

Opinions of Primary and Secondary School Principals about Internal and External Motivation*

Ali Riza ERDEM **

Ibrahim CICEKDEMIR***

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Abstract

Problem Statement: "Motivation" can be defined as the action of directing human behavior in a desirable way. School principals are not only the managers who are the most responsible for the school. The vice principals who are officially charged and help the principals with the school tasks are also called school managers. School managers have a direct impact on the performance of personnel. Knowing the opinions of the managers about internal and external motivation increases the success of the educational institution.

Purpose of the Study: The aim of this research was to reveal the ideas of primary and secondary school principals about motivation. The problems under review are: (1) What are the opinions of the primary and middle school principals about internal motivation?; (2) Do the opinions of the primary and middle school principals about internal motivation differentiate depending on gender, duty at school, school grade, and education level?; (3) What are the opinions of the primary and middle school principals about external motivation?; (4) Do the opinions of the primary and middle school principals about external motivation differentiate depending on gender, duty at school, school grade, and education level?

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** Pamukkale University Faculty of Education, e-mail: arerdem@pau.edu.tr.

*** Denizli Directorate of National Education, e-mail: ibrahimcicekdemir@gmail.com.

Method: This study was a descriptive research study. The outcome consists of 55 randomly selected principals and deputy principals working in primary school, middle school, and high school in the center, town, and villages of Denizli Buldan. In order to gather data, a scale developed by the researchers, called "opinions of principals about internal and external motivation", was used. In the real application of the scale, while the Cronbach Alpha value of internal motivation was 0.80, the Cronbach Alpha value of external motivation was 0.88. The total Cronbach Alpha value of the scale was calculated as 0.87. To confirm whether the allocation was normal, the Kolmogorov Simirnov test was applied. According to the result, the data was said to be normal [(K-s)-z =0.633 p=0.818]. Test T and *Anova* were used to analyze the data parametric tests.

Findings: The principals involved in the research stated "I agree" for *internal motivation* with the average of 3.74, while they stated "I agree" for *external motivation* with an average of 4.18. Based on the feedback from the primary and secondary school principals, no meaningful difference was defined related to gender, education level, occupation, and the grade of the school.

Conclusion and Recommendations: The participating primary and middle school principals said "I agree" for "*internal motivation*" with an average of 3.74 and "I agree" for "*external motivation*" with an average of 4.18. According to the results of the research, these ideas can be suggested: (1) Principals are motivated by "*the feeling of achieving difficult tasks*". They should be allowed to create higher targets. (2) The principals are motivated by "*team spirit at school*". Creating the principal's own team is important, based on this result.

Key words: School principal, motivation, internal motivation, external motivation, opinion.

Introduction

The word "motivation" derives from a Latin word "movere", namely "to move, to make it move". There are many definitions for "motivation". According to Kocel (1995: 382), motivation is the action of people who behave based on their wishes and desires in order to reach a goal. Genc (2004: 234) stated that "motivation" is a group of variable impetus that results from oneself or the environment and it is used to encourage people to make them act in a desirable way. In other words, "motivation" is the entire force that renders the continuity of the effort and action of the people and that leads to activate them all. While defining the process of motivation, three elements are noteworthy (Ozgener, 2000: 176): (1) The power that forces the organism or determines the behavior, (2) The power that helps the behavior to

develop in a specific way, and (3) The power to preserve and sustain a specific behavior after revealing it.

Motivation is about how people feel about their jobs or how they are treated by others. The conception of motivation involves the external and internal reasons that force a human organism to a behavior; determine the level and the energy of these behaviors; direct the behavior; and provide sustainability. The vivacity in the structure of the behavior; the energy used; the resistance for the change and decomposition; and period of continuity demonstrate that these behaviors are motivated. Considering the main definitions of motivation, it is clear that the needs of people are emphasized and the idea that a behavior is shown depending on a requirement is very conspicuous. Motivation is a result of a doer's interaction with the duty itself, other employees, and the organization (Kenan, 1996; Pekel, 2001; Kocabas & Karakose, 2005; Dundar & Ozutku & Taspinar, 2007; Onay & Erguden, 2011; Yogun, 2014).

It is apparent that motivation should be examined from two different points of view: "internal" and "external". If a person wants to succeed for self-satisfaction, then this is called as "internal motivation". When acting from internal motivation, the doers are motivated by the duty itself. At this point, there is no external force to control the behavior. Within internal motivation, a behavior is developed by one's own needs. This motivation is revealed by one's personal needs and desires such as self-motivation, interest, curiosity, etc. If motivation is developed by incentive targets or reinforcement, then it is called "external motivation". External motivation is revealed by extrinsic forces and is not directly related to the duty itself. This kind of motivation is formed by influences like punishment and reward (Leonard etc, 1999; Ercan, 2003; Steers etc, 2004; Brislin etc, 2005; Jones etc, 2005; Akbaba, 2006; Mahaney ve Lederer, 2006; Yazici, 2009; Uyulgan & Akkuzu, 2014). Dundar, Ozutku, and Taspinar (2007: 116) claim that the tools of internal and external motivation both have an impact on the doers' motivation. It has been reported that the means of internal motivation have a much stronger impact on the doers' motivation than the means of external motivation. According to Orucu and Kanbur (2008: 96), principals should choose the impulsive means and their impact on the people by considering their personal needs and qualifications.

Motivation theories can be classified into two groups: "content theory" and "process theory". Content theory aims to reveal the reasons of the motive, incident, and personal needs. It focuses much more on personal needs. There are four eminent content theories: Maslow's "hierarchy of needs theory"; Alderfer's "entity, relation, and advancement theory"; Herzberg's "two factor theory"; and McClelland's "motive of success theory". The most common of these is Maslow's. Maslow was a humanist clinical psychologist who was deeply interested in the value and power of human beings, and he had a great interest in the differences between healthy and unhealthy people. He also believed that people have the ability to increase the quality of their lives. His point of view and theory affected many other theories and perceptions in management science. Examining human behavior, Maslow created a motive theory including five fundamental human needs: physiological, security, social, reputation,

and self-realization. Process theories try to explain the motivation process from the beginning of the need until its satisfaction. These theories focus on how individuals initiate the behavior and how they direct themselves. Process theories can be divided into four groups: "reinforcement theory", "expectation theory", "equality theory", and "objective theory" (Kocel, 1995; Erdem, 1997; Erdem, 1998; Cetinkanat, 2002; Ergul, 2005; Yildirim, 2007; Orucu & Kanbur, 2008).

Research has demonstrated a strong connection between motivation and success at school. Increased motivation enables teachers and the students to feel pleasure at school. To eliminate several problems in education and develop better educational services, the existence of creative, effective, encouraging, and profound leaders with a wide vision and elements is vital. When people are satisfied with their jobs, they are much more eager and motivated to work. On the other hand, low motivation leads to a lack of desire to work. When the elements of motivation are clearly perceived, it becomes easier to find ways to motivate people. In educational organizations, quality isn't created with machines, but people. Emotion, enthusiasm, and excitement have a great impact on increased quality. Tired, offended, and sullen people cannot be productive (Alic, 1996; Kocabas & Karakose, 2005; Cerit, 2007; Oncu, 2012).

Research has investigated the factors that have an impact on the motivation of principals and their provision of teachers' motivation. Yildirim (2008: 138) stated that, while principals find themselves very good at motivating their teachers, the teachers don't have the same idea. According to Kulpcu (2008: 55), the most important element motivating teachers and principals in primary schools is "success". Yildirim (2011: 82-83) found that the sources of internal motivation of school principals are affection and success. School principals are internally motivated by love of nation, children love, sense of duty, and responsibility. When the elements that destroy principals' internal motivation are examined, lack of management knowledge, personal life, and psychology are in the foreground. The sources of external motivation for principals are senior management, students, and parents, which are related to interactions with other people. Moreover, principals expect special attention from these groups of people. When it comes to the effects that destroy the external motivation of principals, human factors (senior managers, supervisors, teachers, students, and parents) are said to be very obvious. According to Helvacı & Basın (2013: 316), primary school principals use an organizational-managing motivation approach and psychosocial approach too much while motivating their teachers. Kayapınar (2015: 127) noted that the "reputation of the duty" and "quality of the duty" represent the fundamentals of motivation for principals. The least effective factors for motivation are "financial and social facilities".

The manager of the school not only consists of the principal, who has the utmost responsibility, but also the deputy principals, who are also considered principals here. These principals have a direct impact on employee performance. When the managers of the school understand the effects of internal and external motivation, the school becomes more successful. The purpose of this research was to investigate

primary and middle school principals' ideas about internal and external motivation. Specifically, this study attempted to answer the following questions:

- (1) What are the ideas of primary and secondary school principals' about internal motivation?
- (2) Do primary and secondary school principals' ideas about internal motivation differ based on gender, duty at school, school grade, and education level?
- (3) What are the primary and secondary school principals' ideas about external motivation?
- (4) Do the primary and secondary school principals' ideas about external motivation differ based on gender, duty at school, school grade, and education level?

Method

Research Design

This research was a "descriptive" study. As the immediate condition is determined with singular screening, the "Immediate Screening Model" was used. According to Karasar (2007: 77), the screening model is an approach used to describe a fact of the past and the present without changing it. Indeed, such a study attempts to define a fact, person, or object of research in its own condition. The subject is not exposed to any change or effect.

Participants

The research investigated the ideas of principals in kindergarten, primary school, middle school, and high school in Denizli, Buldan. These 55 principals and deputy principals were randomly selected from primary schools, middle schools, and high schools in the city center, village, and town. Table 1 shows demographic data about the principals who participated in this study.

Table 1.

Information about the Managers

| Variant | | n | % |
|-----------------|--------------------|----|------|
| Gender | Man | 48 | 87.3 |
| | Woman | 7 | 12.7 |
| Education Level | University | 50 | 90.9 |
| | PhD | 5 | 9.1 |
| Position | School Principal | 20 | 36.3 |
| | Deputy principals | 30 | 54.5 |
| | Authorized manager | 5 | 9.1 |
| Grade | Primary School | 31 | 56.4 |
| | Middle School | 7 | 11.7 |
| | University | 17 | 30.9 |

Data Collection and Application

In order to gather data, the researchers developed and used a scale called the "opinions of principals about internal and external motivation". The authority is asked to verify the extend validity of the scale. The participants were asked to answer 10 questions about internal motivation and 20 questions about external motivation using a Likert scale with five options: "I totally agree", "I agree", "Undecided", "I disagree", and "I totally disagree".

In the pilot application of the scale, the Cronbach Alpha value of internal motivation was 0.70 and the Cronbach Alpha value of external motivation was 0.80. The total Cronbach Alpha value of the scale was calculated as 0.77. In the real application of the scale, the Cronbach Alpha value of internal motivation was 0.80 and the Cronbach Alpha value of external motivation was 0.88. The total Cronbach Alpha value of the scale was calculated as 0.87.

Data Analysis

To confirm whether the allocation was normal, a Kolmogorov Simirnov test was applied. According to the result, the data was said to be normal [(K-s)-z =0,633 p=0.818]. To analyze the data parametric tests, a test T and Anova were used. The answer options on a "discontinuous" scale are transformed onto a "continuous" scale developed to interpret the result of statistic transaction. In "the level of meeting a question" section, four parts were divided into five options (4: 5 = 0.80); by adding the number of options to the lowest representative number, the result is: 1.00 - 1.80 "I totally disagree", 1.81 - 2.60 "I disagree", 2.61 - 3.40 "Undecided", 3.41 - 4.20 "I agree", and 4.21-5.00 "I totally agree".

Results

The first sub-problem was defined as "What are the primary and secondary school managers' ideas about internal motivation?" As shown in Table 2, the primary and secondary school principals in the research stated "I agree" for "internal motivation" with an average of 3.74. While primary and secondary school principals responded to "Patriotism is very important in my preference of being a manager" at the highest rate (4.22), they responded to "I became a manager to be appreciated" at the lowest rate (2.91). It is meaningful that primary and secondary managers' internal motivation is mostly affected by "patriotism". Many primary and secondary school managers chose their careers because they see their job as paying a debt to the country. These managers were not affected by "being appreciated by the community", which demonstrated that they don't pay too much attention to this feeling.

Table 2.*Opinions of Primary and Secondary School Principals about Internal Motivation*

| TIER | Scale Topics | N | \bar{X} | Ss | level of participation |
|------|--|----|-----------|-------|------------------------|
| 1 | Patriotism is very important in my preference of being a manager. | 55 | 4.22 | 1.049 | I totally agree |
| 8 | Awareness of responsibility is essential for being a manager. | 55 | 4.15 | 0.780 | I agree |
| 3 | Love of students has an impact of my being a manager. | 55 | 4.09 | 0.845 | |
| 2 | I became a manager because of my humanity. | 55 | 4.07 | 0.813 | |
| 4 | I became a manager based on my sense of duty. | 55 | 4.05 | 0.731 | |
| 5 | I feel excited of being a manager. | 55 | 3.95 | 0.931 | |
| 7 | I became a manager because I love to cope with difficulties. | 55 | 3.76 | 1.105 | |
| 9 | I became a leader because I like being a leader. | 55 | 3.22 | 1.117 | Undecided |
| 10 | I preferred to be a manager because of the impact on the students. | 55 | 3.04 | 1.232 | |
| 6 | I became a manager to be appreciated. | 55 | 2.91 | 1.175 | |

The second sub-problem of the research was "Do primary and secondary school managers' internal motivations vary based on gender, duty at school, school grade, and education level?" To determine whether primary and middle school principals' ideas about internal motivation changed based on gender, the Independent Samples T-Test was used. The results of the T-Test about the principals' gender are shown in Table-3. There is no difference between the primary and secondary school managers' internal motivation depending on "gender".

Table 3.*The Difference of Primary and Secondary School Principals' Internal Motivation Depending on "Gender" Variable (Independent Samples T-Test)*

| Groups | N | X | SS | t | P |
|--------|----|------|-------|-------|-------|
| Male | 48 | 3.70 | 0.603 | | |
| Female | 7 | 4.00 | 0.529 | 1.211 | 0.231 |

In order to determine whether the primary and middle school principals' opinions about internal motivation were different based on education level, school grade and duty at school, a One-way Anova Test was used. As shown in Table 4, there is no difference between the primary and secondary school managers' internal motivation based on "Education Level" ($F=0.026$, $P>0.05$), "School Grade" ($F=1.313$, $P>0.05$), or "Duty at School" ($F=0.107$, $P>0.05$).

Table 4.

The Difference of Primary and Secondary School Principals' Internal Motivation Depending on "Education Level", "School Grade", and "Duty at School" Variable (One-way Anova Test)

| Variable | Internal Motivation | Total Squares | Degree of Freedom | Average of Squares | F | P | Difference |
|-----------------|---------------------|---------------|-------------------|--------------------|-------|-------|------------|
| Education Level | Intergroup | 0.020 | 2 | 0.010 | 0.026 | 0.974 | No |
| | In-group | 19.297 | 52 | 0.371 | | | |
| | Total | 19.316 | 54 | | | | |
| School Grade | Intergroup | 1.385 | 3 | 0.462 | 1.313 | 0.280 | No |
| | In-group | 17.931 | 51 | 0.352 | | | |
| | Total | 19.316 | 54 | | | | |
| Duty at School | Intergroup | 0.121 | 3 | 0.040 | 0.107 | 0.955 | No |
| | In-group | 19.195 | 51 | 0.376 | | | |
| | Total | 19.316 | 54 | | | | |

The third sub-problem of the research was "What are the primary and secondary school managers' ideas about external motivation?" As shown in Table 5, the participants responded "I agree" for their external motivation with the average of 4.18. Primary and secondary school principals responded to "The atmosphere of the working area affects me" with the highest score (4.58), they gave "Financial impossibilities motivate me" the lowest score (3.15). Primary and secondary school managers are mostly externally motivated by "the atmosphere of the working area", while "financial impossibilities" do not have an impact on principals' external motivation.

Table 5.*The Ideas of Primary and Secondary School Managers about External Motivation*

| TIER | Scale Topics | N | \bar{X} | Ss | level of participation | |
|------|--|----|-----------|-------|------------------------|---------|
| 3 | The atmosphere of the working area affects me. | 55 | 4.58 | 0.498 | I totally agree | |
| 2 | I am motivated by the students' success. | 55 | 4.53 | 0.776 | | |
| 5 | Team spirit at school influences me. | 55 | 4.53 | 0.539 | | |
| 4 | Positive attitude of the staff affects me. | 55 | 4.47 | 0.716 | | |
| 7 | Enthusiasm of the teachers increases my excitement. | 55 | 4.45 | 0.633 | | |
| 11 | Enthusiasm of the students motivates me. | 55 | 4.42 | 0.599 | | |
| 14 | Successful projects increase my excitement. | 55 | 4.42 | 0.599 | | |
| 15 | Students' support increases my excitement. | 55 | 4.40 | 0.596 | | |
| 19 | Students' success at university affects me. | 55 | 4.36 | 0.677 | | |
| 10 | An organized education system at school makes me willing to manage the school. | 55 | 4.31 | 0.663 | | |
| 1 | Being appreciated motivates me. | 55 | 4.29 | 0.832 | | |
| 17 | New ideas motivate me to manage the school. | 55 | 4.29 | 0.658 | | |
| 8 | Efficiency of the teachers makes me excited to manage the school. | 55 | 4.15 | 0.826 | | I agree |
| 13 | Positive attitude of colleagues affects me. | 55 | 4.15 | 0.705 | | |
| 12 | Physical eligibility has an impact on my success. | 55 | 4.09 | 0.867 | | |
| 9 | Interest of the parents affects my attitude of being a manager. | 55 | 4.07 | 0.879 | | |
| 6 | Interest of the top level people motivates me. | 55 | 3.95 | 0.911 | | |
| 20 | The ideas of parent-teacher association managers excite me. | 55 | 3.71 | 0.994 | | |
| 18 | Being compared with other schools motivates me. | 55 | 3.29 | 1.272 | | |
| 16 | Financial impossibilities motivate me. | 55 | 3.15 | 1.161 | | |

The fourth sub-problem of the research was "Do primary and secondary school managers' external motivation vary based on gender, duty at school, school grade, and level of education?" To determine whether the primary and middle school principals' opinions about external motivation vary based on gender, the Independent Samples T-Test was used. As shown in Table 6, there was no difference between the primary and secondary school managers' external motivation based on the "gender" variable.

Table 6.

The Difference of Primary and Secondary School Principals' External Motivation Based on Gender Variable

| Groups | N | X | SS | t | P |
|--------|----|------|-------|--------|-------|
| Male | 48 | 4.15 | 0.419 | | |
| Female | 7 | 4.33 | 0.616 | -0.988 | 0.328 |

To determine whether the primary and middle school principals' opinions about external motivation differentiate varied based on education level, school grade, and duty at school, a One-way Anova Test was used. As shown in Table 7, primary and secondary school principals' ideas about external motivation do not vary based on "Education Level" (F=0.218, P>0.05), "School Grade" (F=1.799, P>0,05), and "Duty at School" (F=0.191, P>0.05).

Table 7.

The Difference of Primary and Secondary School Principals' External Motivation Depending on "Education Level", "School Grade", "Duty at School" (One-way Anova Test)

| Variable | External Motivation | Total Squares | Degree of Freedom | Average of Squares | F | P | Difference |
|-----------------|---------------------|---------------|-------------------|--------------------|-------|-------|------------|
| Education Level | Intergroup | 0.089 | 2 | 0.045 | 0.218 | 0.805 | No |
| | In-group | 10.659 | 52 | 0.205 | | | |
| | Total | 10.478 | 54 | | | | |
| School Grade | Intergroup | 1.029 | 3 | 0.343 | 1.799 | 0.159 | No |
| | In-group | 9.719 | 51 | 0.191 | | | |
| | Total | 10.748 | 54 | | | | |
| Duty at School | Intergroup | 0.119 | 3 | 0.040 | 0.191 | 0.902 | No |
| | In-group | 10.629 | 51 | 0.208 | | | |
| | Total | 10.748 | 54 | | | | |

Discussion and Conclusion

In this study, the primary and secondary school principals said "I agree" for their "internal motivation" at an average of 3.74. While primary and secondary school principals responded to "Patriotism is very important in my preference of being a manager" with the highest score (4.22), they responded to "I became a manager to be appreciated" with the lowest score (2.91). The idea of Yildirim's (2011: 83) research, which is "patriotism has an impact on principals' internal motivation", corresponds with

the finding that “patriotism has an impact on principals the most”. The findings showed that primary and secondary school principals’ ideas about internal motivation did not vary based on on “gender”, “education level”, “duty at school”, or “school grade”

The participants in this study said “I agree” for their external motivation at an average of 4.18. While primary and secondary school principals responded to “the atmosphere of the working area affects me” with the highest score (4.58), they responded to “financial impossibilities motivate me” with the lowest score (3.15). The idea of Kaynarpar’s (2015: 127) research, which is “Social and financial factors have the least impact on principals’ motivation”, corresponds with the finding in this research that “Financial impossibilities motivate the least”. The results showed that primary and secondary school principals’ ideas about external motivation did not vary based on on “gender”, “education level”, “duty at school”, or “school grade”.

Based on the findings of this research, the following suggestions can be made: (1) The principals are motivated by the idea of “Overcoming the hard work”; the school managers should be enabled to set more difficult targets. (2) School principals are motivated by “team spirit”; having a team is essential for principals. (3) A principal who says “The willingness of the teachers excites me” should allow the teachers to generate new suggestions that will make them more enthusiastic and ambitious. (4) A principal who says “The support of the teachers excites me” should ask the teachers for help especially when making decisions that can lead to the success of the school. (5) A principal who says “New ideas make me enthusiastic about managing the school” should create a suitable atmosphere for the teachers and the students to share new ideas and projects.

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İlköğretim ve Ortaöğretim Yöneticilerinin İçsel ve Dışsal Kaynaklı Motivasyonları Hakkındaki Görüşleri

Atıf:

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Özet

Problem Durumu: Motivasyon kelimesi Latince "movere" yani "hareket ettirme, hareketlendirme" kelimesinden gelmektedir. Motivasyon, bireylere karşı nasıl davranıldığıyla ve bireylerin yaptıkları iş hakkında neler hissettikleriyle ilgilidir. Motivasyon kavramı insan organizmasını davranışa iten, bu davranışların şiddet ve enerji düzeyini tayin eden, davranışlara belirli bir yön veren ve devamını sağlayan çeşitli iç ve dış sebepleri ve bunların işleyiş mekanizmalarını içermektedir. Davranışların yapılışındaki canlılık, sarf edilen enerji, değişmeye, dağılmaya karşı olan direnç, devam süreleri vs. bize bu davranışların motive edildiklerini gösterir. Yapılmış olan başlıca motivasyon tanımları incelendiğinde, öncelikle insanın ihtiyaçlarına vurgu yapıldığı görülmekte, ihtiyacı karşılamaya yönelik birey davranışının bir amaca hizmet etmesi durumu göze çarpmaktadır. Motivasyon, işgörenlerin işin kendisiyle, diğer çalışanlarla ve örgütle olan etkileşiminin sonucu olarak görülmektedir

Araştırmalar, güdülenme ve okuldaki başarı arasında kuvvetli bir pozitif ilişki olduğunu göstermektedir. Güdülenmedeki artış, öğretmen ve öğrencilerin okuldan daha çok haz duymalarına imkân sağlar. Okul eğitimindeki yaşanan çeşitli sorunları ortadan kaldırmak ve sürekli olarak okul eğitimini geliştirmek için etkili, yaratıcı, vizyoner, isteklendirici, bilgili, ilkel liderlerin rehberlik ettiği yöneticilerin varlığı hayati derecede önemlidir. Bireyin aldığı iş doyumunu motivasyonunu artıracak ve çalışma isteği artacaktır. Ters durumda motivasyonu düşecek ve çalışma isteği azalacaktır. İnsanları motive eden gereksinimlerin neler olduğu ne kadar iyi

anlaşırsa, insanlar o derece etkin şekilde motive edilebilirler. Eğitim örgütlerinde nitelik makineyle değil insanla gerçekleştirilmektedir. Bu niteliğin artırılmasında insanların duygusu, coşkusu, heyecanı büyük önem taşımaktadır. Yorgun, kırgın, küskün insanlar verimli olamazlar.

Okul yöneticisi sadece, okuldan en üst derecede sorumlu okul müdüründen ibaret değildir. Yasal olarak görevlendirilen ve okul müdürünün görevini yapmasına yardımcı müdür yardımcıları da okul yöneticisidir. Okul yöneticileri okulda çalışan personelin performansına doğrudan etki yaparlar. Okul yöneticilerinin içsel ve dışsal kaynaklı motivasyonları hakkındaki görüşlerinin bilinmesi eğitim kurumlarının başarısını artıracaktır.

Araştırmanın Amacı: Bu araştırmanın problemi; ilköğretim ve ortaöğretim yöneticilerinin içsel ve dışsal kaynaklı motivasyonları hakkındaki görüşlerini ortaya koymaktır. Ele alınan alt problemler ise şunlardır: (1) İlköğretim ve ortaöğretim yöneticilerinin içsel kaynaklı motivasyonlarına ilişkin görüşleri nelerdir? (2) İlköğretim ve ortaöğretim yöneticilerinin içsel kaynaklı motivasyonlarına ilişkin görüşleri; cinsiyete, göreve, görev yapılan kurumun kademesine ve eğitim düzeyine göre farklılık göstermekte midir? (3) İlköğretim ve ortaöğretim yöneticilerinin dışsal kaynaklı motivasyonlarına ilişkin görüşleri nelerdir? (4) İlköğretim ve ortaöğretim yöneticilerinin dışsal kaynaklı motivasyonlarına ilişkin görüşleri; cinsiyete, göreve, görev yapılan kurumun kademesine ve eğitim düzeyine göre farklılık göstermekte midir?

Araştırmanın Yöntemi: Araştırma Deseni. Araştırma "betimsel" bir araştırmadır. Araştırmada tekil tarama modeliyle anlık durum saptamasına gidildiği için "Anlık Tarama Modeli" kullanılmıştır. Araştırmanın evreni Denizli ili Buldan ilçesindeki okulöncesi, ilköğretim, ortaokul ve lise yöneticileridir. Örnekleme ise Buldan ilçe merkezi, kasaba ve köylerindeki ilköğretim, ortaokul ve liselerde görev yapan müdür yetkili, müdür ve müdür yardımcılardan random yoluyla seçilen 55 okul yöneticisinden oluşmaktadır. Veri toplama aracı olarak araştırmacılar tarafından geliştirilen "Okul yöneticilerinin içsel ve dışsal kaynaklı motivasyonları hakkındaki görüşleri" adlı ölçek kullanılmıştır. Ölçeğin kapsam geçerliği için uzman görüşlerine başvurulmuştur. Ölçekte içsel motivasyona yönelik 10, dışsal motivasyona yönelik 20 soruya yer verilmiştir. Seçeneklerde "Kesinlikle Katılıyorum", "Katılıyorum", "Kararsızım", "Katılmıyorum", "Kesinlikle Katılmıyorum" şeklinde beşli Likert tipi derecelendirme ölçeği kullanılmıştır. Ölçeğin pilot uygulamasında içsel motivasyonun Cronbach Alpha değeri 0.70, dışsal motivasyonun Cronbach Alpha değeri 0.80, ölçeğin tamamının Cronbach Alpha değeri 0.77 olarak bulunmuştur. Ölçeğin gerçek uygulamasında içsel motivasyonun Cronbach Alpha değeri 0.80, dışsal motivasyonun Cronbach Alpha değeri 0.88, ölçeğin tamamının Cronbach Alpha değeri 0.87 olarak bulunmuştur. Dağılımın normal olup olmadığını belirlemek için Kolmogorov-Smirnov testi uygulanmıştır. Elde edilen sonuçlara göre verilerin normal dağılım gösterdiği belirlenmiştir [(K-s)-z =0,633 p=0.818]. Verilerin çözümlenmesinde parametrik testlerden t testi ve Anova kullanılmıştır.

Araştırmanın Bulguları: Araştırmaya katılan ilköğretim ve ortaöğretim yöneticileri "içsel kaynaklı motivasyonları" na ilişkin 3,74 ortalama ile "katılıyorum" şeklinde görüş belirtmişlerdir. İlköğretim ve ortaöğretim yöneticileri "Vatan sevgisi yöneticilik tercihimde etkilidir." maddesine 4,22 ortalama ile en yüksek düzeyde katılım

gösterirken, “*Toplumsal takdiri kazanmak için yönetici oldum.*” maddesine 2,91 ortalama ile en düşük düzeyde katılım göstermişlerdir. İlköğretim ve ortaöğretim okul yöneticilerinin içsel kaynaklı motivasyona ilişkin görüşlerinin cinsiyete, öğrenim durumuna, göreve ve çalıştığı okulun kademesine göre farklılık gösterip göstermediği incelenmiş olup cinsiyete, öğrenim durumuna, göreve ve çalıştığı okulun kademesine göre anlamlı bir fark bulunamamıştır.

Araştırmaya katılan ilköğretim ve ortaöğretim yöneticileri “*dışsal kaynaklı motivasyonları*”na ilişkin 4,18 ortalama ile “*katılıyorum*” şeklinde görüş belirtmişlerdir. ilköğretim ve ortaöğretim yöneticileri “*Çalışma ortamının iyi olması beni etkiler.*” maddesini 4,58 ortalama ile en yüksek düzeyde katılım gösterirken, “*Maddi imkansızlıklar beni motive eder.*” maddesine 3,15 ortalama ile en düşük düzeyde katılım göstermişlerdir. İlköğretim ve ortaöğretim okul yöneticilerinin dışsal kaynaklı motivasyona ilişkin görüşlerinin cinsiyete, öğrenim durumuna, göreve ve çalıştığı okulun kademesine göre farklılık gösterip göstermediği incelenmiş olup cinsiyete, öğrenim durumuna, göreve ve çalıştığı okulun kademesine göre anlamlı bir fark bulunamamıştır.

Araştırmanın Sonuçları ve Önerileri. Araştırmaya katılan ilköğretim ve ortaöğretim yöneticileri “*içsel kaynaklı motivasyonları*” na ilişkin 3,74 ortalama ile “*katılıyorum*” şeklinde görüş belirtmişlerdir. Araştırmaya katılan ilköğretim ve ortaöğretim yöneticileri “*dışsal kaynaklı motivasyonları*” na ilişkin 4,18 ortalama ile “*katılıyorum*” şeklinde görüş belirtmişlerdir. Araştırmanın bulgularına göre şunlar önerilebilir: (1) Okul yöneticilerini “*Zor görevleri başarmak duygusu*” motive etmektedir. Okul yöneticilerine daha üst düzey hedefler oluşturmasına olanak verilmelidir. (2) Okul yöneticilerin “*okuldaki ekip ruhu*” motive etmektedir. Okul müdürünün kendi ekibini kurması bu sonuca göre önemlidir. (3) Öğretmenlerin istekli olması heyecanımı arttırır diyen okul yöneticilerinin yapılan çalışmalarda öğretmenlerin istekli davranmasına, öneriler getirmesine olanak sağlaması çalışma azimlerini arttıracaktır. (4) Öğretmenlerin desteği heyecanımı arttırır diyen okul yöneticilerinin karar süreci başta olmak üzere tüm çalışmalarda öğretmenlerin desteğini alması başarısını arttıracaktır. (5) Yeni fikirler yönetim isteğimi arttırır diyen okul yöneticileri, öğrenci ve öğretmenlerin proje ve yeni fikirler ortaya koymaları için fırsat ve ortam vererek desteklemelidir.

Anahtar Sözcükler: Okul yöneticisi, motivasyon, içsel motivasyon, dışsal motivasyon, görüş.