THE APPLICATION OF MOTIVATIONAL THEORIES OF MANAGEMENT TO TEACHING AND LEARNING IN EDUCATION

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Abstract

Educational management researchers apply the theories of management science to teaching management, constantly enriching the science of educational management, management science has a wide range of applications in education and teaching, incentive theory as an important theory in the principles of management, profoundly affecting our teaching management, this paper not only through the analysis of the conclusions of the previous research, qualitative research on incentive theory on teaching management, but also through the questionnaire method. Quantitative analysis of how the theory of incentives to influence teaching management, a total of 143 students received a questionnaire survey, through the questionnaire survey we found that there are many ways to motivate, teaching work should pay attention to motivation as a management tool, the effective use of incentives to mobilize the creativity of the students and motivation, to promote the overall progress of the school, and to cultivate more and better talents for the community.

Keywords: Management;Pedagogy;Motivation Theory

1. Introduction

The development of productivity gave rise to the birth of management science, at first the knowledge of management science applied to enterprises, management science theories and methods of enterprise production to promote the fact that educators and education managers to great inspiration, trying to transfer the theory of scientific management in the enterprise to the management of education, coupled with the fact that modern education is a large-scale public utility, is the use and mobilization of social resources of human, financial and material resources in order to The modern education is a large-scale public utility, is the use and mobilization of social human, financial and material resources in order to carry out a highly organized business, the operation of modern education relies on scientific administrative management. The development of education calls for the birth of educational management theory. Management theory has been applied in education and teaching, and has greatly improved educational skills, contributing greatly to the vigorous development of education.

The theory of motivation belongs to an important theory in the principles of management, if management is an art, then motivation is the core of this art. Motivation is inevitably linked to human characteristics. From the psychological point of view, everyone has the desire to be satisfied. So how can we get good satisfaction? Human needs are multifaceted, according to Maslow's hierarchy of needs, can be divided into several levels of human needs: survival, security,

social, respect and self-actualization needs, as well as aesthetic and knowledge needs and so on. As long as the manager according to the actual needs of different people, different psychological characteristics, the use of appropriate incentives, you can find the most effective incentives to improve the efficiency of the organization, to better achieve organizational goals.

2.Methodology

Motivation contains emotional incentives, process incentives, goal incentives, role model incentives, work incentives, etc. In this paper, a questionnaire survey was conducted by distributing questionnaires to 150 students in three classes of the first year of high school, and a total of 145 questionnaires were retrieved, of which 2 questionnaires were invalid, and the questionnaire validity rate was 95.3%. The questionnaire validity rate meets the requirements of the questionnaire, and this questionnaire survey method is feasible.

This survey set 2 questions from the perspective of emotional motivation: (1) What kind of relationship between students and teachers do you think is more conducive to learning? (2) Do you think the relationship between teachers and students is one of manager and managed? Set up one question from the perspective of process motivation: (3) By watching the American animated movie "Kung Fu Panda", what theory of management do you think is used in constantly setting goals for the panda to become the Dragon Warrior? Set a question from the perspective of goal motivation: (4) Does setting reasonable goals in learning motivate you to take the initiative to learn? Set 1 question from the perspective of role model motivation: (5) Does an advanced role model motivate you to study hard? 1 question from the perspective of work motivation: (6) What are the main reasons that motivate you to work hard?

2.1 Emotional motivation

(1) Frequency of relationships between students and teachers that contribute to learning

Table 1 Frequency of relationships between students and teachers that
 contribute to learning

Frequency of relationships between students and teachers that contribute to learning	Frequency	Percentage	Effective Percentage	Cumulative percentage
cordial	134	93.7	93.7	93.7
hard	2	1.40	1.40	95.1
Generally unaffected	7	4.90	4.90	100
total	143	100.00	100.00	

From the above table, it can be seen that the frequency of relationship between students and teachers that is considered to be congenial to learning is 93.7%, which shows that congenial teacher-student relationship helps students to improve their academic performance.

(2) Frequency of the teacher-student relationship as a manager-managed relationship

Table 2 Frequency of teacher-student relationships as manager and managed

Frequency of the teacher-student relationship as a manager-managed relationship	Frequency	Percentage	Effective Percentage	Cumulative percentage
Yes	20	13.99	13.99	13.99
No	123	86.01	86.01	100.00
total	143	100.00	100.00	

From the above table, it can be seen that the percentage of no in the frequency of the belief that the relationship between teachers and students is a manager and managed relationship is 86.01%, which shows that the relationship between teachers and students is not a manager and managed relationship, but a cooperative relationship.

2.2 Process incentives

(1) Frequency of what theory of management is used to continuously set goals for the panda to become the Dragon Warrior?

Table 1 Frequency of relationships between students and teachers that contribute to learning

Frequency of theories of management	Frequency	Percentage	Effective Percentage	Cumulative percentage
Expectation Theory	121	84.61	84.61	84.61
Butterfly Effect	16	11.19	11.19	95.8
Broken Window Theory	6	4.20	4.20	100
Total	143	100.00	100.00	

As can be seen from the above table, it is believed that constantly setting goals for the panda to make the panda become the Dragon Warrior used the frequency of expectation theory of management accounting for 84.61%, which shows that the process of incentives to help the realization of the goal, the application of knowledge of the theory of expectation in-depth student learning.

2.3 Goal Motivation

(1) The establishment of reasonable goals on the frequency of motivating students to take the initiative to learn

Table 4 Frequency of setting reasonable goals in learning to motivate
students' active learning

Frequency of setting reasonable goals to motivate students to learn actively	Frequency	Percentage	Effective Percentage	Cumulative percentage
Yes	127	88.81	88.81	88.81

No	16	11.19	11.19	100.00
Total	143	100.00	100.00	

From the above table, it can be seen that the percentage of students who believe that setting reasonable goals can motivate students to take the initiative to learn is 88.81%, which shows that the realization of goals is an important way to satisfy human needs.

2.4 Motivation by example

(1) Do advanced role models motivate you to study hard?

Table 5 Frequency of advanced role models motivating efforts to learn

Advanced Role Models Motivate Efforts to Learn Frequency	Frequency	Percentage	Effective Percentage	Cumulative percentage
Yes	130	90.91	90.91	90.91
No	13	9.09	9.09	100.00
Total	143	100.00	100.00	

From the above table, it can be seen that the percentage of students who think that advanced role models can motivate students to study hard is 90.91%, which shows that role models have a great driving effect, and by setting up role models, the whole class can realize common progress.

2.2 Work incentives

(1) Frequency of the main reasons for motivating hard work

Table 6 Frequency of main reasons for motivating hard work

Frequency of main reasons for motivation to work hard	Frequency	Percentage	Effective Percentage	Cumulative percentage
Satisfactory work	116	81.12	81.12	81.12
Appreciation from everyone	5	3.50	3.50	84.62
Considerable salary	22	15.38	15.38	100
Total	143	100.00	100.00	

From the above table, it can be seen that the main reason for believing that the main reason for motivating oneself to work hard is the frequency of satisfactory work accounts for 81.12%, which shows that the work that suits oneself can maximize the subjective motivation.

3.Results

Through organizing the questionnaires, it was found that 93.7% of the respondents believed that a harmonious relationship between students and teachers is more conducive to learning; 86.01% of the respondents believed that teachers and students are not managers and managed; 84.61% of the respondents believed that constantly setting goals for the panda makes the panda become the

Dragon Warrior using the expectation theory of management: 93% of the respondents believed that setting reasonable goals in learning will motivate them to study actively; 86% of the respondents believed that advanced role models will motivate them to study hard; 83% of the respondents believed that satisfactory work will motivate them to work hard continuously. 93% of the respondents believe that setting reasonable goals in learning will motivate them to study actively; 86% of the respondents believe that advanced role models will motivate them to study hard; 83% of the respondents believe that a satisfactory job will motivate them to keep working hard.

4. Discussion

According to Maslow's hierarchy of needs, everyone has a need for social interaction, modern people have a strong need for social interaction and affection, emotional motivation has become an extremely important means of mobilizing people's motivation in modern management, emotional motivation is manifested in all aspects of teaching and learning, to establish a cordial and harmonious relationship between teachers and students, the relationship between the teacher and the student is not the relationship between a rigid administrator and the administrated but

An excerpt from the American animated film "Kung Fu Panda" was shown in the classroom. In order to stimulate the panda's psychological need to learn kung fu and become the Dragon Warrior, the panda's master seized the panda's fondness for food as an inducement to set up a goal for the panda and eventually make the panda become the Dragon Warrior. Students can easily understand Frum's expectancy theory.

By setting appropriate goals, motivators, and mobilizing motivation. Employees in the management of conscious behavior, are the process of pursuing goals, it is a goal, guiding employees to take an action. Therefore, the realization of the goal is an important way to meet the needs of people, the goal has become an extremely important inducement in management incentives. According to the expectation theory proposed by Frum, the size of the motivation force depends on the potency and probability. Managers in setting goals, one is to choose the subordinate interest, attach great importance to the content, so that the selected goals as much as possible to meet the needs of subordinates Second, the realization of the goal and reward or reputation and other links, increase the effectiveness of the goal to achieve. In the classroom we encourage the class to be divided into different groups each group to set up a company, each member of the different positions, so that they feel themselves as a member of the enterprise, the goal incentive that is to the goal as a causal factor.

"The power of example is infinite", managers should pay attention to the use of advanced models to stimulate the enthusiasm of subordinates. Role model incentive mainly includes the following two aspects: (1) advanced typical role model incentive. Managers should pay attention to find and summarize the advanced deeds and advanced people, to their deeds and performance to motivate subordinates. (2) The manager's own exemplary role. That is, managers call and ask subordinates to do, they should first do, should be the first, take the lead, in order to influence and drive the

subordinates. In practice, we must do things practically, not superficially; always consistent, not on a whim. Teachers through the selection of the best classroom work, the best actor, the most innovative company so that students have a role model for learning, so that students who perform well to make a better demonstration of efforts to perform, so that other students can also see their own shortcomings from the role model, to find their own efforts in the direction of the establishment of role models, to achieve the common progress of the class, but also to achieve the purpose of the course of teaching.

According to Herzberg's two-factor theory, the most effective incentives for people come from the work itself, i.e., satisfaction with one's work is the greatest incentive. Therefore, managers must be good at adjusting and mobilizing all kinds of work factors, make good work design, and do everything possible to make subordinates satisfied with their own work in order to achieve the most effective motivation. When arranging a sitcom performance in the classroom, the teacher should try to make the work be implemented to the person, then we should choose the students who are more extroverted, responsible and like to engage in organizational work to be responsible for and supervise the progress of the rehearsal. Of course, not all students are extroverted, but some are quiet, in which case the teacher should carefully observe their interests and specialties, and then arrange appropriate teaching tasks for them. For example, some students are very silent, but write beautifully, you can arrange for him to help the teacher to draw pictures on the blackboard board and so on. Work incentives to meet the psychological needs of students to make their specialties fully displayed.

Conclusion

There are many other ways to motivate, such as educational incentives, participation incentives, etc. The effective use of incentives can better mobilize students' creativity and enthusiasm. Therefore, teaching work should pay attention to incentives as a management tool, according to the characteristics of the subject and the psychological characteristics of the students, the means and purpose of incentives combined, change the mode of thinking, and really establish an open incentive system that adapts to the characteristics of the times, the characteristics of the school and the needs of the teachers, to promote the overall progress of the school, and to cultivate more and better talents for the society.

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