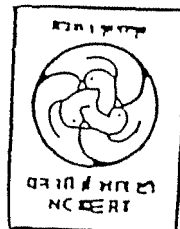


**TRAINING PACKAGE**  
**ON**  
**MOTIVATION OF PRIMARY TEACHERS**

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## CONTENTS

PAGE NO.

PREFACE	
1. BECOMING A HAPPY AND SUCCESSFUL TEACHER	1
2. CREATING AND ENHANCING PROFESSIONAL INTEREST	10
3. ENHANCING ACHIEVEMENT MOTIVATION AMONG TEACHERS	20
4. MORALE AND ORGANISATIONAL CLIMATE	28
5. WORK ORIENTATION	35
6. STRESS AND GLOW-ONNESS	44
7. PROFESSIONAL COMPETENCY	60
8. ROLE PLAY AND ROLE PERCEPTION	65
9. COMMUNICATION SKILLS	72
10. FEEDBACK MECHANISM	79
11. GROUP DYNAMICS	88
12. MENTAL HEALTH OF TEACHER	96
13. SELF-ESTEEM AND SELF-ACTUALISATION	104
14. SOCIETY AND SCHOOL	108
15. TECHNIQUES OF MOTIVATING TEACHERS	113
16. LEADERSHIP	119
17. STRATEGIES OF MOTIVATION	132
18. MOTIVATIONAL SUPERVISION	138

## P R E F A C E

Modern teacher is expected to shoulder multi-dimensional responsibilities to initiate desired learning outcomes. In these days of rapid scientific and technological development, teaching-learning transaction has become more sensitive and sophisticated. Consequently teacher is facing many problems to undertake the complex classroom activity effectively and successfully. Normally a young and new teacher starts his professional career with interest, enthusiasm and dedication, but gradually due to organisational and extra-organisational impediments his zeal towards his profession is being mitigated. At this juncture, teacher ought to be motivated to strengthen and retain his zeal and enthusiasm towards teaching profession, lest he would be a square plug in a round hole. There are many motivational studies in relation to students and their performance. Unfortunately very few efforts are made to motivate teachers. There are many strategies of motivating children in a classroom, but when we think of strategies of motivating teachers in their work situation, the condition is alarmingly disappointing. Without proper teacher motivation, the ulterior objective of education, bringing out desired changes among children, cannot be accomplished.

The purpose of this training package is to give new insights and inputs to teachers and educational

administrators on motivation. In our day-to-day life experiences, we should be motivated ourselves and should also motivate others to achieve success.

In this training package motivational concepts are presented in simple and easy style in order to facilitate you to achieve whatever that you want to achieve. Remember that YOU CAN, IF YOU THINK YOU CAN. Motivation and power are so closely linked together. There is power in a motivated person. We may refer to a story of a mother who lifted a car to save her child under it. She did not have the physique, the strength or the muscle power. But she did have the POWER OF MOTIVATION.

This training package consists of eighteen modules on different aspects and strategies of motivating teachers to work meaningfully and effectively. All modules are prepared for the teachers and educational administrators, wherein, some modules are specially intended for educational administrators and school supervisors.

The first module entitled, "Becoming a Happy and Successful Teacher", deals with some axioms or principles to make teachers and academic supervisors happy and successful in their educational endeavours to derive professional pleasure.

The second module, "Creating and Enhancing Professional Interest", is intended to create and enhance

professional interest among teachers, as it is an essential and most important factor of motivating a teacher. In this module different motivational models and techniques of creating, retaining and enhancing professional interest are discussed with suitable illustrations.

Success of any person, whether a teacher or academic supervisor, depends much on his achievement motivation. Hence the third module entitled, "Enhancing Achievement Motivation Among Teachers", deals with pattern of achievement oriented and avoidance oriented teachers. Some techniques of achieving success and characteristics of persons with high achievement motivation are also presented carefully in this module in order to enhance achievement motivation among teachers.

Fourth module of this training package is on "Morale and Organisational Climate". This module deals with the concepts of morale and organisational climate. Number of tips of achieving morale, through school activities, are provided in this module.

Salient features of developing work orientation are illustrated in fifth module on "Work Orientation". Different types of work orientation from task orientation to self-actualised orientation are explained in this module.

The sixth module is on, "Stress and Glow-onness". This module facilitates teachers and academic supervisors

to acquire new insights into these emerging concepts of psychology. In order to motivate teachers, the inter-relationship between Glow-on, Rust-out and Burn-out are presented in this module with suitable illustrations.

A teacher will be motivated, provided he possess professional competency to yield desirable results in his classroom transaction. The seventh module on "Professional Competency", deals with activities to promote professional competency of teacher in order to motivate him to work effectively.

The module on "Role Play and Role Perception", indicates different roles a teacher is expected to play. Several activities are provided for effective role play and role perception.

Communication, without any hesitation, can be considered as an important motivating factor. In order to improve teacher motivation, it is necessary to improve their communication skills. The ninth module deals with different techniques of promoting communication skills among teachers.

Generally teachers get motivation when they are informed how effective they performed. Tenth module deals with feedback mechanism. In a classroom or school situation teacher's competency and students performance are the main feedback mechanisms to motivate a teacher. Some aspects of

feedback through teacher competency and student performance are explained this module.

Teacher has to interact with class as a group. The knowledge about group dynamics and skills of identifying student to student interactions makes a teacher effective. Eleventh module on "Group Dynamics" facilitates teachers to understand the formation and process of classroom groups, technique of preparing sociogram and different group structures.

A teacher can be motivated provided he is mentally healthy. The module on, "Mental Health of Teacher", intended to facilitate a teacher to understand characteristics of mentally healthy person, causes of mal-adjustment among teachers and programmes to improve teachers' mental health.

The highest motivational profile of any person is self-actualisation. Thirteenth module entitled "Self-esteem and Self-actualisation", deals with characteristics of self-actualised persons. Several activities are suggested to improve self-esteem and self-actualisation needs of teachers.

Fourteenth module of this training package is on "Society and School". The level of motivation of a teacher depends on the society and school in which a teacher is placed. This module provides a teacher with necessary knowledge and skills tapping societal and school motivational sources.



Success in his educational endeavours is possible only when a teacher is self-motivated. The module on "Techniques of Motivating a Teacher", suggests some activities where in a teacher is able to identify sources of motivation and understand the techniques through which he can be motivated himself.

The sixteenth module is on "Leadership". This module is specifically addressed to educational administrators and academic supervisors. Components of leadership situation, different leadership styles, principles of leadership, are discussed with suitable illustrations in this module.

The module entitled "Strategies of Motivation", comprehensively deals number of motivational strategies for maintaining and enhancing motivational levels of teachers. This module helps educational administrators and academic supervisors to get new insights into the various motivational strategies.

It is true that motivational supervision helps to enhance motivational levels of teachers. The eighteenth module is on "Motivational Supervision". Principles of motivation, strategies of motivational criticism and techniques of motivational supervision are discussed in this module.

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## MODULE 1

### BECOMING A HAPPY AND SUCCESSFUL TEACHER

The progress of a nation largely depends on education, a process which involves teacher and taught. Teacher's commitment, concern and devotion really count a lot for making him efficient and help in enhancing effective educative process. Quality, commitment, competence and character of teachers are undoubtedly the most significant factors which make him a reputed person in the society.

A teacher should feel his profession a Joyous Journey but not as a boring burden. The teacher should be happy and successful besides being effective. All the effective teachers may not be happy. But the contrary proves to be true. All happy teachers are effective. To arrive at the solutions of the queries - "How best a teacher can be happy and successful in his profession" and "How to make people in reaching profession happy and successful" is the main intention of this module.

#### Activity 1

Mention the qualities of a teacher which make him a reputed person.

The success story of any happy teacher will evidently reveal the sound philosophy of life of teachers.

Some teachers are undevoted, some teachers are ill-equipped, some teachers are more resourceful, some teachers are committed and yet some teachers feel delighted to be in the profession. The inclination to type of philosophical attitude to the profession will make either awful, bad, good, resourceful, exemplary or inspiring teachers. The sound philosophy of life of teachers will definitely have 'a say' in the effectiveness and success of the teachers.

#### Illustration

The ancient teachers (Indian or abroad) (in the Gurukulas) virtually made the students great scholars.

Ex: Vasistha to Sri Rama

Sandeevani to Sri Krishna

Davies to Faraday

Consequent to the above conceptual frame, the following queries are relevant and need to be answered. **Which** type of philosophy of life makes teacher more effective? How far creating professional pleasure among teachers facilitate in rearing motivation? Whether teachers' professional pleasure and positive attitude towards teaching improve motivation? or not? If so, to what extent? The module aims at enabling a person to arrive and the solutions to the above queries.

### Objectives

1. To make teachers understand the concept of professional pleasure.

2. To acquaint teachers with several axioms for becoming happy and successful teachers.

### Professional pleasure

Professional pleasure is the most powerful motivational force in man to make him truly human through his creations, achievements, experience, and endeavours in his profession. The failure to find professional pleasure leads to void and despair. Professional pleasure is the significant intrinsic motivational force or concern with which one is emotionally involved and becomes committed.

### Activity 2

Define professional pleasure.

### Axioms of becoming happy teacher

To enhance effectiveness among teachers, to enable the teachers to be really happy, successful. To inculcate professional pleasure and motivation among teachers, these following axioms or principles are of immense use.

#### 1. Success formula of happiness

$$\text{Happiness (H)} = \frac{\text{Achievements}}{\text{Desires}} = \frac{A}{D}$$

Happiness in teaching profession, or a matter of fact in any profession and happiness to any person will be there only when achievements are more (or even same) than desires.

$$\text{Happiness} = \begin{array}{l} \text{Achievements} > \text{Desires} \\ \text{or} \\ \text{Achievements} = \text{Desires} \end{array}$$

Failure of seeking happiness = Achievements < Desires

Being happy in teaching profession does not mean to be being undue friendly and familiar with the students or by adopting cheap techniques to gain effective or by adopting rigid disciplinary principles to command and seek respect.

2. One who knows the qualities of the teaching as a profession will be an effective, successful and happy teacher

A. **Multiplier effect:** The teacher multiplies in the minds of students. Though he retires, he lives in the minds of the people. Teachers' image is automatically multiplied in the minds of the pupils.

B. **Feedback effect:** A tendency in a person <sup>to know</sup> how well I am doing and what I am doing. In teaching profession, chance for this feedback about the quality of work is more.

C. **Cathartic effect:** When the teacher enters the class with grief and anger, with their innocent smiling faces,

students make the teacher flow out, flush out his frustrations. Agonies will be vanished. Joys will be multiplied and sorrows will be diminished.

- d. **Life giving effect:** As you are working with living souls, life energy will be reflected and recharged. Teaching is reaching out to enrich. Teacher is a life giver but not a life taker. Teaching is a life enriching profession. Teacher should be forever at this giving end only. Teacher should be like full overhead tank.

**3. One who accepts his profession will be a happy teacher**

Acceptance is the pre-requisite criterion for a happy teacher. He has to accept his strong points as well as his weaknesses. The teacher should feel proud to be in this profession. Similarly weakness in teaching mathematics, failure of teaching in english medium - all such are to be accepted. Wholehearted acceptance to the profession will make a person an exemplary teacher.

**4. One who knows the roots and great lineage will be a happy teacher**

Though man has evolved from primitive animals, he differed with all other animals. Man has developed the four characteristics - introspection, retrospection, anticipation

and communication. By possessing the qualities - to look within (introspection), to <sup>think about</sup> ~~towards~~ the layers of reality (retrospection), to imagine (anticipation) and to memorise and to possess the power of communication (communication) made him highly elevated than all other living creatures. A teacher should really make perfect use of these four qualities in his profession to achieve success. A teacher should possess "need for belongingness" by thinking about the great lineage of scholars like Socrates, Adi Shankara, Ramakrishna and Radhakrishnan.

**5. One who nourishes the 'otherness' will be a happy teacher**

To be an effective, successful, happy teacher, occasionally try to cast aside that teacheriness. Don't be teacherish throughout. By developing interest in many small things, a teacher may become a more nourishing person (Bertrand Russel, Conquest of Happiness), Kabir, though a shoe cobbler, Sant Raidas, though a butcher earned fame in writing literary compositions. Similarly teacher should evince interest in co-curricular and extra-curricular activities. One who nourishes the other talents and nurture them will be a happy teacher.

**6. One who enlivens or regenerates classroom climate will be a happy teacher**

By enhancing classroom climate, by channelising the energy of children, by nurturing the creativity of students,

the teacher can make the classroom lively. If the classroom prevails with absolute silence as that in grave yard, it will not be an ideal good classroom. Teaching is a difficult job - because when something wants to happen and if you do not allow it to happen, it is really difficult. The energy of children wants to flow like fountains and we teachers mercilessly allow it to flow through preconceived channels drop by drop. As teachers we are running bulldozers on the creativity of children. Unlike that if ideal classroom climate was established and if the rapport between teacher and taught was effectively built, the teacher will be a successful and happy teacher. (Herbert Thellan adopted CCDQ for studying classroom climate).

**7. One who has optimistic perception positive outlook in life will be a happy teacher**

Try to cultivate optimistic outlook and positive thinking towards the educative process.

"A positive thought a day keeps the gloomy shadows away". As stated by Thomas Harris in his OK ideology - "I am ok, you are ok". Allowing will enhance positive outlook, negative thoughts to degrade your profession and bring down your profession will make you feel disgusted in your profession and keep you away from professional pleasure.



8. One who accepts 'origin-ideology' and discard 'power-ideology' will be a happy teacher

How a teacher should be ? is a puzzling question. Teacher at his best should be active not reactive must strive rather than submit, must author his own behaviours rather than have it dictated by authority. The work style of teachers reveals the existence of two types of teachers - Those who take risk in originating new ideas being self relied and termed as 'origins'. Those who blindly depend on some work of rigid rules in the hands of others are termed as pawn. The <sup>origin</sup> pawn feels potent. The pawn feels powerless. The teacher who accepts origin ideology will be a happy and effective teacher.

Activity 3

Mention the four effects which are considered to be the qualities of teaching as a profession.

Activity 4

Mention the significant qualities which distinguish a man and an animal. Can you suggest any other.

Activity 5

Mention the qualities of teacher which can enliven classroom climate.

### Activity 6

List out the differences between origin and pawn ideologies.

#### Exercise

1. Enumerate the important axioms which make teachers effective and happy.

2. Make a sincere effort of putting a tick mark of the qualities you possess among the ~~ten~~<sup>eight</sup> axioms.

#### Evaluation

1. How "ill-equipped and well-equipped teachers differ in perceiving their profession.

2. Arrange the axioms in preferential order of significance as you feel.

## MODULE 2

### CREATING AND ENHANCING PROFESSIONAL INTEREST

Education is the apprenticeship of Human Life. Teacher is the king pin in the educative process. Especially the role of Primary School Teacher is pivotal as he has to lay out strong foundation for the edifice of effective education. Though thus occupied the highest pedestal as torch-bearers and lamp lighters, recently teachers were put to bitter ridicule and criticism as society perceived them as mercenary, irresponsible, uncommitted and undevoted. It is really a matter of greater concern. Whether they lack motivation and commitment, whether they fail to possess professional interest to readily accept new strategies and techniques in their work style to enhance motivation are related issues. The major challenge of modern education is professional development of teacher, as he plays, a predominant role in nurturing the minds of the students and in moulding personalities of younger generations. Despite of various reforms in Indian Education, most of the modern teachers are not genuinely and adequately equipped with necessary knowledge, skills and personality profile to bring out desirable changes in the learner's behaviour. Though many novel and new transactional strategies have emerged out of numerous research studies, most of the modern teachers, instead of accepting the innovative classroom practices, are simply resorting to traditional educative process.

Excellence in work is possible only when the person in a profession possesses "Professional interest". Mere possession of professional interest is not the only criterion. Enriched professional interest will definitely result at professional pleasure. Retaining professional interest is equally or to a great extent more required than possession of Professional Interest.

Every person have a subconscious power in brain to excel in doing anything in a tremendous manner which he has to do. We call it as "concern for excellence". It is the concern of a person in doing a work in the best possible manner which was assigned.

### **Objectives**

1. To facilitate teachers understand the concept of professional interest.
2. To acquaint teachers with motivational models in order to create and enhance their professional interested.
3. To acquaint teachers with various techniques of enhancing professional interest.

### **1. Professional interest**

Professional interest is the pre-requisite criterion to be present in a person who opts a profession. It is the most powerful guiding force in man to make him truly creative in his attempts and endeavours. The failure to possess professional interest in turn leads to void and

despair. Professional interest is the significant in-built motivational force with which one is emotionally involved and becomes committed.

"Retaining Professional Interest" is nurturing the excellence among the professionals with an intention to excel in doing a thing the work which was assigned. It is the guiding motivational force which is a hopeful drive and it is the 'in-built' innate power which enables a person to crave for excellence in work.

#### **Motivational models**

There are four types of motivational models. They are -

1. Affiliation Motivation
2. Power Motivation
3. Altruistic Motivation and
4. Achievement Motivation

#### **Affiliation motivation**

When a person works with a group of his own colleagues he will have one type of motivation which fulfills the satisfaction of his need for belongingness one feels totally belong to that group.

#### **Power Motivation**

Normally political people, officers will have craving for power and the motivation with which they

perform their work is power motivation. Power motivation means an urge to influence others in decision making.

### **Altruistic Motivation**

Some sages and saints work with sincerity and devotion. But it is not with any selfish motto. They have the motivation for the public good for the cause of world.

### **Achievement Motivation**

Achievement motivation is the fourth type of motivation which remains unperturbed which is on elevated plan. Achievement motivation is most powerful. Teachers or people who work with achievement motivation will work unselfishly by leaving about the result without any selfish motto. For them process is important but not the product. Persons who excel in work normally has to opto "achievement motivation" alone. To which motivational model you belong ?

### **Activity 1**

List out various types of motivation.  
Which type of motivation is prevalent  
in teacher organisations ?

### **Techniques of enhancing professional interest**

Some of the important techniques of enhancing professional interest among teachers are dealt here-under.

**1. What are the various aspects which enhance Achievement Motivation ?**

People who excel in profession by enhancing achievement motivation strictly follow these four fundamental principles.

**a. Idea of unique accomplishment**

Some persons work with all their efforts and they possess the idea of unique accomplishment.

Ex: 1. Dada Saheb Phalke, in those days exhibited unique accomplishment to take movies, which is a very strange, novel phenomenon.

2. Opra Vinfrey, in exclusively peculiar way took social problems of women and she started producing TV episodes. Now she became a celebrity in the field.

**b. Long-term involvement**

Success will not accompany all of a sudden. Long waiting period and a craving for success will make people to unable them in creating and enhancing professional interest.

Ex: After 24 long years of hard work Sigmund Freud though was opposed at the outset later became the best psychologist of this century.

**c. Competition with others**

In the field if the works with much competitive outlook and fighting spirit, indefinitely excels in his

profession. Healthy rivalry and competition with others in the field enable one to possess and enhance in his profession.

Ex: Joe Gerrava is the person who sold out more number of motor cars.

A teacher should possess this trait to enhance in his profession.

#### **d. Competition with self**

One should develop healthy rivalry to excel in the field not only with others. He should compete with himself to give his skill better performance.

Even without having complacency with his work and success, if one works much competitive spirit and with an effort to put forth his best performance will performance will make a person to establish his professional interest.

Ex: Sergic Bubka - Pole vault.

Every teacher should feel it true and he has to compete with others and even with himself.

Other details of achievement motivation are dealt in the module entitled "Enhancing achievement motivation among teachers".

## **2. How do you interpret your failures ?**

Failures should be faced boldly. Do not runaway from failure. Try to interpret failure in a positive way. Success



will be nearby to achieve after repeated failures. How would you enjoy success unless you taste the failure ? Failures are the stepping stones to success.

Ex: Walt Disney

Suffering and failure should be taken in another way and try to repose confidence to achieve success.

Ex: Shivley McClean

### Activity 2

Among the four aspects to enhance achievement motivation, which was considered as the most insignificant ?

### Activity 3

Remind any instance in your life which, though a failure helps in improving success.

### 3. How to be self motivated effectively ?

All successful people must be self motivated. Do not be "Product Oriented". Allot some time to the process. Time has to be devoted for the process before thinking about the product. Ex. Sigmand Freud. Success is not instant. It wants waiting period, persistence, persuasion, courage and motivation.

Ex: "McClelland" - Kakinanada Fisherman, Cold Storage.

4. How best do you manage your resources ?

Resource management is indeed a crucial factor in developing the profession. Money, energy and time are the resources. Spend atleast 10% of your money to develop the skills in your profession. Do not spend all the energy on one job. Assign small task to others which can easily be done by others. Spare some time to practice. Invest some time usually in reading or listening the relevant things. Constant practice will make a teacher more effective, creative.

5. How can you develop the imagery ?

Imagination and imagery are different.

**Illustration:** Nanji Kalidas Mehata - "Dream in complete"  
Eric Van Dryre - "you will see it if you believe it". Draw your own picture of yourself after five years. What will you will be after five years ? The imagery should be there in your belief system. Picturise - Draw it, colour it deeper and darker. Ex. Office Typist - "Chocolate Coloured Cheverlot Car". Prayerise, picturise and actualise - Norman Vincent Peale.

Continuously work after the imagery till it get realised.

Ex: Dr. Janardhan Bhai Nagar - Vanasthali Vidya Peeth.

Don't be self complacent.

6. How do you utilise your innovativeness, your new ideas and creative thinking

Ex: Ian Cocoa-Chrysler Company creative thinking of teacher facilitates effective instruction, innovative ideas were to be nurtured by the teacher and teacher has to improve innovative ideas of pupils.

The energy of pupils in the class should be channelised properly without crushing it under bulldozers.

#### Activity 4

1. Mention the three aspects which require Resource Management.
2. Can you suggest a novel creative way to teach any one of your school subjects.

7. Which type of imagery will normally be formed in you ?

Imageries are of three types:

- They are:
1. Unrelated imagery
  2. Task related imagery
  3. Achievement related imagery

Ex: Doctor-Patient-Thematic Apperception Test (TAT)

To sustain professional interest, evidently achievement motivation and achievement related imagery are quite hopeful.

### Activity 5

1. Write in five lines about what would you be in 2005.
2. Mention the types imageries ? Who did emulate you in your profession ?

### Evaluation

1. Creating and enhancing professional interest will have 'a say' on professional pleasure. Give some personal feelings about this statement.
2. Enlist the main tenets of enhancing professional interest.

### MODULE 3

#### ENHANCING ACHIEVEMENT MOTIVATION AMONG TEACHERS

In success of any educative process depends on the teacher. Many innovative classroom and school practices have been found to be useful to accomplish educational objectives. All the modern innovative strategies of teaching yield positive results, only when teacher has a motive to achieve. This motivation to achieve is called as achievement motivation. It may be also referred to as need for achievement, or need achievement or n Ach. Teachers do differ from one another in their strength of achievement motive. This difference in the strength of motivation to achieve among teachers is the basis for understanding the effectiveness of different schools. A school will be effective in its performance only when teachers working in that school possess high level of achievement motivation.

#### **Objectives**

This module is intended to facilitate teachers to understand -

1. achievement oriented and avoidance oriented teachers.
2. techniques of achieving success.
3. characteristics of persons with high achievement motivation.

### Achievement-oriented and avoidance-oriented teachers

Teachers with need for achievement possess following traits -

1. desire for success,
2. want standard of excellence,
3. want to win,
4. want to achieve self-imposed standard,
5. want to do well in competition,
6. expect good performance.

Achievement motivation develops in those teachers whose achievement outcomes have moderate discrepancy from what has previously been expected by them. This indicates that the achievement outcome of those teachers has positive effect. On the other hand in those teachers whose achievement motivation is relatively less, achievement outcome have great discrepancy from what has been previously expected and thus affect negatively. This phenomena is pictorially represented in fig. 1.

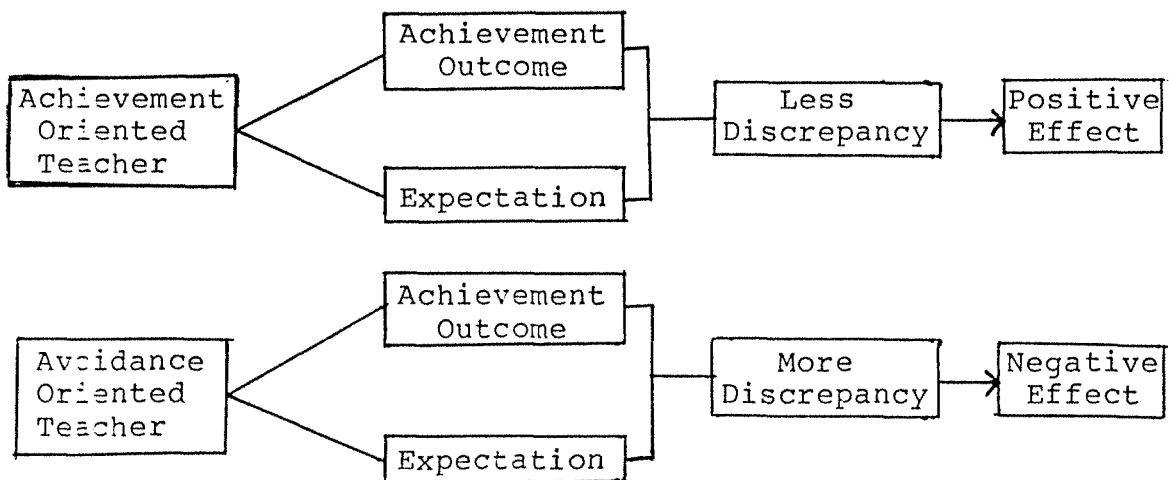


Fig. 1

This paradigm helps us to know the teachers who will develop achievement motivation and who will not. This also facilitate in identifying the teachers who will act in an achievement-oriented way in a given situation.

To be achievement-oriented a teacher, the gap between expected and achieved should be less. Following activities are suggested to reduce the discrepancy between expected and achieved, in order to become achievement-oriented.

#### Activity-1

Write your goal and then your strengths and weaknesses.

Your Goal:

Strengths	Weaknesses
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

#### Activity-2

1. Analyse how far your strong points facilitate you to accomplish the desired goal and how far your weaknesses thwart your goal.
2. Identify your strengths to achieve the goal and further strengthen them.
3. Identify your weaknesses that come in the way of your goal and try to defuse them.
4. Your goal should be compatible with your strengths. Set a goal on the basis of your strengths and weaknesses.

Then your performance take you to goal and reduce gap between expected and achieved to make you a achievement-oriented.

## **Techniques of achieving success**

In order to achieve success, it is necessary to build confidence and self-belief which are basis for an Ach. Achievement motivation is desire for success, for accepting challenging tasks and holding high ambition. Some of the important techniques of achieving success are dealt here.

### **1. Avoid excuses**

It is common observation that many of us make unjustifiable and untrue excuses to avoid certain tasks. Some of such excuses are:

- 'I can't'
- 'I am unable to do because ...'
- 'I have not had the right education'
- 'I am too old'
- 'I am too young'
- 'My health does not permit me to ...'
- 'I am not lucky'
- 'I am not the right person to do'
- 'My family background does not allow ...'
- 'I am not competent'

Normally we give such excuses for almost anything. But if you want to achieve success never make such excuses. Success is possible only when you build confidence. These excuses are the indications of lack of confidence. These



excuses take you far away from your goal. So try to avoid from your thought and speech such words like - 'I cannot' and 'I am not' and replace them with 'I can' and 'I am'. To get success, replace all negative feelings from your mind with positive feelings.

## **2. Develop Self-Image**

Improve your self-image to achieve success.

The mind, with its limitless capacities, can help you immeasurably to achieve your life ambition if you give it a chance. Clearly visualise whatever that you want to achieve. The more you think about it the greater the certainty of achieving it.

Always think of your goal, as there is a saying, "what we think about, we become". If you continually allow your thoughts on illness, you almost certainly will experience the ailments that you think about. So in building confidence to achieve success, it is essential to think positively.

## **3. Do not fear failure**

Fear of failure reduces your confidence and your chances of achieving success. When undertaking a challenging task, ask yourself what is the worst that can happen. And then plan for contingent ways of handling such situation. After having planned a contingency, remove that thought

completely and concentrate on the plan for success. But whatever you do, don't fear failure.

#### **4. Practice**

Practice is most important for achieving success. Practice makes you perfect. Once a journalist approached Lata Mangheshkar to fix appointment with her. He asked for appointment between 4 O'clock in the morning to 10 O'clock, but she said that she would be praying at that time. Journalist thought that she is an orthodox lady praying six hours in the morning. But she negated it and told him that she would be practicing at that time and affirmed that "practice is her prayer".

#### **5. Maintain record of past successes**

Everybody has successes in their lives. Think back to your earliest memory of success. It may be at your school days, winning a essay writing competition. From that earliest success, recall every success experience you had in your life. Record all those successes in a note book. When you are encountered with a possible loss of confidence you can turn to that book and refresh your valuable success experiences. This would help you to achieve success in the present situation also.

#### **Characteristics of high n-ach persons**

Some important characteristics of persons with high achievement motivation are discussed here to help teachers

intrinsic these characteristics for developing and enhancing their achievement motivation.

1. Persons with a high achievement motivation incline to prefer the following -

- i. Situations of moderate risk
- ii. Situations in which feedback is provided
- iii. Situations in which individual responsibility is provided.

The individuals with high achievement motivation will work hard on those situations in comparison to individuals with low achievement motivation.

2. They are inclined to approach task situation because they like to achieve.

3. They act in a certain characteristic way.

4. They are interested in excellence for its own sake rather than for the rewards it brings.

5. They prefer situations in which they can take personal responsibility for the outcomes of their efforts.

6. They like to control their own destinies rather than leave things to fate, chance or luck.

7. They like to make independent judgements based on their own evaluation and experience rather than rely on the opinions of other people.

8. They set their goals carefully after considering the probabilities of success.

9. Their goals tend to be moderate in which their efforts are neither lead to failure nor guarantee success.

10. They are concerned to medium to long range future.

11. They have longer future time perspective and show greater anticipation of the future over small rewards in the present.

12. They like to get immediate, regular, concrete feedback on how well they are doing.

#### MODULE 4

##### MORALE AND ORGANISATIONAL CLIMATE

You are working in a school. It has many employees: Headmaster, teachers, non-teaching staff and students. The influence of society also acts on the school. You are not alone in the school ! You cannot work for yourself or according to your own work style. You have to work alongwith other to achieve common goals of the school, i.e. your contribution to common effort need not be under estimated but to be definitely account for. In modern terminology we call the above concept as morale.

In an organisation like school many individuals share the responsibility of contributing their efforts to achieve a common goal and at the same time look for their own (i.e. individual) goal fulfillment.

While working in an organisation individuals have their role perceptions, role plays to achieve mutually agreed goal/goals. But their perceptions of roles, role-play and goals will be different because of their individualities, capacities, inputs and expected outputs in their final goals.

In order to express the above idea social psychologists coined the term organisational climate. They

also agreed that a better organisational climate provides a higher level of motion which helps us to achieve the goals effectively. Thus the morale of a group and the organisational climate facilitates goal achievement by the members of the group and individuals also by providing a better degree of motivation.

### **Teachers Morale and Organisational Climate**

You are working in a school. School has so many other employees - co-teachers, non-teaching staff, students. At the same time influence of society cannot be neglected. So, what I mean to say is that you are not alone in the school. You cannot work for yourself or according to your own style, but at the same time you have to contribute your share in realising the objectives of your school and society. I don't mean that you have to forgo your freedom, style of functioning, benefits, etc. I contend that you have to work in harmony with other members of the group. In modern terminology we call the above theme as morale. Definitely, morale is a fountain of motivation.

### **Objectives**

1. To understand the concept of morale.
2. To acquaint with the concept of organisational climate.
3. To know the tips of achieving morale.
4. To make himself ready for achieving morale in school activities.

### **Concept**

Morale is the psychological satisfaction that the individual teachers have when things are going well according to their ideas. It can be viewed as the capacity of a group of people to pull together persistently and consistently in a pursuit of a common purpose. It is known as 'esprit decorps'.

It is our common experience that combined effort (morale) achieves the goals without strain. There are many stories we tell to our children how the bundle of broom sticks were easily broken by brothers together, how the four bulls attacked the lion, and a rope of grass tie a mighty elephant, etc.

Observe the hamalis while lifting and transporting heavy weights achieve the goal by morale, their 'exhortion' acts as the force of their morale. Thus we find that morale is complex of combined efforts of people to achieve the desired goal.

### **How morale motivates men ?**

When the desired goal is common many efforts add together and many weaknesses of individuals nullify themselves mutually. Even when one discourages himself others compensates, one slows down the job others encourages and all will get motivation by their flocking up and modelling. All watching eyes help in realising objectives.

### **Advantages of Morale**

Everybody in the school enjoys co-operation, freedom, finally self-confidence, self-satisfaction and group satisfaction.

### **How to achieve morale and organisational climate**

1. All members of group should have clear understanding of the objectives of the team.

2. Effective communication not only promotes clear thinking about the achievement goals, strategies, role distribution, evaluation, etc., but also eases the tensions, misunderstandings among individuals.

3. Freedom should be given to individuals in assigning roles.

4. All the members should be able to perceive their roles and role expectations.

5. Pre-planning of the line of action and modus operandi are to be thoroughly discussed, finalised and made transperence.

6. Equipotential theory should applied, i.e. if one fails in his role-playing it should be compensated immediately by the others.

7. Unity of thought - word and action - should be maintained throughout the process.



8. Criticism should be objective and impersonal.

9. Feedback should be an integral part of the organisation and effective.

10. The more democratic system the better morale we derive.

11. All the members of the team should have their accurate self-esteems and ready to accept their weakness and strength.

#### **Concept of Organisational Climate**

We have seen that in an organisation, say school, different individuals play and perceive different roles to achieve a mutually agreed goal or goals. Since the perceptions of roles, role plays, goals and their realisations are subjective, they will be perceived differently. The reason for this difference in perceptions are individualities, their role capacities, their inputs, and their expected share in the final goals.

In order to express the above concept, social psychologists coined and defined the term "organisational climate". Organisational climate is an interaction that takes place between organisational members as they fulfill their prescribed roles while satisfying their individual needs. Organisational climate is the resulting condition within the school of social interactions among the teachers and between the teachers and the principal.

## **Significance**

Organisational climate plays a significant role in promoting and achieving organisational objectives including academic achievement of students. It is clear that organisational climate enhances motivation individually and collectively.

### **Organisational Climate Enhances Motivation of Teachers**

School is described as a organisation. The organisational climate in schools is composed of headmaster, teachers, non-teaching staff and students as visible parts. The state and society have their indirect influence. All working for the cause of student achievement leading to development of personality. So the organisational members, i.e. the above said personnel are assigned certain roles to play to achieve the goal. The interactions among headmaster, teachers, supervisors, state officials, parents, social organisations and non-teaching staff expecting their own individual goals play their roles.

If every individual perceive their role in a proper perceptible, play their roles to the satisfaction of themselves and the other members/groups they get their expected due shares in goals. The expectancy of due share in goals serves as the output while their quantity and quality of role played serves as the inputs. The advantage of

achievement of goals motivates the members of the organisation.

Hence the organisational climate motivates the teacher incorporating the esprit de corps.

### **Activities**

1. In organising annual function of your school mention how you plan for optimum morale ?

2. List out various roles to be played by the individual members in the above annual function ?

3. Supposing the annual examinations of your school suggest the benefits of organisational climate ?

4. In the above activity clearly estimate your contribution and your expected goal ?

## MODULE 5

### WORK ORIENTATION

Education is a natural harmonious development of child's latent powers and innate talents. How an individual learns efficiently, evidently depends upon the educative process. Teacher's role is pivotal in providing education and to the perpetuation of child's intelligence and wisdom. Teachers held in motivating children to learn effectively and ultimately attain scholastic attainment. Hence motivating children, teacher should be rightly motivated first and for that work style of teachers and work orientation among teachers are of paramount importance.

Persons who opt a profession have a crucial puzzling problem before them and it is "How to become successful in their work". How best to achieve success in work. We work not merely to earn bread infact the secret of work is "to get enriched by work". Do you get diminished by the work ? No not at all. Surely we renew by our work. Work is meant for personal progress, need fulfillment and uplift of society. To feel serene, steady peaceful and enriched is the purpose of work. It is not merely for salary and scales.

The purpose of this module is to make a probe into prevailing work-orientation among teachers and how it influences teacher motivation.

### Activity 1

Mention the secret of work ?  
For what does work is meant ?

#### Objectives

1. To make school teachers enable to understand the concept of work orientation.
2. To acquaint teachers with salient features for developing work orientation.

#### Salient features for developing work orientation

For developing work orientation and enhancing teacher motivation, these salient features are of immense use.

##### 1. Strong-determination and Institution

These two factors will definitely influence work-orientation. If an individual possesses these two qualities, he will definitely excel in all his endeavours.

#### Illustration

Walt Disney, the recipient of maximum Oscar awards had strong, firm determination to be a painter. Though his ideology was opposed by all other family members, he went to New York - rejected and tried for long time - finally succeeded in creating the fictitious cartoon caricature of Mickey Mouse and Donald Duck. Thus he became a celebrity in

that field. Similarly ambition makes a man to march ahead in all his attempts.

Ex: Gopala Krishna Gokhale - life ambition is to achieve success in mathematics

Kamal Hassan

## 2. Practice and Continuity of Effort

Our work style or work nature needs constant practice and continuity of efforts. These will definitely pave way to achieve success.

**Illustration:** Hariprasad Chaurasia - Flute

Teachers have to make the students understand the importance of continuity of effort in their studies. Advise them to read 10 months - 3 hours a day. But not for 10 hours a day in last 3 months. There is a lot of difference in the first set of 900 hours as continuity prevails. In the record manner, lack of continuity exists.

## 3. Expectation Boosting

Before performing a task, if people assess goal expectation behaviour - later they can compare the goal expected and goal achieved and finally arrive at goal difference. This realisation of goal expectation behaviour will boost their expectations and evidently later they try to excel in their work by enhancing their work orientation to reach the expected standards.

## Activity 2

Among these three,

(1)  $GE > GA$ , (2)  $GE = GA$ , (3)  $GE < GA$

which one gives a feeling of dissatisfaction

(GE - Goal expected; GA - Goal achieved)

### 4. Which type of 'work-orientation' do you possess ?

Work-orientation is of six types

- a. Task Orientation (TO)
- b. Incentive Orientation (IO)
- c. Significant Other Orientation (SOO)
- d. Achievement Orientation (AO)
- e. Motivation Orientation (MO) and
- f. Self-actualised Orientation (SO)

Persons who possess Task Orientation cannot achieve anything and as and when the task is completed, it has its sooner perish.

They work mechanically and their aim is to complete the task. People with incentive motivation, also are like bullocks near oil-grinding machine and incentives cannot go on being extended. People work for the sake of incentives.

Persons with significant other orientation work as long as that significant person remains there. There people work to please others but not for their own pleasure.

People with achievement orientation shows achievement at every step. They feel it as a spurt.

People with motivation orientation continues to work more and more. They work to satisfy themselves.

Persons with self actualisation orientation work for the joy of work. Process is more important fur them in a product. They are deeply involved in the process. They got totally engrossed in their work.

Ex: Albert Einstein.

### Activity 3

What are the various types of work orientation.  
Do you work at any time to satisfy others ?  
Do you work with self actualisation orientation at any time.

#### 5. Which type of 'worker' are you ?

There are four types of workers as it is envisaged in Gita. They are Kriyavaan, Karyavaan, Karmavaaan and Yaguavaan.

Kriyavaan people perform routine, task oriented and they perform aimless work.

Karyavaan people are aware of immediate small aim. Karmavaan people identify pioneers in their work and perform



with all their talents with a clear aim. Yaguavaan people feel their as a joyous journey. With all pioneers they perform their duty and derive utmost pleasure in the process of work.

**Illustration:** Jawaharlal Nehr's visit to Bhakranangal

Development devotion and dedication to work. When process is like a symphony, automatically positive result will accompany.

#### **6. Do not get tired of work: Develop interest in work**

People if they often feel tired and overburdened with work, the performance will get deteriorated. Develop positive attitude to your work. Don't feel excited about the quantity of work. If you plan to work with all commitment, keeping quality of work as a significant factor, you can evince interest in your work.

When you feel it as a burden, work is Worrying, Overburden, Restlessness and being Knockout. If you feel it as a responsibility with sense of sharing work results at.

Worthwhile Commitment; Outstanding performance, Resourcefulness and Knowledge about your Creative talents.

#### **Activity 4**

Which type of worker you feel to be

Have you ever felt happy by being karma-vaan

7. To which category do you belong and how to be dealt with effectively ?

Carl Rogers classified all the types of people working in any field. They can be described in a parabolic curve.

The first category are **Innovators**. They are persons with utmost change, proneness. They always think new and readily accept any changes. They themselves invent new strategies.

The second category is called **Early adopters** (EA) who may not think new but who would accept new ideas given by you. They would implement these new ideas.

The third category is called **Early majority** (EM) who are in the middle. If your innovation is successful they will join you and if it is not they will join the other side.

The fourth category is called **Late Majority** (LM) who would like to join the innovation but who would join for a while for 'face saving'.

The fifth category is called **Laggards** (L) means a person lagging behind. He will not join you when you adopt new strategy. They are rigid. They criticize at your back and create kinderances in your innovations. We have to own

'innovators' in public. We have to educate early majority. The last two categories Late Majority and Laggards were to be left out. Keep away from them. Do not get hurt by their comments.

### 8. P<sub>10</sub> Formula

For every success in any work these five slogans are highly useful.

Plan purposefully

Perceive positively

Prepare peacefully

Proceed progressively and

Pursue persistently

#### Activity 5

Do you possess flexibility and readiness in immediately switching over to new strategies ?  
If so to what category do you belong ?

#### Activity 6

What is work if you perceive it as a joyous journey with sharing responsibility instead of feeling it as a burden ?

**Exercise**

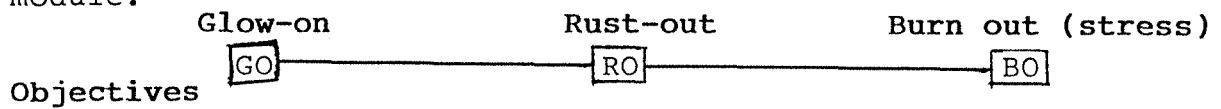
1. Mention the purpose of work.
2. Define work orientation.
3. Mention various types of orientation ?  
Differentiate between incentive orientation and achievement orientation.
4. What do you understand by the illustration of Walt Disney ?
5. Mention various types of workers ?

## MODULE 6

### STRESS AND GLOW-ONNESS

Glow-onness, meaning in life, burnout and stress have become current topics of increasing public concern. Glow-onness and stress are opposing ideologies. Some teachers are motivated, committed, who possess all the meaning in life and extreme satisfaction in profession. Some often complain of being under severe stress and heading to teacher burnout. Some members in the profession feel proud to be teacher. They feel delighted in possessing total happiness. Whereas some others hesitate and shirk to mention that they are teachers. They, by losing purity of commitment feel disgusted by possessing dissatisfaction. Those who love their work, aspire high, rise in tune with these aspirations and get elated with joy at the outstanding performance of their students renew meaning at every stage of life. They are said to be 'Glow-on' people. On the contrary, though started their career with utmost zeal and enthusiasm, due to interaction with many external intervening forces some teachers often vacuum and disgust in their profession. As they fail to retain the initial interest towards the profession, decreased effectiveness, disorganized performance, anger, outburst, gradually peep in and they are termed 'Stressful'.

Arriving at the answer to the burning problems "How best one can retain glow-onness" and "How best one can be away from stress" is the main purpose of this module. In the continuum scale, glow-on (GO) is at one extreme and burnout (BO) on the other. In between these glow-on and burn-out there is a tendency known as rust-out (RO). How can rust out people brought back to glow-onness is the intention of this module.



1. To facilitate teachers to understand concepts of glow-onness, stress and burnout.
2. To acquaint teachers with different aspects of meaning in life.
3. To make teachers understand factors of glow-onness and causes of stress.

#### Meanings of Terms

1. **Glow-onness:** Glow-onness or meaning is a requisite aspect for every human being to possess and it is the significant incentive with which one is emotionally involved and becomes committed 'glow-onness' or meaning is a sense of delight, contentment and success in the quest for ideals. It is the most powerful motivational force in man to make him efficient and really committed who treats his work as a joyous journey and a purposeful mission.

2. **Stress:** Stress is a response syndrome of negative effects as anger, extreme anxiety or depression which

threatens self-esteem or well being. It has been operationalised as a response of negative effect resulting from imbalance or discrepancy between the demands made and the abilities to cope up with them.

#### Activity 1

Enumerate the differences between glow-on teacher and stressful teacher.

### 3. Burn-out

Burnout through quite recent in origin with astonishing rapidity has become almost a 'catch-word'. It is the basic of the day. It can be described as a programme loss of ideals, energy, purpose and concerns as a result of conditions of work. It is a sense of distress, discontentment and failure in the quest for ideals. Burnout is defined as a state of fatigue or frustration brought about by devotion to a cause or a way of life which failed to produce the expected rewards.

#### Activity 2

List out salient features of a glow-on teacher.

### Aspects of meaning in life

Some of the important aspects of meaning in life are as follows.

## **1. Meaning and Void**

In the present days the burning problem for a person which pulls him down is loosing meaning in life and becoming stressful. This problem was termed by Eric Klinger as VOID. Readers Digest called it middleaged crisis. Possession of positive attitude towards profession, inclination towards effective teaching can make a person glow-on. To avoid void in life and to evaluate vacuum in life, glow-on tendency is very essential. They try to pull out their energies and concentrate on the task. They try to enrich the "aroma" within them. By being glow-on, one may show concern to his profession with much commitment. By being stressful, one may loose all his interest and concern.

## **2. Man's Search for Meaning**

Victor Frankl's "Man's search for meaning" which evokes a new school by name Logotherapy, which was considered to be THIRD VIENNESE SCHOOL is the solution for curtailing stress and promotion of 'glow-on'. Even amidst torture and dance of demons in Austwitz concentration camp, Frankl had a firm notion - "An intention to live". His thought "One who has a reason to live why for, can live any how" can be interpreted by every teacher in his profession like "One who has an option to serve by his profession, can serve effectively to any extent".



### **3. Concern to Life**

Some teachers have glow-on tendency. By being with students friendly and by channelising their energies clearly, by exhibiting warmth and love affectionately, by nurturing their talents, gently, they bring superb results. On the contrary by treating students cruelly, by neglecting their interests and opinions mercilessly, by curbing them occasionally, a burnout teacher spreads burn-out tendency. Try to reduce burn-out and stress which are tremendous diseases and people with extreme pessimism cannot even think about success and achievement.

### **4. Feel work as a responsibility, not as a burden**

Try to develop interest in work. When one feels his work as a responsibility and when one respects dignity of labour, he will be a glow-on teacher. When one feels his work as a burden and when people shirk work, they will be stressful teachers.

Ex: Zen Sage - "Rin Joy" got utmost fame - King became envious - King met Rin Joy and asked the cause for the fame and asked about his success. Cutting wood and fetching water before realisation. The same activities after realisation. Before renunciation he felt it as tedious, burdensome job and after realisation, he felt it like a symphony.

### **5. Don't get tired of work**

The stressful teachers quite often feel and they say that they are good for nothing. They are useless. They have no worth. They did not find any sense of personal accomplishment in teaching. To them teaching is a tedious job. On the other hand glow-on person feel that they are working with all interest and zeal. They feel proud to be in the profession. They certainly search personal accomplishment in teaching. To them teaching is not at all tedious and trouble some.

### **6. Love what you do - Do what you love**

Perfection in work will be arrived only when you perform the job with love, concern and total commitment. Satisfaction for a person will be derived only when he loves and admires his work. Glow-on people and stressful people categorically differ one in possessing the two ideals and in lacking them.

The teachers who excel in their profession will develop a tendency of loving what they perform. They perform things which they like most. Try to develop this type of love for work. Get positively motivated to this type of work which enables concern for excellence

on teachers feel work as a symphony and a joyous journey. Stressful teachers complain their work as a heavy load of job.

### Activity 3

What is the impact of stress in pulling down educational standards.

### Activity 4

Which axiom among all suits well to create glow-onness. Substantiate your answer with an example.

### Factors of glow-onness and causes of stress

Factors promoting glow-onness and factors causing stress and burnout are listed out in tabular form. The factors, their effects, symptoms and results for promoting glow-onness and causing stress are appended in the given tables.

CHART SHOWING MAJOR FACTORS WHICH PROMOTE GLOW-ONNESS AND MEANING

S.No.	Factor causing Meaning	Immediate effect	Long range effect	Activities to seek meaning	Symptoms	Results
01	Appreciation by students (Glow-onness)	Positive vision Hope & Love	Redintegration activity, Renewal	Public lectures giving guidance students	Participation in all acti- vities with joy	Meaning in profession through deed
02	Zest for life	Success, Achieve- ment, Motivation	Total Glow-on nature happi- ness	Ways of seeking excellance. Pursuit in life.	Delightful nature Bount- ful of joy	Total possession of meaning
03	Happy married life	Love, affection Warmth	Extreme satis- faction and peaceful life	Passing leisure time in a happy meaningful manner	Increase in Creativity, Babbles like a Brook.	Possession of meaning in life

S.No.	Factor causing Meaning	Immediate effect	Long range effect	Activities to seek Meaning	Symptoms	Results
04	Prestige in society, promotion, success in profession	Ego satisfaction, Pride, Self-esteem.	Job satisfaction, prestige, Behaviour fitting the award	Ways of seeking excellence in job. Publishing articles in Journals, creative writing	Delight happiness	<sup>Professional</sup> Profession of meaning in profession
05	Reinforcement by Intellectuals	Pride - Joy	Showing more creativity. Extreme satisfaction	Participates in all activities with vigour and zeal. Attending seminars and meetings.	More creative work, Mental peace and extreme satisfaction.	Possession of meaning in life and meaning in profession.

CHART SHOWING MINOR FACTORS WHICH PROMOTES 'GLOW-ON'NESS OR MEANING

S.No.	Factor causing Meaning	Immediate effect	Long range effect	Activities to seek meaning	Symptoms	Results
01	Religious Faith/ prayer	Discarding troubles and agonies	Mental solace and peace. Calm and serene life	Pilgrimage, attending religious meetings, hearing and sharing good moral thoughts	Seeking mental solace, Cordial in speech, Leading pious/calm life.	possession of meaning in life through value
02	Financially sound position	Pleasure, Tension-free nature.	Extreme satisfaction	Using money in a proper way. Donating a part of it for a good cause.	Leading a tension free life.	possession of meaning in life.
03	Nice Social contacts	Co-operative nature	Prestige in society, Satisfaction.	Social service activities, extending his helping hand to many.	Participation in social service activities with Co-operative nature.	Possession of meaning through value and good deed.
04	Strong value system.	Satisfaction and joy	Giving significance to values, setting Major Goals of life.	Performing socially useful work. Nurturing the values.	Leading a useful life Developing social values.	Possession of meaning through values.

CHART SHOWING MAJOR FACTORS WHICH CAUSE BURNOUT AND STRESS

S.No.	Factor causing Burnout and Stress	Immediate effect	Long range effect	Escape Mechanism	Result	Symptoms
01	Prolonged emotional Crisis	Being in home with stressful Mind	Agony, Worry, Frustration sleeplessness	Keep himself away from home	Lack of personal accomplishment causes BO and stress	1 Tension 2 Faltering 3 Use of tranquilisers
02	Lack of Synchronisation between aspirations and achievements	Dissatisfaction Resentment	Agony, aggressiveness in present work	Abusing systems alienation Detachment	Depersonalisation and lack of personal accomplishment causes BO and stress	1 Lashingout students & Co-workers 2 Anger 3 Frustration
03	Hard, Strenuous work, without reward	Teaching with stressful mind	Hatred, frustration, disassociation	Participates in all activities and seeks recognition. Procrastination.	Emotional Exhaustion results in BO & stress	1 Faltering enthusiasm 2 Despair 3 Shouting and Scolding students

S.No.	Factor causing Burnout and stress	Immediate effect	Long range effect	Escape Mechanism	Result	Symptoms
04	Emotional upheaval	Agony, Worry, decreased effectiveness	Frustration, Insecurity, Total pessimism	Using Tranquillisers, Drinking	Lack of Personal accomplishment, results BO and stress	1 Tension and anxiety, Uses of tension reduced drugs and alcohol
05	Lack of involvement in profession	Failure to teach	Total loss of interest in profession, aloofness	Being unduly friendly with students, craving for cheap popularity	Depersonalisation causes BO stress	1 Student apathy 2 Absenteeism 3 Procrastination
06	Indiscipline among students	Failure to face the class, Mental fatigue and physical depletion	Detachment Cynicism, Frustration	Procrastination avoiding tendency	Depersonalisation and Emotional exhaustion results in BO and stress	1 Dissatisfaction of level of performance 2 Headaches



CHART SHOWING MINOR FACTORS WHICH CAUSE BURNOUT AND STRESS

S.No.	Factor causing Burnout and stress	Immediate effect	Long range effect	Escape Mechanism	Results	Symptoms
01	Lack of human relationship	Isolation segregation	apathy Hatred	Belongingness, associating in narrow groups	Unhealthy dichotomy Dpersonalisation causes BO & stress	1 Tension & anxiety 2 Faltering enthusiasm
02	Financial crisis	Tension and stress	Helplessness agony	No escape Mechanism Engaging Tensions setting Business	Lack of personal accomplishment causes BO & stress More tension	1 Anger 2 Frustration 3 Use of tranquilisers
03	Feeling of loneliness	Disorganised performance & decreased effectiveness	Pessimism Helplessness	Increased effort withdrawal tendency	Emotional exhaustion causes BO & stress	1 Craving for warmth & affection 2 Despair 3 Tranquilisers

S.No.	Factor causing Burnout and stress	Immediate effect	Long range effect	Escape Mechanism	Results	Symptoms
04	Insecurity in life and job	Tension, anxiety, dissatisfaction	Helplessness, Severe stress	Being friendly with many	Lack of personal accomplishment causes BO & stress	1 Dissatisfaction of level of performance 2 Headache - easily irritated
05	Extreme sense of affiliation and fear	Lowered self-esteem, despair	Frustration Dehumanisation	Pretends as if works hard	Depersonalisation and Emotional exhaustion causes BO and stress	1 Absenteeism 2 Procrastination
06	Lack of feedback and appreciation	Decreased performance	Shrik for work withdrawal, tendency, craving for recognition	Increased effort	Emotional exhaustion causes BO & stress	1 Faltering enthusiasm 2 Despair 3 Craving for renewal and reinforcement

Loss of meaning and getting stress is not a natural phenomenon. By being pessimistic, burnout, annoyed, irritated and aggressive are signs of losing meaning and being stressful.

Create "life space" - search your ownness - Have tranquility of peace of mind - Don't run - Pause and ponder, and check what you are doing and look within (introspect).

Life is a precious gift of God to us. What we make out of it is our gift to God. Try to face failures boldly. Don't get runaway from problems. Please mind ships are safe in the harbour, but they are not intended for that as Albert Camus quoted.

#### Activity 5

List out the factors which cause stress. Memorise an event from your life which causes stress.

#### Activity 6

Mention the symptoms of "glow-onness". List out the signs of loss of meaning or stress.

**Exercise:** Mention the sterling qualities of an effective teacher with glow-onness whom you come across.

### Evaluation

1. Define the words 'Glow-onness' and stress.
2. List out the differences between glow-on teacher and stressful teacher.
3. List out the factors besides teachers' lack of commitment to profession which pull down educational standards.

## MODULE 7

### PROFESSIONAL COMPETENCY

Classroom interactions is the basis for effective communication which in turn will promote appropriate learning among children. Hence a good knowledge about classroom interactions and a reasonable skill in creating and controlling these interactions by a teacher are very much necessary for the enhancement of professional competency among the teachers.

#### Objectives

In view of the above reasons the following are the objectives of this module.

1. The teacher will be able to list out different classroom interactions he faces in his classroom situation.
2. The teacher will know the effects of different classroom interactions.
3. He will be able to create and control different classroom interactions to meet his needs.
4. He will know some past researches about classroom interactions.
5. He will identify some problems in his classroom interactions.
6. Formulates action research schemes to find solutions to his classroom interaction problems.

### Meaning of terms

Interaction is generally referred to as a face to face encounter in which communication takes place. Classroom interaction is the purposeful communication situation created by the teacher in which students learn the predetermined behaviour.

There are many systems for analysing classroom processes. Simon and Boyer have published a seventeen volume collection of systems and research findings which is by no means complete even though it describes ninety-two different methods of analysis, many of which are in current use.

A teacher who is "dominative" will find more domination contacts among his children like snatching toys, striking playmates giving commands to others, whereas an "interactive" teacher will find more interactive acts among his children, such as sharing toys, offering help and playing harmoniously. This shows the importance of classroom interaction to achieve requisite behaviour patterns among children of his class.

Baler interaction analysis and Flander's interaction analysis are some of the most important and conventional patterns of analysing the classroom interactions.

Flander's interaction categories:

1. **Accepts feelings** accepts and clarifies the feeling tone of the student in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.

2. **Praises or encourages:** Praises or encourages the student's action or behaviour, jokes that release tension not at the expense of another individual, nodding head or saying "uh huh ?" or "go on" are included.

3. **Accepts or uses ideas of student:** Clarifying, building or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shifts to category give.

4. **Ask questions:** Asking a question about content or procedure with the intent that a student answers.

5. **Lecturers:** gives facts or opinions about content or procedure; expressing his own ideas, asking theoretical questions.

6. **Gives directions:** direction, commands, or orders with which a student is expected to comply.

7. **Criticises or justifies authority:** Statements intended to change student behaviour from non-acceptable to acceptable pattern; bawling some one out; stating why the teacher is doing what he is doing; extreme self-reference.

8. **Student talk-response:** Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

9. **Students talk-initiation:** Talk by students which they initiate if "calling on" student is only to indicate who may talk next, the observer must decide whether student wanted to talk. If he did, use this category.

10. **Silence or confusion:** Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

Classroom interactions will have an important effect on acquiring knowledge, understation the concepts, habit formation and attitude formation among children and development.

**Illustration 1:** Imagine a classroom situation in which the teacher is authoritative and dominating, and uses only one-way interaction. That is the teacher only talks and the children listen to him silently. As time passes the children loses their capacity express doubts or initiate discussions. They remain dogmatic and passive.

**Illustration 2:** If the students of a class were initiated to do a small work, participating in groups, they participate in it with more interest. The things they learn in these interactions lasts for a longer time.



### **Methodology/Strategies**

Apart from giving expert lecture on the history and research on interaction analysis the main strategies that will be taken up are

1. Group discussions by small groups of teachers.
2. Video show about different interaction models.
3. Observation of a classroom interaction situation.

### **Activities**

1. The teachers will list out some classroom interaction situations.

2. Given some situations the teachers will identify the mode of interaction best suitable.

3. Given some classroom interaction modes, the teachers will predict the outcomes.

### **Evaluation**

Evaluation of the effectiveness of the module on teachers is done basing on the following observations.

1. Whether the teachers are choosing the correct interaction modes in given situations for given outcomes.

2. Identifying the outcomes in given interaction (mode) situation.

3. Participation of the teachers in group discussions.

MODULE 8  
ROLE PLAY AND ROLE PERCEPTION

In traditional societies, the role of the teacher was mainly to socialize younger generations through the traditional knowledge and wisdom contained in customs, practices, attitudes and values. His main interaction with nature was only to coexist with it.

As time passed man's intentions towards the interactions with nature were changed. In the modern times the purpose of knowledge is to win it. Thus in the modern social context where society is complex, occupations are specialised in nature, division of labour is sophisticated, novelty is the order of the day and values are fact changing, the teacher's role is also bound to be complex and sophisticated. As a beginner of the formal educative process, the role of the primary teacher is even more complex and sensitive.

Most often the societal expectations are for a head of the school performance, resulting in the degradation of the social status of the teacher and educative process going into wrong hands. The ultimate result is the low motivation among the teachers, because of low social status they receive. So if the teacher can play his role to the expectations of the society he can regain the highest social status.

Thus a teacher can improve his performance and also recognition if he perceives his role correctly and plays it properly.

### **Objectives**

After going through this module you will be able to

1. understand the historical perspective of the role of the teacher.
2. understand the different types of roles the teacher has to play.
3. identify the areas or contexts of role problems that a teacher encounters.
4. know some methods and techniques of resolving role problems or role conflict.

### **Historical Perspective**

On the primitive traditional society the main considerations of the institutions like class, caste was to entrust the wisdom inherited by their previous generations to the next generation. Hence their education was limited to socialization of the younger generation through customs, practices, ideals and ideas.

There after acquisition of knowledge slowly gained momentum through intuition, logic and reasoning and the role of the teacher was to train in the younger generation in those methods along with the socialization function.

With the growth of knowledge the teacher called guru was entrusted with the advisory function. Thus teacher attained the role of giving direction to the society along with other functions.

The modern society makes a number of demands on the teacher. Hence his role has been enlarged in multiple dimensions. He has to socialize, judge, select and classify students, promote equality of opportunities, impart training in democracy, make the students sensitive to the needs and expectations of the modern society and develop the knowledge and skills to attain them.

In the recent times protection of this world from the global problems like environmental pollution, population explosion, etc. was also put on the shoulders of teachers. Thus the role of the teacher, that too the primary teacher is very vital for the very survival of this world.

### **The Role of a Primary Teacher**

A primary teacher has to play six kinds of roles, namely

1. Basic Role
2. Specific Role
3. Professional Role
4. Informal Role
5. Servant of the Nation
6. Member of a Family

**1. Basic Roles:** The foremost role of the teacher is that of a leader. He has to organize, guide and conduct many activities with students. He is a socializer. He is the representative of the adult society and he has to transform culture and social norms to the younger generation. Thus the basic roles of a teacher are leader, organizer and socializer.

**2. Specific Roles:** He has to play the specific roles of head master, subject teacher, class teacher, physical education instructor and craft teacher, etc. In these roles, he must be task oriented and teaching learning is the main activity.

**3. Professional Role:** He has to promote teaching as a profession. To do this it requires some social service. He may participate in the professional organizations, conduct research work for enrichment of the profession. But cannot neglect the rules and regulations of the authorities. As teacher has to play these two roles wisely and appropriately.

**4. Informal Roles:** A teacher has to play a number of informal or secondary roles also in the school. He should be a bridge between school and community.

**5. Role as the Servant of the Nation:** He has to participate in a number of surveys of national importance. He has to participate in the election processes, take up census

work, propagate national objectives, etc. whenever he is called for.

**6. Role as the Member of a Family:** Apart from all the above roles, he is a member of a family and hence he has to play those roles successfully. Unless he plays this role successfully he cannot play other roles effectively.

**Activity (Individual)**

Though you want to play all the roles effectively, you may not be doing so, due to some reasons. Please indicate which of the six roles you are playing satisfactorily and which of them not so satisfactorily put a tick mark in the appropriate place.

Sl. No.	Role	Satisfactorily	Not so satisfactorily
1			
2			
3			
4			
5			
6			

**Activity (Group)**

In playing the above six kinds of roles, you might have faced many problems. Thus the six roles are not equal

in difficulty. Please arrange them in the order of difficulty, most difficult to play in the first place, next most difficult in the second place, etc. Also indicate two difficulties you have faced commonly in playing those roles.

Roles in the order of difficulty	Difficulties you have faced
1.	(i) (ii)
2.	(i) (ii)
3.	(i) (ii)
4.	(i) (ii)
5.	(i) (ii)
6.	(i) (ii)

Even within the school while interacting with the students, you will be playing a number of roles such as

1. Representative of the Society
2. Judge
3. Resource Person
4. Referee
5. Detective

6. Guide or helper
7. Model
8. Friend
9. Parent
10. Ego supporter or encourager

**Activity**

Identify at least one situation in your school in which you have played the above roles.

	Role	Situation
1.	Representative of the Society	
2.	Judge	
3.	Resource Person	
4.	Referee	
5.	Detective	
6.	Guide or helper	
7.	Model	
8.	Friend	
9.	Parent	
10.	Ego supporter or encourager	



## MODULE 9

### COMMUNICATION SKILLS

Effective communication is a dynamic process. Bernard opined that communication would occupy a key place and communication techniques determine the structure and scope of the organisation. School is an organisation. So various interactions in the school organisation take place through communication. Because communication is the means of establishing interpersonal relationship. Communication provides the base and medium, enabling human elements behave logically, meaningfully and cohesively towards achieving organisational goal, that is learning.

In the process of learning the learner and teacher are important, indispensable and integral ingredients. For that we all know that motivation is the pre-requisite factor in the process of learning.

The present module analysis and comprehends the importance of communicative skills in motivating the teacher and learner, learning and ultimately the goals of education on the whole.

Let us first contemplate on communication. Communication requires an intention, an intender, a medium and a receiver. In the classroom situation, intentions are the subject matter, intenders are the teachers, media are

oral and written, verbal, nonverbal and the mixed, and reserves are students.

The teacher gets motivation by the oral and written communications from the administration. He communicates the subject matter to the students through written and oral (verbal and nonverbal) communications. The students communicate with teachers mostly orally. Thus the teachers are motivated by communications and also the students. Hence the effective learning takes place.

### **Objectives**

1. To understand the process of communication.
2. To classify various modes of communications.
3. To equip the teacher to select appropriate mode of communication.
4. To appreciate various communication modes.
5. To establish relationship between communication and motivation.

### **How communication motivates teachers ?**

Teachers are communicated what to teach (content) ? How to teach (methodology)? When to teach (the developmental stages) and Why to teach (goals) ? By the state and administrators. Thus teachers get motivation through communication.

### **Activity 1**

Observe the various communications received by you from the headmaster.

### Activity 2

Explain how these communications motivated you.

### Activity 3

Record your colleagues communication to you during a week.

### How students are motivated by communication

The students at the primary level though cannot understand the syllabus (written communication) they gets motivation by the oral (verbal, nonverbal) communications of the teacher in the classroom. Thus the students are being motivated by the teachers from period to period and day to day.

However primary students motivated orally by his parents, siblings, peers and neighbours by communication.

### Activity 4

Ask the students to speak what they learn so far.

### Communication and its significance

Modern researches in education may invent various theories to achieve the goals of education. How effective the theories may be, it lost its impetus when it is handled by a teacher who has inadequate motivation. In general, a

highly motivated teacher reflects his personal characteristics, professional preparation, attitude towards teaching profession in his communicative skills. It is needless to state that failure in the communicative competency results in ineffective teaching. It gap pervades in communication and if communication is not properly used the process of learning fails to achieve the objectives of education. Teachers by nurturing the effective communication skills will attain the goals of effective teaching.

### **Strategies of communication**

#### **Gestures**

A gesture is a premitise mode of expression. A person who is not competent enough to speak a language will definitely use it.

**Example:** A person who is thirsty and require water will ask the foreigner with a gesture.

#### **Pictures/Figures**

Teacher often use pictures as communication skills.

**Example:** Instead of saying about an ant he presents its picture.



#### **Flash cards**

Language teachers especially rely upon flash cards in introducing difficult new words.

**Example:** The picture of Kangaroo on one side and the name on reverse.

### Diagrams

By drawing diagrams of things, the teacher teaches the concepts well by inculcating interest among students.

**Example:** While explaining about a seed a teacher draws the diagram with colour chalks and explain it effectively.

### Charts

A chart acts as an effective tool of communication.

**Example:** To explain about parts of flower a neatly drawn chart is of immense use.

### Maps

In explaining some concepts teacher makes use of a map inevitably.

**Example:** To explain about a topic on geography or history a teacher has to use world map or an Indian map.

### Models

Occasionally the teacher makes use of models to explain the difficult concepts. Because of the visual appeal the learner can retain the difficult concept in the mind.

**Example:** A model of digestive system.

### Illustrations

Illustration is an effective communicative skill.

#### Example



These two figures indicate two basic emotions.

## Activities

The teacher often employs techniques of communicative skills in explaining many concepts.

**Example 1:** To identify the opposite words the teacher uses flash card and ask the students to suggest antonym.

**Example 2:** A mathematics teacher makes use of marbles or stones and explain the concepts like addition and subtraction thus by creating an activity to the students a teacher can effectively deal with the topic and inculcate interest among students.

**Example 3:** By asking the children to render rhymes and stories the teacher makes the children efficient in uttering sounds clearly and imagining things wisely.

**Example 4:** By narrating moral stories the teacher inculcates appropriate behavioural patterns and ideal qualities.

**Example 5:** Teacher provides a variety of exercises and enable the pupils to write legibly and correctly.

### Activity 1

List out and classify various communications given by you to class V students yesterday.

### Activity 2

Count the verbal communication given by you to the parents.

### Activity 3

List out the nonverbal communications given to the students of class I during a period of two days.

#### Tips for Primary School Teachers

1. The primary school teacher should keep in the mind that they must use verbal, nonverbal, oral and written strategies of communication in various combinations so that students can catch the communication very easily.

2. The primary school teachers should make use of direct method extensively because it establishes a direct bond between expression and experience.

3. The primary school teachers should lower-down himself in the language to suit to the students who are less knowledgeable, immature, less experienced.

4. The primary teachers should always think to prefer a play-way method because it involves likely communicational interaction.

5. The primary school teacher should use optimally so that the students can learn the concepts precisely. If concept formation is alone properly at this age they can understand principles and theories in future throughout his academic career.

## MODULE 10

### FEEDBACK MECHANISM (RENEWAL)

Teaching and testing are the two inseparable concepts in evaluation. Teaching without testing is useless and testing without teaching is ridiculous. Evaluation helps in finding out whether desired outcomes in pupils are arrived at or not. Similarly feedback is a technique which acts as a mirror image or reflection for your style of work. It is of immense use to find out the way in which teachers' teaching and pupils performance influence feedback which in turn enhances motivation to a large extent. Feedback is the tendency in a person to know how effective he performs the assigned jobs.

In teaching profession, feedback is the tendency to know how best a teacher is teaching and how effective teaching pave a way to clear learning. These two act as sources of feedback which definitely have 'a say' on motivation of teachers. In teaching profession chance for this feedback about the nature of quality of work is more. Effective teaching will be reflected in the glittering eyes and glowing faces of the learners. There is a large scope of chance for feedback (renewal) in teaching profession than all other professions.



Filling up of zeal and vigour after pursuing his technique and pupils' keen concentration on it is the essential quality to the teacher. Thus he has to renew. Teachers normally run, run in their routine life. They do not renew. Very rarely renew about their success. It is the cause for fall of standards.

The pupils definitely rate that some teachers are exemplary, inspiring. Some teachers are committed and good and some teachers are yet to be improved. This clearly denotes that there are positive and negative feedback. Don't feel bad about people who gives negative feedback. Try to think deeply of your perusal difficulties and of your wordly difficulties. Try to think widely of getting help from some sources. Take negative feedback in a positive manner. Accept your weaknesses and alternative techniques critically examine yourself and get enriched.

When you get a success by getting positive feedback, try to congratulate people around you for their help, sympathy, concern and encouragement. Motivation through feedback is not an outright creation and on a day it cannot be formed. When strong determination and need prevails in you to get motivated, you will definitely be succeeded.

### **Rationale**

In this module the intention is to write about how best teachers teaching competency and pupils performance can be renewed and how can teacher's preparedness and competency

and pupils hard work, and intelligence are rejuvenated to enhance motivation.

### Objectives

1. To make teachers understand the concept of feedback.
2. To make teachers understand various techniques of feedback.
3. To make teachers understand various techniques of feedback through pupil performance.

### Feedback

Feedback is the tendency in a person to know how effective he performs the assigned job. It is the aspect which clearly judges your style of work.

#### Activity 1

What do you understand about 'feedback'. What are the various types of feedback ? How should they are perceived ?

#### Activity 2

Glittering eyes and glowing faces are the resultant signs of effective teaching. Do you agree with this statement. Remind about some instances which give pleasure in your profession.

### Illustrations

Effective educative process will be enhanced by feedback. As education is a bi-polar process which involves

constant interaction between teacher and taught, feedback also was to be viewed in two angles - teacher and taught. Teachers competency and pupils' performance were to be considered. Highly effective educative process is possible only if both the concepts enhance motivation through feedback.

Feedback through teachers' competency and feedback through pupils' performance are essential aspects which enhance academic motivation.

Positive feedback through all the sources should be reinforced and negative feedback from any source has to be viewed in a positive manner and it has to be coped up. Acceptance to negative feedback and alteration of techniques after consideration of negative feedback will evidently enhance motivation.

### **Definition**

**Feedback** is the degree to which the worker gets information about the effectiveness of his or her efforts, either directly from the work itself or from supervisors, co-workers, quality control inspectors or others and consumers (here students) in the work flow.

### **Feedback through Teachers' Competency**

#### **1. Personal feedback**

Effective motivation will be resulted by feedback. Feedback can be obtained in various ways. The most important

of them is personal feedback or self feedback. An effective teacher often gets professional pleasure by being his way of work appraised by himself. By introspecting, the techniques adopted and observing the resultant behavioural outcomes in the class.

## **2. Colleague feedback**

When the teacher's work is appreciated by colleagues, especially by senior colleagues, he will get more positive feedback and he excels in his profession more with enhancing motivation. Try to cultivate the habit of assessing work of your colleague in an objective, precise, manner before making a comment. Try to praise the success of your colleague if he highly deserves. Do not be envious.

## **3. Headmaster's remarks**

When the headmaster makes an appraisal of the teacher's work style, the teacher will feel highly motivated and turn to an effective teacher. When the head teacher makes a stray comments in his formal conversation in a negative manner, a teacher should not get diminished and in a positive way to he has to accept his weaknesses and subsequently alter his techniques. All these constitute as direct measures to bring feedback.

#### 4. Student feedback

Teaching is said to be the noblest profession and teacher commands utmost satisfaction and prestige in society. Effective classroom teaching will be reflected in the nodding heads, facial expressions, glowing eyes. These constitute feedback from the receiving end. Though people feel it is secondary and tertiary techniques, feedback through student feedback is an important aspect which influence motivation.

#### 5. Supervisor's report

The mandal educational officer or any other inspecting authority gets satisfaction and if they appraise your work style, enhancement of motivation will result at in its turn enables to make you efficient. This positive supervisor's report will act as a factor and enables the teacher to enrich. Its acts as a direct measure in promoting feedback.

#### 6. Creativity

Creativity is defined as the ability to bring something new into existence. It is distinguished by novelty, originality and is usually inventive. This creativity of teacher will definitely act as a positive

factor which makes learning effective, which results at appreciation by student and this will evidently multiply the feedback which can arouse motivation.

#### **7. Job involvement and Job enrichment**

Acceptance to the teaching profession, without abusing his fate for being a teacher makes him involved much. When the teacher realises the dynamic role of teaching profession to mould the personalities of students and its importance in society alongwith other professions will definitely make himself to feel proud to be in the profession. Promoting in his post and respecting society clearly gives more satisfaction, more feedback and as a result more motivation.

#### **8. Successful participation in co-curriculum and extra-curriculum activities**

When the teacher gets a reward while participating in science fair, or gets fame by acting in a playlet, by getting a prize for promoting **Sanchayika** savings in the school, he will be very much happy. This acts as a positive factor of feedback. This positive feedback will evidently result at effective motivation.

#### **9. Motivation by Renewal**

All of a sudden, a teacher who is in his routine job gets much recognition by an outsider or an experienced

expert in a field the teacher's motivation will be multiplied. This type of renewal or feedback makes the teacher highly motivated. We call it as 'renewal'.

### **Feedback through pupil performance**

#### **1. Pupil's performance**

Pupil's performance will be effected much by the teacher's competency and its influence. Teacher makes classroom teaching effective and as a result pupil's performance will be influenced. By taking the exemplary teacher as a model, pupils involved in actual classroom teaching. The apparent pupil's performance a feedback influences teacher's feedback. These two act as effective factors for motivation.

#### **2. Participation in creative tasks**

Pupil's active participation in creative tasks, cultural events and co-curricular activities and success in the competitive tasks resultant feedback of the pupils which will highly influence teachers motivation.

#### **3. Ethical behaviour**

By watching the exemplary behaviour and sterling qualities of teacher, the students shape their personality and an exemplary teacher will make his pupils away from behaviour problems like stealing, abusive language and bullying. Thus exalted behaviour of teacher will make the

ethical behaviour of the pupil to be sound. This evidently acts as an influencing factor for motivation.

### Activity 3

Mention the types of feedback through which effective motivation can be arrived at.

### Activity 4

Define creativity. How creativity acts as an influencing factor to influence feedback which in its turn has a say on motivation.

### Activity 5

What are the various sources through which feedback for teachers is possible.

### Activity 6

Pupil's performance is the byproduct of teacher's competency. Do you agree with this statement.

### Exercise

Mention various factors which arouse feedback among teacher and feedback among pupils. Arrange them in preferential order which enhance motivation. .

### Evaluation

1. Define the word feedback. What are the types of feedback ?
2. List out the sources of feedback among pupils.
3. With what factors pupils performance will be linked up ? Mention in detail.



## MODULE 11

### GROUP DYNAMICS

Whether it is a cognitive, affective or any behavioural event that occurs in a classroom, it must be a social process. Thus a classroom process is fundamentally a group phenomenon.

The moment a child enters into a classroom for the first time, his main concern is not to acquire knowledge or skills that are set out in the curriculum, but to enter into a group and adjust with the group, a unique group called the classroom group. In fact children live in groups and learn in groups. So to guide and lead the students, the teacher should occupy the group leadership, i.e. all the students should accept him as their leader not by his authority but through their hearts.

This requires a proper understanding of the group dynamics or the group processes underlying teacher learning situations of the classroom group. A teacher with a thorough understanding of the classroom group dynamics emerges as a natural and effective leader. Such a teacher will be highly motivated and most successful, and derives immense pleasure and happiness for himself and the society. These are the groups in a class.

## **Objectives**

After going through this module, the teachers get motivated to

1. Understand the formation and process of classroom groups.
2. Learn the technique of preparing the sociogram.
3. Understand the different group structures.
4. Get the skills of dealing with the classroom groups.

## **Meanings of the terms**

1. **Group:** A group is any number of people who (i) interact with one another, (ii) are aware of one another, (iii) perceive themselves as a group and (iv) have a common goal.
2. **Sociogram:** A figurative representation of the structure of a group showing the linkages of attraction.

In your school you should have observed in a number of situations the students flogging together into small gatherings interacting with each other in a number of ways like chit chatting together, playing with each other, doing a work together, or even looking at something together.

In all these situations you will find that all members of any group feel the presence of other members and a common goal. Thus the peer groups socialize their members and satisfy their needs like security, affiliation, recognition, etc.

They play a vital role in the formation of values, habits and attitudes and ultimately in their performance in the class, at home and outside.

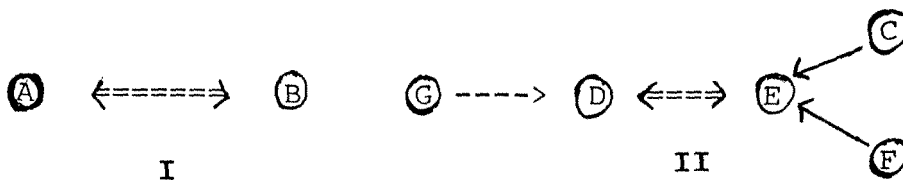
A teacher can study and analyse these groups in the classroom with the help of a technique class sociogram.

You have studied in the meanings of difficult words that a sociogram is a figurative representation of a group. How to draw it is given in the following illustration.

### Illustration

Suppose in a class A, B, C, D, E, F, G are some students in which A prefers B in a particular context say "to play with". Similarly in the same context suppose B prefers A, C prefers E, D prefers E, E prefers D, F prefers E and G prefers D.

Then with the help of arrows showing these preferences, we can represent the groups formed as follows.



These two figures I and II and representing two small groups in the class. Such figures are called sociograms.

A classroom group represents, belongs, and identifies the various social groups of the society in a classroom.

Thus a classroom group is a miniature society in which a number of subgroups exists independently.

The classroom group is a unique social system which possesses the following special characteristics different from other groups like family, work groups association, etc.

1. It is an accidental group. The members come into the group unknowingly and just because they happened to be same aged and belongs to a particular category.

2. Though the class has a common goal, number of small groups exists with different goals.

3. The class teacher is the formal leader of the group though there may be a number of informal leaders within it.

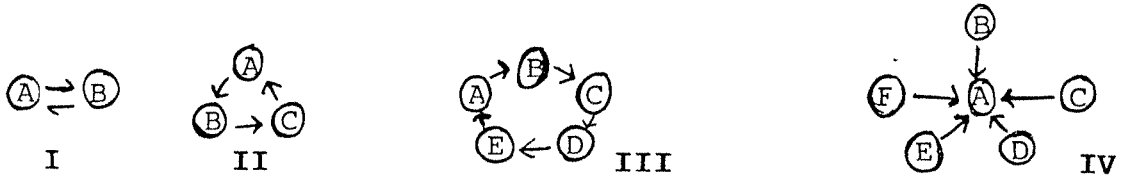
4. It is composed of a unique group of people who spend more than ten thousand hours of time per year together which is the most formative period of their life.

5. It consists of a number of same aged small groups called peer groups.

#### Activity 1

Identify some of the needs of the peer groups.

- 1.
- 2.
- 3.



Basing on the structures, the following types of groups may emerge in a class.

**Group I:** In which there will be only two members, each preferring one another is called pair, chums or dyads.

**Group II:** In which three members form a closed group each preferring among themselves is called Triod.

**Group III:** In which a number of individuals forming a closed group is called a polygroup or polygon or chain.

**Group IV:** In which a single individual is being preferred by a number of individuals, forming into a wheel type group is called "Wheel" and the central member is called the star.

There will be some individuals who neither choose anybody nor will be chosen by anybody. They are called Isolates.

### Activity 2

Draw the sociogram of the class in which the individuals gave the following preferences.

These groups are formed because of some of the following reasons.

1. Similarities in certain characteristics like interests, attitudes, hobbies and habits.

2. Common goals like play, recreational activities and other activities.

3. Mutual dependency: Sharing books, helping in meeting social needs like association, security recognition, etc.

4. Common culture and values: Groups based on financial status, social status. Eg. Slum groups.

5. Proximity or neighbourhood.

#### **Characteristics of these groups**

Pairs or chums are interlinked groups and never wants to dissociate.

Triods are most mutual dependent groups with strong common goals.

Polygroups are most democratic groups with common goals. They have strong belongingness for each other.

Wheels are very strong centred groups mostly depend on the stars. These stars are distinguished individuals possessing good talents like fine arts management and leadership.

#### **How to deal with these groups ?**

Chums are inseparable pairs. Their social world is different from others. If the teacher separates them by

force for their betterment, their individual efficiency will not increase but on the other hand decreases. So the teacher should not separate them but only should change combinedly.

Stars are centres of gravity of the group. Hence dealing with the star is dealing with entire group.

Poly groups are generally trend setters and socialising centres. Usually follows the teacher. A teacher should use these groups properly for desirable social attitude development.

Teachers should carefully assign duties or involve in activities without disturbing these groups. He also should take precautions in mixing the groups.

### Activity 3

List some non-academic activities that children perform in groups only.

- 1.
- 2.
- 3.

### Activity 4

How do you deal with in fighting among students.

### **Evaluation**

1. What are the characteristics of a classroom group ?
2. How do groups in classrooms form ?
3. What are different types of groups according to sociograms ?
4. What are the characteristics of different types of groups in a classroom ?
5. How do you deal with a peer group in problem situations ?



**MODULE 12**  
**MENTAL HEALTH OF TEACHER**

Mental health is the ability to adjust satisfactorily to the various strains of the environment. Mental health of teacher is very important for effective teaching-learning transaction of teachers are mentally healthy, thus they can be motivated to work for the alround development of learners. Teachers, with sound mental health, have a desire to acquire professional information and skills. If the teacher is not in sound mental health, he cannot do justice to his professional responsibilities and obligations. His mal-adjustment not only adversely affect his own personality but will produce maladjustment among learners.

**Objectives**

This module is intended to make teachers -

1. understand characteristics of mentally healthy person.
2. causes of maladjustment among teachers.
3. programmes to improve teacher's mental health.

**Characteristics of mentally healthy person**

Mental health is a condition which helps for integrated development of physical, mental and emotional

status of a person. Some of the important characteristics of mentally healthy person are:

1. **Adaptability:** A mentally healthy person would be adaptable to the changing conditions of his environment and flexible in his behaviour.

2. **Social awareness:** A mentally healthy person is socially awakened. He participates in all social activities.

3. **Emotional balance:** A mentally healthy person exhibits emotional control and balance. He is able to mitigate emotional tensions in his life.

4. **Possess socially approved desires:** Mentally healthy person possess socially approved desires. He does not indulge in antisocial activities. He moulds his life in tune with social norms.

5. **Self-evaluation:** Mentally healthy person checks and improves his behaviour through self-evaluation.

6. **Enthusiasm:** A mentally healthy person works with enthusiasm and devotional to his profession.

#### Activity 1

Think for a moment and write the characteristics that you possess.

## **Causes of maladjustment among teachers**

It is evident that modern teacher is maladjusted due to many reasons. Some of the important causes of maladjustment among teachers are discussed here under.

### **1. Lack of professional interest**

Many teachers enter into teaching profession because they could not set entry into other profession. Consequently most of the teachers lack professional interest, aptitude and devotion to teaching profession. This lack of professional interest is one of the major causes of maladjustment among teachers.

### **2. Professional barriers**

There are many professional barriers, which make a teacher maladjusted in his profession. Teachers are subjected to frustration due to frequent criticisms and restrictions imposed on him. People frequently criticised that teachers do not work properly with commitment for this alround development of pupils. Similarly society imposes several restriction on teachers' way of living.

### **3. Lack of social status**

Eventhough teacher is considered as architect of national development, the social prestige of teacher is not so high as it would have been.

#### **4. Societal expectation**

Society expects a teacher to be highly most and virtuous. But in reality, he is unable to live upto the societal expectation.

#### **5. Para-academic works**

Besides his academic pre-occupations, teacher is often assigned same para-academic activities like election duties, census work, etc.

#### **6. Inadequate pay**

Even though many people feel that the teacher is highly paid, due to high cost of living, the teacher is unable to make both ends meet with his inadequate pay scales.

#### **7. Work load**

Load of work is very heavy in our schools. Due to this heavy work load, teacher is physically and mentally under pressure.

#### **8. Inadequate facilities**

Library, laboratory and other facilities are inadequate in many school. Teacher gets frustration due to inadequate facilities.

## 9. Lack of inter-personal relations

Lack of proper inter-personal relations with colleagues and head teachers, makes a teacher frustrated and maladjusted.

### Activity 2

Write some school and out of school situations where you are frustrated.

School Situations	Out of school situation
1.	1.
2.	2.
3.	3.

### Programmes to improve teachers' mental health

For improving and maintaining mental health of teacher, it is necessary to eliminate the school and outside the school factors which affect his mental health. Some of the programmes to improve and maintain mental health of the teacher are discussed here-under in order to motivate him to work efficiently.

#### 1. Professional development programmes

Educational and school authorities should arrange in-service training programmes for teachers to enhance their knowledge and skills. Teachers should be encouraged to experiment with innovative ideas in teaching methods.

Seminars, workshops and conferences may be organised to discuss various problems of classroom practices. These activities provide an opportunity to the teacher to know the views of other teachers through mutual discussions.

## **2. Improving inter-personal relationships among teachers**

Success and efficiency of a school depends on inter-personal relationships among teachers. The school should provide better environment for creating harmonious inter-personal relations among the members of the teaching staff. Teachers' club may be initiated in schools to bring teachers close to each other.

## **3. Role of head teacher**

Head teacher plays the role of a leader and the success of a school depends on his qualities of leadership. This has been dealt in detail in the module entitled "Leadership". Some of the important steps a head teacher is expected to initiate to promote mental health of teachers for better motivation are mentioned here.

### **i. Minimising routine works**

Head teacher should avoid unnecessary restrictions on teachers. If teacher is free from restrictions of routine work, he would be motivated to work innovatively. Minimising

the routine work to the extent possible reduces tension and promotes mental health of a teacher.

**ii. Giving feedback personally**

Teachers should never be criticised in front of their colleagues and students. Any feedback to convert a teacher in his teaching or behaviour, should be provided personally.

**iii. Objectivity:** Head teacher should be impartial in his dealings with teachers. He should be more objective in his approach.

**iv. Democratic approach**

Head teacher should be democratic in his approach. Involving teachers in major decisions is necessary to create confidence. Many problems of the school can be solved in a democratic way.

**v. Listening**

Teachers may have many problems, which they wish to bring to the notice of the head teacher. They are allowed to express their feelings. Head teacher should listen to the problems of teachers carefully and sympathetically.

**vi. Planning**

All school programmes should be planned well in advance. Head teachers should avoid crisis planning.

#### **4. Providing recreational facilities**

As far as possible recreational facilities should be provided to teachers. Recreation relieves teachers from many psychological tensions.

#### **5. Creating congenial working conditions**

Mental health of teachers depend on the conditions in which he works. In order to maintain and improve mental health of a teacher, congenial working conditions are to be created.



### MODULE 13

#### SELF ESTEEM AND SELF ACTUALISATION

Teacher is the central point in the educational set up in the sense that he would be an active actor to activate the ultimate consumer, i.e. the student.

If we question ourselves what that the centrality of the central point of the educative process, i.e. teacher, the reply would be the teachers' self. In psychology we define self concept of an individual as the aggregate of his own perceptions of himself. To put in simple form the self-concept of an individual is what he thinks about himself.

Again the self-concept is an aggregate of many self-constructs: self-esteem, self-regard, self-confidence, self-actualisation, etc. The self-concept on the whole regulates the behaviour of the individual.

Self-actualisation has a tremendous influence on motivation. You are well aware of story of Dhruva who is useful to the world by his self-actualisation, Adi Shakaracharya, Mother Theresa, Mahatma Gandhi and others are self-actualised people.

#### **Objectives**

After reading the module you are expected to

1. understand the concepts of self-esteem and self-actualisation.

2. identify the various parts of self-esteem and self actualisation.
3. aware the characteristic of self actualising people.
4. appreciate the behaviours of self actualising people.
5. decide what characteristics of self actual-ising can be adopted for yourself for better motivation.

Among these self-constructs now, we attend to two constructs self-esteem and self-actualisation because these two have their direct relation with the motivation.

#### **Self-esteem**

Self-respect, freedom of expression, independence, respect for others, recognition, and prestige are listed under self-esteem. No body in this world will under-estimate himself. One should have his self-esteem otherwise there is the danger of dissociation of personality, and at the same time one should not over-estimate himself. Nothing in this world is useless and at the same time anything can be useful for all things. This is law of nature. So also any teacher has his own valuable contribution to the society but his contribution alone cannot do all things in the world. So as an elementary teacher you should maintain your own self-esteem and you should not overestimate your self. Don't forget that your self has to contribute a lot to the society.

### **Self-actualisation**

The term self-actualisation means to do what one can, i.e. an individual always has an urge to show utilise his capacities for the world.

Maslow identified self-actualisation needs as Beauty, Order, Unity, Justice, Goodness, Growth, Personal development, achievement of full potential, and self-fulfillment. Maslow studies the cases of 14 to leaders of the world and described the characteristics of the self-actualised people.

According to Maslow if you can reach the final stage in the need hierarchy to you can be a self-actualised one. The figure shows the need hierarchy.

### **Activities suggested**

1. List out the needs of self-esteem ?
2. Check whether you possess each in the list given below.
3. Collect the same information from about ten colleagues about their self-esteem.
4. Judge whether your self-esteem is more or less in your group of ten colleagues.
5. Write down the characteristics of self-esteem Person in your own language.
6. Identify at least five characteristics of self-esteem in you.

7. Think over whether you can improve them ?
8. If so how ?

### Self-evaluation

1. Rank the self-evaluation needs you possess according to their degree of availability in you.
2. If somebody down grades the elementary school teachers how do you react ? Why ?
3. If a parent of your student alleges your work in a bad way that you will do ? Why ?
4. You select an average student of your class and prize him with suitable rewarding words for any small good he did. Observe his feelings and record.
5. Name one Indian who possessed self-esteem personality.
6. Recollect any one in ancient India who had peak experience. Find out under what conditions he could had it ?
7. Find equivalent words in our tradition that corresponds to the characteristics of self-esteem.

## MODULE 14

### SOCIETY AND SCHOOL

School is a sub-set of society. It is obvious that it is the society that establishes and organises the school. Just think for a while who pays your salary ? Who appointed you ? The students whom you teach daily throughout your school where from they come and after schooling where they go ? The above questions are simple and the only one answer is society.

When society is everything for you and as you are well surrounded by the society in which you are also an integral part is not true that it motivates you ? Yes ! It is always yes ! Then our basic question would be how the society motivates you, i.e. a primary teacher ?

This module is aimed at to make you think about the ways and means of motivation you get from the school and society.

#### **Significance**

When a teacher identifies the ways and means of motivation from school, society and for himself he can tap the sources of motivation.

### Objectives

1. The teacher identifies society as a source of motivation.
2. The teacher identifies school as a source of motivation.
3. The teacher identifies himself as a source of motivation.
4. The teacher can appreciate society as a source of motivation.
5. The teacher can appreciate school as a source of motivation.
6. The teacher can appreciate himself as a source of motivation.
7. The teacher taps the societal motivational sources.
8. The teacher taps the school motivational sources.
9. The teacher taps motivation from self.

### Concept

School is a sub-system of society. The society visualises the type of citizens for the next decade and formulates the present school. Kothari saw that the destiny of a nation is being shaped in its class rooms. The episode story of schools - aims and objectives, curriculum, evaluation, appointment of teachers, their service conditions, what not ? everything of school management is decided by the society.

School is a sub-system of society and the teacher is an integral and important ingredient of the school. So it is natural that a teacher gets motivation also from society through school.

How the school and society motivate you ?

1a. The society sets the objectives of education you know very well that when the objectives are clear and once when you digest them you get motivation. In any democratic country the national objectives are well infamed to all citizens.

1b. For every class and teaching subject there are clearly laid objective is giving details about what to teach ? When to teach ? and how to teach ?

2. The society assigns definite roles to the teachers. It is teachers to perceive the roles assigned to them and perform them.

3. The society takes care of the primary needs - physiological, safety and security of the teachers (by providing medical facilities, law and orders). It is the teachers to get motivation by fulfilling gradually love and belonging, self-esteem and self-actualisation needs.

However, the society rewards the sincere, effective, able, and happy teachers by way of in face-to-face situations, awards, inscriptions, records and finally in the

annals of the nation. Thus it is you to decide whether to be motivated upto the level of self-actualisation.

4. The school provides every chance for you for job-enrichment.

5. The school announces reward and punishment strategies to motivate the teachers.

6. The school provides you service-conditions, fringe benefits and also disciplinary action.

7. Apart from society and school motivation teachers can be motivated by themselves (self motivation).

- a. Set goals for himself.
- b. Select new and challenging tasks.
- c. Inject imagination and creativity into your daily and routine work.
- d. Expertise in one area and deepen it.
- e. Get self-feedback and self reward.
- f. The more involve in the teaching the more interest you get and its provides you real motivation.
- g. Adopt professional and ethical values in your job.

#### Activities

1. Write down the functions of the society (state) in education.

2. Find the relation between school and society.



3. List out the motivations you are getting from society directly.

4. List out the motivations you are getting from school alone.

5. Narrate five critical incidents in which you derived self-motivation.

6. Prepare a small proposal of your future sources of motivation by society, school and self.

7. Get similar proposals from at least five colleagues.

8. Evaluate all the six proposals.

9. Suggest any other sources of motivation which were not discussed in the module.

#### **Evaluation**

1. Recall the objectives of this module just in five minutes.

2. What are the motivations that you are getting from society directly.

3. Mention any two motivations from school ?

4. What is self motivation ?

5. Among the society, school and self motivational source find the relationships.

6. Describe incidents where your colleagues motivates you.

7. Suggest some examples where you can motivate your juniors.

8. Narrate at least three critical incidents in which you derive motivation ?

MODULE 15

TECHNIQUES OF MOTIVATING TEACHERS

Over the years, more and more complex expectations are thrown on to the shoulders of the primary teachers as the society is perceiving the teacher as the nurturer of all good qualities expected from its members. Some times a primary teacher has to realise these goals in an uncongenial and contraproductive situations. He may have to work in a school, situated in an ugly climate, with gloomy classrooms and power equipment.

Inspite of all these constraints, a teacher can rise to the expectations bestowed on him, if he is determined enough. He can achieve that determination if he is sufficiently and properly motivated. This is possible just like a lotus making a muddy pond into a beautiful site since it loves to live in it.

The educative process at the primary stage is lagging behind our expectations more because of insufficient motivation among the teachers than because of other insufficiencies. Hence motivation of the primary teacher is an urgent need. Then how to get motivated ? What are the sources of motivation ? And what are the techniques of motivation ? This module is an attempt to give answers to these questions.

## Objectives

After going through the module and performing the listed activities you will be able

- to know how to get motivation.
- to identify sources of motivation.
- to understand the techniques or activities through which you get motivation.

Motivation is the art of focussing one's mind and energy on doing his work as effectively as possible.

If you want to do something and if you are asked to do the same thing you will readily do it. This readiness is your motivation to do that. On the other hand if you do not want to do a work and you are asked to do it, you cannot do it that efficiently.

This energy may come from within or from outside. The former is called intrinsic motivation and the later is called the extrinsic motivation.

We can know how to get motivated if we can. Understand some of the basic principles of motivation.

1. People want to feel useful and important.
2. People want to belong and to be recognised by the institutions.
3. Work is not inherently distasteful, unwanted restrictions makes it distasteful.

4. Most people can exercise far more creative, responsible, self direction and control than their present situation.

Thus one can be motivated sufficiently if ego is fulfilled, when he gets recognition, if he does not develop negative attitude towards his work and freely put all this original talents in his work.

Some of the situations in which one can get motivated are:

1. When he takes up challenging tasks of his institution and fulfills them successfully.
2. If they involve themselves in most of the activities of the school.
3. When his students come out successfully.
4. When he shares joy and sorrow with his co-teachers, students and parents.

#### Activity

Identify some actual school situations, in which you have lot of pleasure or satisfaction.

- 1.
- 2.
- 3.

A primary teacher can take up some of the following techniques for getting motivated and to turn out to be a effective and satisfied teacher.

**1. Mechanicalise your work by adopting specific and semi-rigid procedures**

For example the teacher can conduct assembly at the end of every session. Ask one of the students to read or recite, those topics or contents which are to be memorised. After a few days, all the students will get those things to memory.

Similarly the students may be habituated to follow directions and do certain activities on their own, word associations, copying from seniors certain traits, working with the work books. Following schools norms, doing certain activities like coming into the class, putting questions, correcting mistakes, etc.

**Activity**

Identify some more teaching-learning activities which can be mechanicalised.

- 1.
- 2.
- 3.

2. Try to bring novelty in as many of your classroom activities as possible, i.e. Do the routine classroom activities with newness.

For example: Teaching through songs, or figures/pictures.

Changing the arrangement of the classroom.

Using simulation and gaming.

**Activity**

Describe one new method of teaching alphabet or numerals.

3. Identify the strong points of your students. Guide them, improve them and highlight them.

If your students get name and fame, that will be your success. Recognition of a primary teacher is through their students own.

**Activity**

Describe one situation in which the success of your student brought immense pleasure to you.

4. Appreciate the success of your co-teachers and admire them. Excuse and ignore their mistakes if any.

This makes you bigger in the eyes of your colleagues. You will be appreciated by everybody.

5. Meet your co-teachers and parents of your students as frequently as possible at their houses.

They will be pleased and you will be happy. This also enhances your efficiency.

6. Plan well and keep recorded all your good experiences especially your achievements.

This makes you feel proud of you and your profession.

### Activity

List some of your achievements as a teacher which gave pleasure to you.

- 1.
- 2.
- 3.

7. Make your surrounding neat and colourful.

This makes you happy and lively to be in the work place.

8. Mind that all aspects of your life should be motivated but not a part.

He should develop meaningfulness towards all aspects of his life, then only he can enjoy the lively teachership.

### Evaluation

1. What happens if an unmotivated teacher takes up a class ?
2. What are the sources of motivation for a primary teacher ?
3. List two activities in the classroom which motivates the primary teacher ?

**MODULE 16**

**LEADERSHIP**

It is evident that, unless the school leadership is effective, a school as a whole will not be effective in its performance. It is also true that, sometimes, effective leadership of Head Teachers or Academic Supervisors or Education Officers may not initiate desirable outcomes if the teachers in a school are not motivated. Leadership, in this context, has to motivate teachers to work collectively and effectively. Success of any teaching-learning transactional situation depend on the nature of leadership, a teacher encounter.

**Objectives**

This module facilitates teachers, head teachers, academic supervisors and education officers -

1. to acquaint with components of leadership situation.
2. to understand different leadership types or styles.
3. to understand principles of leadership.
4. to acquaint with some factors which lead to leadership failure, and
5. to assimilate various traits of leadership.

**Components of Leadership Situation**

There are three major components of leadership situation. They are

1. Leader - Head Teacher, Academic Supervisor or Education Officer.



2. Subordinate - teacher and

3. Task situation - classroom and school situation.

Leader with his specific characteristics and perception interacts with subordinates and task situation in order to initiate a desired outcome. These three components are independent and interdependent. Coordination between Head Teacher, teacher and class situation is essential for effective school and classroom performance.

### Activity 1

List out characteristics and perception of		
Head Teacher	Teacher	Class/School Situation
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

### Activity 2

List out the areas where there is coordination between - Head teacher, teacher and class/school situation
1.
2.
3.

### Activity 3

I. List out the areas where there is coordination between -  
Head teacher, teacher and class/school situation

1.

2.

3.

II. Suggest probable strategies to reduce the differences  
for better motivation.

1.

2.

3.

### Leadership Styles

In any organisation, a leader is supposed to deal with subordinates and task situation. A head teacher, academic supervisor and education officer, in a school organisational situation, should monitor the classroom activities of teachers and should also maintain harmonious relationships with teachers. The way in which head teachers deal with teachers and task situation, contributes to different leadership styles. Hersey and Blanchard suggests for leadership styles on the basis of relationship and task.

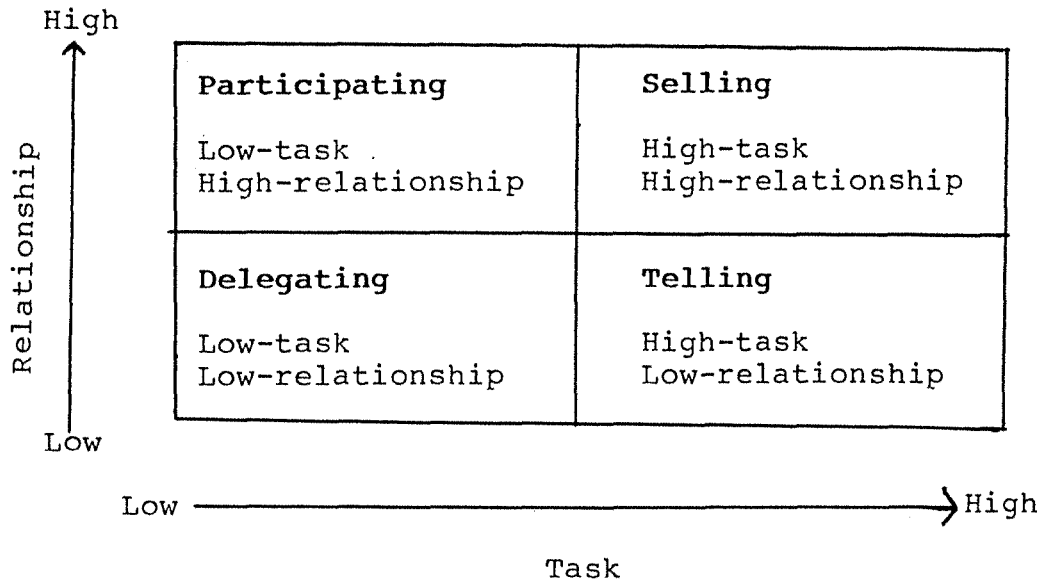
1. Selling (High-task and high relationship behaviour)

2. Telling (High-task and low relationship behaviour)

3. Participating (low-task and high relationship behaviour)

4. Delegating (low-task and low-relationship behaviour)

These four leadership styles are represented in the Fig. 1.



**Activity 4**

Write the leadership styles in rank order and reasons for your ranking.

Leadership Styles	Reasons for assigned rank
1.	1.
2.	2.
3.	3.
4.	4.

**Activity 5**

Diagrammatically represent the four extreme leadership styles.

1. Participating	2. Telling
3. Selling	4. Delegating

## **Principles of Leadership**

Success or effectiveness of any school depend on the leadership provided by teachers to their students, head teachers to their teachers. For effective leadership, it is necessary to understand principles of leadership. Some of the important principles of leadership are discussed here under.

### **1. Goals**

Goals are very important for the success of any organisation whether school or classroom. Think properly and set the goals which are realistic. After fixing the goals try to accomplish them. Students and teachers will be inspired to work for a teacher and head teacher with a purpose respectively.

### **2. Exemplary behaviour**

Teachers do look to their head teachers/supervisors for guidance, similarly students look to their teachers for enlightened academic guidance. It is often true that students and teachers tend to become carbon copies of their teachers and head teachers/supervisors respectively. There may be many ways of copying, either consciously or unconsciously. Hence as a leader, you should set as an example whatever the results you expect, remember that action should start with you.

### **3. Gradual improvement**

For gradual and consistent improvement, every day is an opportunity for new experience. Every day analyse yourself by asking -

"Am I worth more today than I was yesterday ?"

If you want to be improved, be a progressive and optimistic thinker. Always think how best you can do a task. Employ the "How can I do it better" thought process. Eliminate from your mind, such vocabulary like "I am doing my best".

Do not allow the people taht you are leading to think that they are doing their best.

### **4. Think time**

To be successful in your endeavour, spend some time in uninterrupted thought. Many leaders, unfortunately, do not spare some time for thinking. Put aside atleast half an hour a day purely for thinking. If you give time for a good thinking session, most of your problems would be solved. Always keep a pad of blank papers and pen to write down thoughts and decisions that come out of your mind.

### **5. Leading**

The most effective leadership is by example. The motivated teacher will lead their followers to initiate desired outcomes. Always ask yourself a question -

"Am I leading my subordinates for better work performance ?"

#### **6. Assessment of outcomes**

Motivated leader always judge the performance of his subordinates by the outcomes. Assess the teacher or student performance in terms of the desirable leaning outcomes.

#### **7. Confidence building**

Organisational efficiency depends on the confidence of the leader and subordinates. A leader should develop confidence in his self and his ability. This self confidence of academic leaders will inspite the teachers.

#### **8. Criticism acceptance**

It is true that more and more a leader is successful greater the chances of he being criticised. Receive the criticisms in a positive perspective. To become an effective leader accept the criticism. Remember that criticism is a stepping stone for your progress. Be bold and objective to accept criticism.

#### **9. Future thinking**

One of the important trait of an effective leader is his future thinking. Plan on doing something different tomorrow. If every day you can something slightly different

from what you did yesterday. From the point of view of doing a little bit better, it will create an inspirational leadership that is so motivational. Always try to have a future vision.

### 10. Thinking for success

The success of organisation is in accomplishment of goals. Always think to attain success in your efforts. Thinking like a winner is a good thought process. When you are confronted with a situation, may be positive or negative, try to imagine how the most successful persons that you know would think and then act in that situation accordingly to get success.

#### Activity 6

Write down the situations in which you have followed these principles.	
<b>Situation</b>	<b>Principles</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
.	.
.	.
.	.

## **Factors of Leadership Failure**

While doing activity 6 of this module, you might have come across several situations where you have failed to implement the principles of leadership. Hence if you want to be a successful leader, it is necessary to understand various factors of leadership failure.

### **1. Inability to undertake multiple responsibilities**

Most of the educational administrators and teachers admit that they are too busy to give sufficient attention to any aspect of their work because of multiple responsibilities. This is an indication of failure in leadership as they are admitting their inability to do their job effectively.

### **2. Inability to do a task that they expect others to do**

In many educational situations, educational administrators, insist others to do a task but are unwilling to do the same. This leads to a kind of leadership where a leader is unwilling to do what they would ask their subordinates to do.

### **3. Fear of competition**

In these days of competition, many academic leaders are afraid that their own position is threatened.



Consequently they hold their subordinates below them rather than build them up, in order to protect their position.

#### **4. Lack of creative thinking**

Any head teacher or education officer cannot plan and set goals without creative thinking. Due to lack of creative thinking, they are unable to guide their staff effectively and cannot inspire them for better educational outcomes.

#### **5. Ego Centrism**

Generally, most of the head teachers or education officers claim all the honours for the achievement of their team and unwilling to share failures of the team. This may be labelled as 'I' syndrome or ego centrism which is a major cause for leadership failure. Effective leader will claim none of the honours but will extend them to the team.

#### **6. Lack of loyalty**

A leader who is not loyal to his colleagues, both above and below him, will not maintain his leadership for a long time. Head teacher should try to earn respect from his colleagues but should never be demanded. The major factor for leadership failure is this lack of loyalty.

#### **7. Authoritative tendency**

Normally we come across certain educational administrators who use authority as an instrument of

motivating their subordinates. But one should remember that if this kind of authority is used several times, there will be a stage where the subordinates are demotivated and the authority gradually diminishes. Excessive authoritative tendency is a factor of leadership failure.

#### **8. Failure to understand negative environment**

It is not possible to become a motivational leader without understanding the harmful effects of a negative environment. Able leader would prevent the negative environment and create a positive environment to yield better results.

#### **Activity 7**

List out several other factors of leadership failure from your life experiences.

- |    |    |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

#### **Leadership Traits**

A successful leader should be possessed with certain leadership traits to motivate his followers.

##### **1. Ability to Plan**

A motivated leader always has plans for the accomplishment of goals.

## 2. Decision Making

An effective leader, after careful analysis of a given problem, would make a decision and stick on to that decision.

## 3. Self Motivation

A leader who is not motivated cannot motivate his followers. Hence a leader should be self-motivated.

## 4. Prepared to take up tough task

A leader should set an example to his followers by undertaking courageously the tough tasks successfully. No employee wishes to be led by a leader who lacks courage and confidence.

## 5. Empathy

An effective leader must be able to visualise the problem from the subordinates point of view.

### Activity 8

Write some other traits necessary for effective leadership	Write the traits that you possess
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
.	.
.	.
.	.

**Evaluation**

Try to recollect the following:

1. Components of Leadership
2. Principles of Leadership
3. Leadership Styles
4. Factors of Leadership Failure
5. Leadership Traits

MODULE 17  
STRATEGIES OF MOTIVATION

It is our common experience that sometimes we do our job effectively and at times indifferently. The main reason for this is motivation. We work effectively when we are motivated and indifferently when we are demotivated. Motivation helps us to work as effectively as possible to the best of our abilities. As every individual is unique, there is no single strategy of motivation that would be effective for all. Motivating teachers is the prime concern, today, to yield better educational outcomes.

**Objectives**

After going through this module you would be in a position to

1. Understand different strategies of motivation.
2. Select suitable strategy of motivation, and
3. Implement these strategies in real school situations.

In the real school situation, motivation is considered to be the art of creating conditions that allow every teacher to work efficiently. Number of motivational strategies may be tried out for maintaining and enhancing motivational levels of teachers. It is true that teachers can put their best efforts for school effectiveness, provided they are all well motivated. Some of the important

strategies of motivation are dealt in this module. You have to choose a particular strategy or group of strategies of motivation depending on the individual, group or the situational demand.

### 1. Operationalising target plans

It is necessary to define targets as clearly as possible. After finalisation of objectives, link it with the ability of team.

#### Activity 1

Operationalise any target plan of your choice with the help of following steps.

1. Identification of targets/objectives
2. Assess abilities of the team
3. Visualise the whole situation
4. Select suitable behavioural strategies
5. Assign responsibilities to right persons
6. Decide right moment to start
7. Assume individual performance
8. Feed back
9. Eliminate ineffective behaviour
10. Maintain interest among group until target is achieved.

### 2. Involve staff in decision making

Better way of motivating your staff is by involving them in decision making. Collective decision making leads to collective responsibility.

### **3. Distribution of work load**

Some teachers like to have more and more work. They feel happy when more duties within their capacities, are assigned to them. These teachers will be motivated if large number of duties are assigned to them. This may be called as "horizontal loading".

For some teachers it is necessary to assign higher level of duties for retaining and enhancing their motivation. This type of work distribution may be called as "vertical job loading".

Some teachers get motivation in their professional development. Through refresher courses and inservice training programme, professional skills can be developed among teachers. This kind of job enrichment motivates these teachers.

### **4. Democratic administration**

Autocratic administration may yield good results but here there is a definite possibility of demotivation among teachers. On the other hand democratic administration gives good results and enhanced motivational levels of teachers.

### **5. Dealing with enlightened colleagues**

Educational administrators should realise that they are working with a set of enlightened colleagues. They are

supposed to motivate such intellectuals who respect logic and rationality. These enlightened teachers are curious to know. Educational officers can motivate them by giving more relevant information related to a particular work. Organise staff seminars on staff development where motivation occupies the central theme of discussion. While doing this, administrator should be aware of their interests and preferences. These entry behaviours can be used as input in this motivational strategy.

#### **6. Introspection**

Through introspection, teachers can discover their self-image. Teachers are allowed to answer to questions - "Who am I ?" and "What do I want ?" Teachers with positive self concept will work with a high degree of motivation. These teachers who are in congenial environment with full support and encouragement will have positive self-concept. But for those teachers who are in adverse environment with little support and encouragement, administrators should provide help in discovering their self-image. Discovering self-image is a vital step towards motivating the individual. These concepts are discussed in the module entitled "self-esteem and self-actualisation".

#### **7. Suitable reinforcement**

Precaution should be taken in matching the intensity of reinforcement with the intensity of action. This matching



is possible through selection of right incentive for right situation. As far as possible result-oriented incentives are suggested. If the incentives are available without much effort, they lose motivational value.

## 8. Effective Communication

Major barrier of motivation is ineffective communication. Motivation will improve when communication improves.

Some suggestions for effective communication.

1. Define why you need to communicate. Set clear objectives communication should be pre-planned.
2. Look at your message through receiver's view point.
3. Each message should have a purpose.
4. Select right time for the communication.
5. Use variety of media and methods to communicate your ideas.
6. Special care should be taken for opening and closing statements.
7. Get your listeners involved in the message.
8. Centre on the desired results of your communication.
9. One well stated message is worth of a dozen vague messages.
10. Effective listening.

Communication skills for better motivation are dealt in the module entitled "communication skills".

### **9. Caring but not scaring**

Most of the educational administrators use fear is a powerful motivator. Though fear motivates powerfully, it has negative effects. Educational administrator more frequently and easily impose fear, even though it should never be imposed. It may motivate persons for moment but in long run causes demotivation. Fearful teachers cannot work effectively.

Hence motivate teachers by CARING rather than by SCARING. Persuasion, a challenging assignment, encouragement, sincere praise or a pat on the back are all long-term effective motivators that motivate a teacher and enhance their morale.

### **10. Career Counselling**

Career counselling can help the teachers to adopt and progress in their career. This is essential to teachers to retain their level of motivation and to protect them from being 'burn out'. Educational administrators should help teacher by providing necessary information for their career development.

## MODULE 18

### MOTIVATIONAL SUPERVISION

Academic supervision plays a pivotal role in refining the performance of teachers in a teaching-learning context. But prevailing supervisory technique are mostly traditional unable to induce motivation among teachers to work efficiently. Academic supervision should have to motivate a teacher for better work performance. Now-a-days most of the academic supervisors are finding fault in the teacher performance and paying less attention to motivate a teacher. At this juncture what is more required is a kind of motivational academic supervision. Motivational supervision gives new insights to academic supervisors in different ways of motivating a teacher through their supervision. It also provides some insights to teacher in self-supervising their performance and get themselves self-motivated.

#### **Objectives**

This module helps academic supervisors and teachers -

1. to understand different principles of motivation.
2. to acquaint with strategies motivational criticism.
3. to appreciate techniques of motivational supervision.

#### **Principles of motivation**

While supervising teachers, academic supervisors should try to answer a question - "What can I do to induce

favourable professional attitude in them and make them perform efficiently ?". Academic supervisors should realise that a teacher has greater potential than what they actually exhibiting. It is one responsibility to maximise their potential and performance. Inability of a teachers to manifest their potentialities to reality, may be due to lack of motivation. Try to know why they are demotivated and be prepared to accept that you might be the cause for their demotivation. The following principles of motivation are to be kept in mind to make them perform to their fullest potentialities.

#### **1. Motivated to motivate**

It is impossible to motivate your teachers if you are not motivated. Self motivation is an important principle of motivation because only self-motivated persons can motivate others. There are several ways of becoming self-motivated. Some of them have been discussed in modules on self-esteem and self-actualisation; and techniques motivating teachers.

#### **2. Clear goal**

It is very difficult to motivate any teacher without a clear and specific goal. Help teachers in setting specific goals and strive to accomplish them. While helping them to motivate try to find out what they want and show them a way to achieve it.

### **3. Recognition**

In order to motivate a teacher, it is necessary to give due recognition to their potentialities and performances. A simple word of appreciation is sufficient to motivate them.

### **4. Progress**

This is an important principle of motivation. When we see ourselves progressing, moving forward and achieving, we will always be more motivated. When we see ourselves going backwards, we will be demotivated. Hence in order to motivate teachers, their progress in performance and their achievements should be periodically informed to them.

### **5. Competition**

Competition motivates teachers for better performance. Contests, competitions and challenges are extremely effective and most certainly do inspire teachers to greater activity. Conduct of science fairs and other challenging and competitive activities motivates many teachers to get into more and more activities.

### **Strategies of motivational criticism**

People who have a responsibility to supervise have to control many things especially their personal feelings.

The main purpose of academic supervision is not to destroy but to build.

Sometimes it is necessary to criticise a teacher to get the desirable performance. It is true that desirable performance can be achieved with praise, approval and recognition. Let us now see how we can achieve desirable performance through motivational criticism.

It is always better to avoid criticism but when it is necessary for better performance, academic supervisors are suggested to choose motivational criticism. Some of the important strategies of motivational criticism are dealt here.

### **1. Time**

Choose right time to criticise. Teachers will be upset if you criticise when they are about to undertake a critical and challenging task.

### **2. Privacy**

If at all you want to criticise, do it in complete privacy. Remember the proposition - praise in public, criticise in private.

### **3. Make them receptive**

Make the teachers first receptive to you, before you mention the constructive points of criticism. Able academic supervisors try to identify right things in their teachers.

#### **4. Straight looking**

While criticising look at the teachers in the eyes or look straight into their eyes. The supervisors who is unable to look straight into their face loses credibility. Some look out of windows or at their feet and consequently they weaken dramatically what they have to say.

#### **5. Truthfulness**

Academic supervisor should be strictly truthful. This does not mean that they tell lies. But what does often happen is that they have difficulty in telling it in a way it is to be. So tell it in the way it is to be.

#### **6. Criticise the behaviour**

Never criticise a person but do criticise his behaviour. It is the behaviour that leads to the results.

#### **7. Affirming good points**

During supervision, after criticising various pots, an academic supervisor should build that teacher up again. This can be effectively done by affirming their good points.

#### **8. Keeping criticism in between good points**

While criticising teachers, be some to keep it in between positive points about their work.

## **9. Set a review date**

It is then necessary to set a date with the teacher you have just criticised on which a review of the points discussed can take place. It is better to record the summary of the points to avoid misunderstanding.

### **Activity**

Think well and write down the strategies that you have practiced in your academic supervision.

## **Techniques of motivational supervision**

The main purpose of academic supervision is to motivate the teachers for better performance. The type of supervisor that motivates teachers is called as motivational supervisor. Some of the important techniques of motivational supervision are mentioned here.

### **1. Ideal Versus Real**

Often academic supervisors expect ideal performance from teachers. The ideal seeks to motivate a teacher through an artificial structure. The real seeks to utilise the real-world structure. It is far more effective to use a structure that has naturally evolved than one you try to impose. Motivational supervisor is not to force teachers into an ideal. But it is being aware of and capitalising on what is real.

### **2. The Distance Factor**

The farther you get from your teachers, in terms of organisational structure, the less effective you will be.



Hence try to maintain a close rapport with your teachers for effective motivational supervisor.

### **3. Strengths and Weaknesses**

It is necessary to minimise weaknesses and maximise strengths of your teachers through your supervisor. Try to avoid emphasising their weaknesses frequently. Motivate them on the basis of their strengths.

### **4. Feedback**

Every teacher intends to know how they performed. Feedback mechanism inform them how well they are performing toward reaching an objective. Without feedback they are unable to evaluate problems and cannot improve their performance. The important function of an academic supervisor is to provide effective feedback.

### **5. Rewarding Performance**

Rewarding performance is the most important motivational approach. Teachers work hard and more effectively when they are rewarded for their performance. There are many kinds of rewards other than money and to many teachers they are even more important than money. Some of them are - recognition, popularity praise, safety, efficiency, encouragement, freedom, etc. Performance can be improved when there rewards are linked properly to the performance.

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