
Direction setting			
I develop an inspiring and shared sense of direction	○	○	1, 4
I express reasonable but high expectations	○	○	5
Developing people			
I am supportive	○	○	1, 3, 4, 5, 6, 7
I buffer lecturers from disruption	○	○	1, 4
I model appropriate values and practices	○	○	1
I reward lecturers for good work	○	○	1, 3, 4, 6
I am considerate	○	○	4
I provide feedback on individual and group work (e.g. committees)	○	○	2, 4
I distribute leadership/involve lecturers in decision making	○	○	2, 4
I listen to lecturers/I am open to lecturers' suggestions	○	○	2, 4
I look out for lecturers' welfare	○	○	4
Designing the organisation			
I am flexible in enforcing the rules	○	○	1, 3, 4, 5, 6, 7
Managing the instructional programme			
I provide instructional guidance	○	○	2, 6
I seek creative ways to improve instruction	○	○	
I provide resources for lecturers	○	○	1, 5, 6
I minimise student disorder	○	○	1, 3, 6
Other practices			
I influence district/provincial/national education decisions	○	○	1, 2, 4
I communicate effectively	○	○	4, 6
I act in a friendly manner	○	○	4
I behave consistently	○	○	5
I follow through on decisions	○	○	5

The more "yes", the more positive your impact on lectures' emotions.
Key: 1, individual lecturer efficacy; 2, collective teacher efficacy; 3, job satisfaction; 4, organisational commitment; 5, stress/burnout; 6, morale; 7, engagement in the college or profession (retention/turnover).
Adapted from Leithwood, 2007

Changing the culture

Low motivation can often be linked to a resistance against something new which doesn't fit the individual or institutional culture. Culture being "the way we do things around here".

Although change of culture is difficult and time consuming, it is absolutely necessary. "Culture" is too often used to block initiatives and innovation and to maintain the status quo. Reeves gives us a 4-step advice:

1. Leaders must define what will not change.
2. College culture will change with leadership actions. Speeches and announcements are not enough. Walk the talk.
3. Leaders must choose the appropriate tools. They need to vary their strategies to meet the changing needs of the system.
4. Change in culture requires relentless personal attention and action by leaders. What about taking a turn as substitute lecturer or spend time with the cleaning staff?

Full article on www.zambialearning.com

Motivator	Value
Achievement	56
Working with others	52
Recognition	44
Helping others	16
Varied and interesting work	14
Financial reward	14
Good working atmosphere	14
Empowerment	10
Solving problems	9
Physical environment	9

0%   10%   20%   30%   40%   50%   60%

Figure 2: Top 10 motivators

Kaisen Consulting Ltd researched the above question in the private sector and came to the following conclusions. The top 10 motivators can be read in Figure 2. Important is that 'Financial reward' was only ranked 6 overall in the Top 10 motivators and was mentioned by just 14% of respondents. In addition, unsatisfactory levels of pay did not feature at all in the Top 10 of demotivators.

There is a clear message for organisations to pay attention to other ways of motivating people.

The 'Physical environment' was ranked just 10 and was mentioned by only 9% of the respondents as something likely to make them feel good at work. For organisations spending millions on new offices and facilities, this provides a warning sign that changing the physical environment alone will not guarantee a motivated workforce.

"Good leaders don't ask more than their subordinates can give, but they get more than what they thought it was possible to get."
(Myers, 2004)

Burnout

Burnout happens when employees don't receive positive or at least appropriate feedback on the results of their efforts. Factors that enhance burnout are, amongst others, high workload, unmotivated students and lack of institutional support. Experiencing a personal growth and development is key in preventing burnout. To achieve this there is need for clear, achievable goal setting, regular indications of progress and the possibility to flexibly adjust both plan and strategy.

"Collaboration, engagement, consensus, delegation and establishing positive working relations with staff is all it takes to succeed."
(Musonda, 2010)

How to motivate people?

- Help your staff to achieve more. Given the choice, most people prefer to do outstanding, rather than mediocre, work. Show them how to do that and you will spur them to greater achievement. One key to accomplishment is improving methodology rather than merely working harder. Examples: You can help an accountant increase his output by training him in the advanced uses of a computer.
- Give your staff recognition. Over and above monetary reward, what people crave is praise in some form. They need assurances that their efforts are known, valued, appreciated. Sometimes all it takes to satisfy this deep desire is a sincere "Well done" preferably delivered in front of their peers.
- Make work more interesting. It's a fact of life: familiarity does breed contempt. That's why one of the great demotivators is plain old boredom. When people's work excites them, they come alive; they walk differently, they talk differently, they work differently. If you want your own people to do their jobs with dedication, help them enjoy what they're doing. This may require that you build more decision making into their work—more creativity, more variety, more challenge.
- Give staff additional responsibilities. This doesn't mean simply giving them more work. It means giving them work of greater importance that requires a higher level of knowledge and skill. The amount of additional responsibility will vary with the individual.
- Help staff grow. Provide help and direction by seeing to it that all your people are exposed to training either inside or outside your organisation and making sure that each has an annual programme for individual growth.
- Create an enabling working environment and promote team spirit and positive working relations.
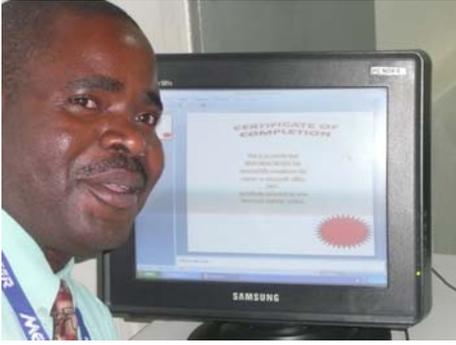
During my 17 years in teaching, I have learned (and it is a deep-rooted conviction) that engaging all your staff in the whole process of running your institution is the panacea to most problems that arise out of the staff frustration and their consequent abdication of duty or responsibilities.

I observed that at the time I was being engaged in decision making by way of being consulted or delegated to, I felt recognised and part and parcel of the system. Put in another way, I owned the system and the institution, and it was my strong belief that the success of the institution was equally incumbent upon me. And so every so often, I found myself volunteering and sacrificing to work for free and beyond normal working hours. For me this was normal. Since that time I have lived to work hard because of the initial intrinsic motivation. Conversely, if you choose to leave out your staff in the whole business of running the institution and you exhibit an interaction that is characterised by intimidation, suppression and dictating, you already have gone half way in successfully digging your own grave in which you and the institution would be buried and forgotten. Collaboration, engagement, consensus, delegation and establishing positive working relations with staff is all it takes to succeed.

"I love being engaged in decision making"

Moses Musonda, Kasama College of Education

Weeding the garden

In his book "Leading change in your school" Reeves compares schools to gardens: you cannot plant new seedlings if you do not first pull out the weeds. A strategic leader will only introduce a new programme or initiative if some existing activities or plans are removed to allow time. In such scenario a leader will for instance have time in the staff meeting to analyse student results collaboratively because he doesn't spend time on routine announcements that can be done via email or the notice board.

Encourage your staff to identify weeds that could be pulled out. Use dialogue within and between study areas to find out essentials: what can go/what should stay? Let lecturers share their time saving tips (e.g. use of computer, other way of setting up written tests, ...). As a leader, respect lecturers' time. Avoid lengthy meetings that don't contribute to student achievement and don't waste the time by doing routine announcements. Start and end meetings in time.

Or as Reeves says: "Raise your hand at the next staff meeting and say: 'I will not ask you to implement one more initiative until we first take some things off the table.' Then listen. It might be the first round of applause you've had in a while."

Full article on www.zambialearning.com

> "You cannot change or manage others if you cannot change or manage yourself."

What about APAS?

Can pay-for-performance work in education? Will it motivate staff? Yes it can, but it needs to be done carefully.

Reeves lists 5 practical ideas to make pay-for-performance work:

1. Evaluate teachers not only on data (e.g. pass rates), but also on their response to data (e.g. how did they deal with the lack of prior knowledge of their students).

2. Use a transparent and objective system of evaluation (e.g. the evaluation considers factors such as time allocation, teaching strategies and feedback).

3. Pay-for-performance comes in addition to existing labour agreements, rather than in place of. It may be better and more sustainable to create performance incentives in the form of fellowship, bursaries, scholarships. This sort of reward is more likely to be motivational because it links monetary reward with personal autonomy and professional recognition.

4. Assess everyone, not only teachers/lecturers, but also leaders and policymakers.

Beware of unintended consequences of the pay-for-performance. Paying based on pass rates can convince lecturers to set lower standards or to move to a less challenging school... Both things which are not intended by school leaders.

Full article on www.zambialearning.com

Leaders, here are some ideas that work

☺ Try to observe every lecturer at least two times a term. Those visits can be unscheduled, "snapshot" stops. Before heading on to the next class, you can scribble a positive comment or two on a sticky note and stick it on the blackboard or desk.

☺ Drop a little feel-good card or inexpensive gifts in lecturers' mailboxes or on their desks.

☺ Be on the look-out for and encourage your lecturers to enroll in rewards and projects that trigger lecturers to explore new things (e.g. Grassroots VVOB)

☺ Plan lunches for all staff members several times a year. (Don't leave out the non-teaching staff!) Those lunches can be whole-staff lunches that kick off professional development sessions scheduled for the p.m. part of the day.

☺ Contact local restaurants, shops and other businesses to arrange for gifts, gift certificates, tickets, or discount coupons that can be used as special prizes for lecturers who go above and beyond.

☺ Encourage lecturers to seek out professional development courses or workshops. Approve all reasonable requests. Then get extra mileage out of those sessions: set aside time during each staff meeting, or arrange a special professional development day, so lecturers can share with their peers the main ideas they learned from each session they attended.

☺ Encourage lecturers to ask for the instructional supplies they require to facilitate teaching and learning. Provide reasonable requests from the budget.

☺ On the notice board: include a quick activity idea that might be tried out in the classroom, a quote related to education, or a short school-related joke (see for more information, the links to the right).

☺ Send cards to lecturers to welcome them back after an illness, celebrate a birthday or another important event, or recognise a special achievement... Add a copy of those "special achievements" cards to lecturers' personnel files.

☺ Ever considered to give all staff members once a term a come-late-to-work-no-questions-asked voucher? (Or only give that form to staff members who were never late in the most recent term.) That form represents two hours of time that can be taken at the start or end of the school day for any reason -- from sleeping in

to getting a head start on the weekend. The only catch is that the form must be "cashed in" in advance so arrangements can be made to free an administrator or somebody else to cover the staff member's responsibilities. Little things like this cost no money and demonstrate that administrators are willing to go the extra mile for the staff who work for them.

☺ Select a "Teacher of the Month."

☺ To motivate professional development, arrange study groups (perhaps organised by study area) to read a book or discuss and research a current hot topic.

☺ Set up a schedule to ensure that every educator makes at least two visits to other lecturers' classrooms or other schools during the year. Arrange coverage for those lecturers. You might set up a special arrangement with basic schools to open their classrooms to your lecturers.

☺ Appoint a lecturer to be "acting principal" when you are out of the building. (This usually convinces them that they love being a lecturer!)

☺ Make sure that everyone is on a committee that meets regularly and that they have real tasks and opportunities for real input in college-level decision making.

☺ Be sure to publicly commend staff members who go above and beyond outside of the college day -- by volunteering to be part of district/province-wide or national-level committees, for example.

☺ Organise a social committee to plan events just for fun. One such event might be a monthly "Treat-Your-Friends Tuesday."

☺ During Labour Day celebration hold a draw for a "1/2-day off" voucher. The principal will cover the class when the lecturer takes that time off.

☺ Make a spot on your weekly memo or the notice board for a special thank-you or congratulations to individuals or the entire team. For example: "Thank you for organising Red Ribbon Week!", "The graduation ceremony went very well. Thanks to all who organised it so well."

Explore more tips and tricks:

Ideas for celebrating lecturers on labour day: http://www.educationworld.com/a_admin/admin/admin162.shtml

Quick lesson idea: http://www.educationworld.com/a_lesson/archives/fillers.shtml

Quote of the day: http://www.educationworld.com/a_admin/archives/quoted.shtml

CPD

As explained in some of the other articles in this pamphlet, personal development is key in keeping motivation levels high.

Evidence demonstrates that teachers/lecturers who collaborate and learn together, who share ideas and model best practices are more likely to remain in teaching. They feel valued and supported in their development and in their work. Professional learning offers teachers the opportunity to take a leading role in school improvement and developing practice. That is also why MOE emphasises the importance of CPD and tries to develop greater interest and responsibility for CPD with the school leaders.

All principals have high expectations for their staff, but the difference between the average and great principals lies in what they expect of themselves. *(Whitaker, 2003)*

Literature

Managers: everybody can be a manager given the right encouragement from supervisors. There are no 'born managers', all are man-made.

Openness: not just preached but actually practiced. Walk the talk!!

Team-work is encouraged in the institution.

Initiative is recognised, appreciated, encouraged and often rewarded.

Value: a valued member of staff will cherish/value the vision of the institution s/he serves.

Acknowledge achievement of individuals and groups.

Talking relieves tension. Communicate! Listen, listen, listen.....!

Individual: there is certain degree of autonomy for individual lecturers and sections. Divergent views create potential, not danger.

Ownership of all institutional programmes is not coerced, but accepted willingly through a shared sense of responsibility. It is ours, not his or hers!

No nonsense: professionals should spend their time on professional issues, not on endless administrative hassles. Cut down on the unnecessary paperwork.

GTC (2003). Commitment, the Teachers' Professional Learning Network. London: GTCE.

Hopkins, G. (2008), *25 ways to motivate teachers*. Education World. Retrieved April 13, 2010, from http://www.educationworld.com/a_admin/admin/admin289.shtml.

Kelley, C., Heneman, H., Milanowski, A. (2002, August). Teacher motivation and school based performance awards. *Educational Administration Quarterly*, 38 (3), 372-401. Retrieved May 27, 2010, from http://eaq.sagepub.com at University of Leicester Library.

Kassin, S. (2001). *Psychology*. NewJesery: Prentice Hall.

Klasse voor Leerkrachten (2000, September). Leraars en leerlingen motiveren elkaar. *Klasse voor leerkrachten*, 107, 6-9.

Leithwood, K. (2007). The emotional side of school improvement: a leadership perspective. In T. Townsend (Ed.). *International handbook of school effectiveness and improvement* (pp. 615-634). Dordrecht: Springer.

Macmillan (2002). *Dictionary for Advanced Learners*. London: McMillan Publishers.

Marzano, R.J. (2003). *What Works in School: Translating Research into Action*. Alexandria, VA: ASCD.

Marzano, R.J., Waters, T. and McNulty, B.A. (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: ASCD.

Ministry of Education (2009). *Zambia Education sector strategic plan 2009-2015*. Lusaka: Ministry of Education.

Myers, D.G. (2004). *Exploring Psychology*. Holland: Worth Publishers.

Pollock, T. (2009), *How to motivate people*. Retrieved April 13, 2010, from http://www.pfonline.com/columns/0705mgmt.html

Reeves, D. B. (2006, December- 2007, January). Leading to change/How do you change school culture? *Educational leadership*, 64 (4), 92-94.

Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: ASCD.

Reeves, D. B. (2010, May). Paying for performance. *American School Board Journal*, 48-49. Retrieved September 1, 2010, from http://www.leadandlearn.com/sites/default/files/1005-ASBJ-Paying-for-Performance.pdf.

Robb, F., Myatt, R. (s.a.). *What really motivates people at work?* Kaisen Consulting Ltd. Retrieved April 13, 2010, from www.kaisen.co.uk/pdf/what-really-motivates-people-at-work.pdf

VSO, (s.a.).*What makes teachers tick? A policy research report on teacher's motivation in developing countries*. London: VSO.

Woolfolk, A. (2010). *Educational Psychology*. NewJesery: Worth Publishers.

the learning files

vvob
education for development