

Could ESOL teachers use David McClelland's motivational theory to motivate learners?

Introduction

As a child, I was always active and had the energy and drive to learn new things, I would try to work effectively to achieve my desired goals. In high school, I lost that energy and drive to learn, without really knowing why. The consequences of losing such a valuable asset at a crucial time resulted in poor GCSE results. As I recall, the teacher never really had the energy and drive I once had, nor was I ever encouraged to learn. A few years ago, I found the energy and drive again, which I now know as motivation. Motivation is a process that guides and maintains a behaviour to reach a goal (Centre on Education Policy, 2012). From my own learning experience, I feel that if my high school teacher was motivated, I would have achieved my academic goals much sooner as the GCSE's were compulsory to get into sixth form. Now as an ESOL teacher, I want my motivation to influence and inspire my learners to achieve their goals. Gardner (2005) and Martin (2003) support my views by suggesting that the teacher's energy and drive is viewed as an element which has a strong impact on the learners' motivation. The extent to which ESOL teachers are able to motivate their learners depends upon how motivated the teachers are themselves (Atkinson 2000, Bernaus *et al.*, 2009, Guilloteaux and Dornyei 2008). Therefore, the motivation of an ESOL teacher is very important as it directly affects the learners' progression.

The psychological attachment to the profession, the emotional bonding with the learners and the job commitment may determine the teacher's motivation. (Morrison *et al.*, 2007). Furthermore, Gasper and Bramesfeld (2006) suggest direction, effort and persistence are the three components of motivation. From my own experiences, motivation may depend on the goal, effort required and the time it may take to achieve the goal. Adair (2006) suggests the motive to carry out particular tasks could be determined by our personal enjoyment, interest or pleasure (intrinsic motivation). External supports offering rewards or incentives may also encourage motivation (extrinsic motivation). Therefore, the driving motivator may be the need for achievement, affiliation or power. David McClelland's (1988) human motivation theory highlights that individuals have one of three main driving motivators: the need for achievement, affiliation or power. In this essay I will try to explore the reality of ESOL teachers using David McClelland's (1988) motivational theory to motivate ESOL learners. David McClelland's (1988) motivational theory will be outlined and comparison to other theories will be made. I will explain why David McClelland's (1988) theory is more relevant to ESOL learners and how the application of the theory could be used to motivate the learners. The job roles and responsibilities of ESOL leaders and managers are analysed. The differences and similarities of leaders and managers in ESOL are discussed. Recommendations linking David McClelland's (1988) motivation theory to classroom practice and the impact it has on learners are made. Finally, a summary about David McClelland's (1988) motivational theory is given in a form of a conclusion.

Main Body

David McClelland (1917-1998) was an American psychologist, who studied the three basic needs of motivation: need for affiliation (n-aff) need for power (n-pow) and the need for achievement (n-ach) (McClelland, 2014). McClelland (1988) attempts to explain how the needs for affiliation, power and achievement affect human motivation and the actions of people. McClelland's (1988) motivational needs theory states behaviour is a function of two things: the characteristics of the person interacting and the characteristics of the situation. The theory may also be referred to as 'the three social motives' or 'acquired needs theory'. McClelland (1988) claims an individual's motivation level may depend on their needs, as everyone has some degree of all 'three social motives'. He claims to have discovered 80% of the daily knowledge acquired or daily mentality activity is related to the three social motives (McClelland, 1988).

The three social motives of McClelland's (1988) theory are described as:

1. The need for affiliation

Daft (2008) highlights the teachers with the need for affiliation have the desire to form close personal relationships, avoid conflicts, and establish warm friendships. Daft's (2008) views are also supported by Moore *et al.*, (2010), who mention that the need for affiliation is the desire to form personal relationships, avoid conflicts and establish friendship. Teachers with the need for affiliation seek social approval, seek companionship, and satisfying interpersonal relationships. McClelland (1988) states that affiliation is

establishing, maintaining or restoring a positive affective relationship with other people. Social and economic factors influence staff motivation by creating a friendly working environment (Xu *et al.*, 2012). Hofer *et al.*, (2015) suggest personality traits influence motivation, energetic behaviour supports the successful realisation of the goals. From my own experiences, affiliative motive ESOL teachers try to develop the skills to understand what topics may interest the learners (Steinmann *et al.*, 2014). Therefore, teachers with the need for affiliation may perform better when their efforts are appreciated (Jerotich, 2015), which is also supported by Maslow's (1943) and Alderfer's (1972) motivational theories (Arnolds, 2005 and Morgan, 2012).

2. The need for power

Lussier and Achua (2007) and Daft (2008) express that the teachers with the need for power have the desire to control or influence others, have authority over others and be responsible for others. Ahmad and Dilshad (2016) report that authoritative leaders direct activities that are planned by staff, giving learners the control of activities encourages motivation in achieving learning goals. Waghid and Davids (2016) illustrate that learners need to be told what to do and shown how to do it, for the institution to keep up with the demands of high quality education. Sternberg (2013) declares that ESOL teachers with a strong vision use the power motive to get tasks done rather quickly in order to achieve educational goals by giving learners the control and responsibilities of their tasks. The learner also tends to create an environment for good performances in order to gain influence of others. McClelland (1988) suggests

teachers with the need for power like control which could influence other learners. From my own experiences, I have observed an ESOL teacher who gave the learners control of their learning. The strategy was to encourage competition amongst the learners and for learners to influence each other. Therefore, teachers with the need for power are able to motivate the learners to achieve their learning goals more quickly (Jerotich, 2015).

3. The need of achievement

Daft (2008) suggests that the teachers who have the need for achievement have the desire to accomplish difficult goals, master complex tasks and outperform others. Achievement motive teachers have a primary aim to do well or better than anybody else (Knowles, 1969). Puca and Schmalt (1999) suggest that achievement motive teachers are usually involved in the task and forget about the time and their own fatigue in order to focus on the task. Therefore, a teacher with the need for achievement may have intrinsic motivation which enhances their stamina and strength when achieving goal satisfaction. From my own experiences, I have observed ESOL teachers who ensure all the learners have completed the current task before moving onto a new one. Education institutions require staff to have a positive drive to ensure they provide good quality education. Therefore, teachers with the need of achievement are very important in successful institutions (Jerotich, 2015). From my own experiences, McClelland's (1988) motivational theory has strengths and weaknesses that could affect how learners are motivated.

A table showing the characteristics of each teacher.

Teachers with the need for Affiliation

- Wants to belong to a group.
- Wants to be liked, will often agree with the rest of the group.
- Favours working with, than working against (competition).
- Does not like high risk or uncertainty.

Teachers with the need for Power

- Likes to control and influence others.
- Likes to win arguments.
- Enjoys winning competitions.
- Enjoys status and recognition.

Teachers with the need for Achievement

- Like to set and accomplish challenging goals.
- Takes calculated risks to accomplish their goals.
- Likes to receive regular feedback on their progress and achievements.
- Often likes to work alone.

The strengths and weaknesses of McClellan's theory

The strengths of McClelland's (1988) motivation theory is that it may improve the teaching standards at the institution, as it may provide a clear goal direction for the teachers and learners. Teachers with the need for affiliation may be able to recognise their learners' personalities or attitudes and give them tasks according to

their interests, which would increase the chances of learner progression.

Furthermore, the learners would help create an efficient and effective teaching session. Covington (2000) supports my views, by claiming that the quality of the students' learning and progression depends on the interaction between the teacher and learners. The support from the teacher will determine whether the learners achieve their social and academic goals. From my own experiences, ESOL teachers who ask learners that share the same interests to work in groups tend to get more productivity out of the learning exercise. Schutz and Pekrun's (2007) research found that shaping the educational environment to encourage learning would help learners overcome anxiety and allow learners to adjust to the learning exercise.

Swanson and Wagner (2016) suggest that teachers with the need for power may have a greater responsibility to create a learning spirit within the classroom. From my own experiences, some job centre referred ESOL learners have no interest in learning. Furthermore, such learners could make the lessons really challenging for the rest of the group including the teacher. McClelland's (1988) needs theory may help ESOL teachers to understand the attitudes of challenging learners and how to deal with the different types of learners. Poon and Wong (2007) suggest that teachers could use the McClelland's (1988) needs theory to assign tasks to the learners according to their interests and needs. Teachers with a strong need for power are more successful teachers than teachers with a low needs of power (Adair, 2006). On the other hand, McClelland and Burnham (2003) identify two types of teachers: ones who seek personal power and others who seek institutional power. Teachers who seek institutional power are more successful than teachers who seek

personal power as they can create a positive learning environment by helping learners achieve their goals.

Teachers with the need for achievement may have the teaching qualities to improve the quality of education at the institution as learners may achieve the grades required to move onto additional courses or employment (Jerotich, 2015). English language skills are important for ESOL learners as it is a means of communication in the UK and therefore the need of productive lessons are essential for the ESOL learners (Education Scotland, 2015). McClelland's (1988) theory suggests that teachers who target high levels of achievement are suitable to teach intense ESOL courses as they prefer challenging tasks. From my own experiences, I have observed ESOL teachers who constantly try to encourage learners who show no interest in learning to achieve some parts of their learning goals. A teaching strategy used to encourage demotivated learners is to break down the tasks into smaller tasks to enable learners to achieve the learning goals. ESOL teachers with the need for achievement may influence other ESOL teachers to improve their teaching standards as teachers may be judged on the grades achieved by their learners (Jerotich, 2015).

ESOL teachers may develop the skills to use all three motives of McClelland's (1988) theory at the same time in the classroom. From my own experiences, I have used the power motive to challenge a disengaged learner to prove to the class that he could complete the task, whilst using the affiliation motive to build rapport with the learners to complete the learning outcomes to a good standard (achievement

motive). Jerotich (2015) supports my views, by claiming that teachers who use the affiliation motive may have low learner absences and learners perform better as their efforts are appreciated. The quality of learning improves (achievement motive) which generates a learning environment (power motive). Some ESOL teachers may not be motivated by the needs of power, affiliation or achievement (intrinsic motivation) but rather come to work to get paid (extrinsic motivation). McClelland's (1988) theory has weaknesses which could risk the efficiency and success of ESOL teaching.

The weaknesses of McClelland's (1988) theory are that teachers with high needs for affiliation may consider the relationships with the learners when making decisions, which may not always benefit the learners' progression. From my own experiences, teachers who have a high need for achievement try to motivate learners by offering evening ESOL classes in the learners' neighbourhood, local community centre, or church. During the winter months, ESOL teachers have felt insecure whilst walking alone through dark and unfamiliar neighbourhoods. Furthermore, some teachers lost the achievement motive and decided not to continue teaching such classes.

Therefore, money, time and effort had been wasted and institution targets were not met. As a result, institutions have lost contracts and funding for ESOL community teaching and learning. The Department for Communities and Local Government, (2015) introduced the Talk English Project to help individuals learn English, which would enable them to get involved in the community. Public sector funding for ESOL courses was also announced by the Prime Minister David Cameron (Staufenberg, 2016). Harrell and Stahl (1981) suggest that McClelland's (1988) theory gives a limited purpose to public sector ESOL teachers as they are being motivated by job security and job stability. From my own experiences, learners who are forced to

attend ESOL classes show little interest in learning and could make teaching a challenging task. Furthermore, the teacher's needs for affiliation increase and show little need of achievement or power, as the teacher's aim is to get through the teaching session. On account of this, the teacher's attitudes to such classes make it difficult to create a competitive learning environment. McClelland's (1988) motivational theory may be more appropriately used by head of departments to motivate ESOL teachers (Gill, 2011).

According to Gill, (2011) McClelland's (1988) theory is more commonly used in education management as it proactively encourages motivation and staff behaviour by matching training programmes to personalities and attitudes. From my own experiences, practical teaching strategies are introduced by head of departments to give the learners the opportunity to interact with real life situations. The learners are able to build confidence as their learning is meaningful (retention), which encourages motivation and meets the needs of the learners. Some ESOL teachers try to avoid such classes, as there is additional paperwork (health and safety, first aid, risk assessment) to be completed before such classes are taught. Some ESOL teachers may have characteristics that find McClelland's (1988) motivation theory less effective than other motivation theories.

Comparison of other motivational theories

McClelland's (1988) motivational theory offers a more detailed description to motivation than Maslow's (1943) or Alderfer's (1972). Maslow's (1943) 'hierarchy of needs' theory is outlined as having five needs that determine the behaviour of the

teachers. The first (basic) needs which are unlearned, for example, hunger, sleep, thirst. The safety and security (second) needs include both emotional and physical needs. Security needs relate to the desire for a peaceful, smoothly running and stable environment. From my own experiences, ESOL teaching is very challenging due to the diversity, life experiences and academic qualifications of the learners. Therefore, the peaceful, smooth running and stable environment may be non-existent in an ESOL classroom.

Maslow's (1943) third need is referred to as love, belonging, affection, affiliation or social needs. These needs are concerned with the learners and their status within the group. Maslow's (1943) third need is similar to McClelland's (1988) theory (need for affiliation). The fourth need is power, achievement, competence, promotion, recognition or status. From my own experiences, some learners who have previous academic education have no interests in the ESOL qualification as they have a strong understanding of the formal aspects of the English language. Such learners come to class to participate in practical activities for them to understand the slang that is commonly spoken. Maslow's (1943) fifth need is self-actualisation, a learner's need to self-actualise influences nearly all the areas of their learning. ESOL learners choose tasks that they like and they get satisfaction from accomplishing their tasks. Maslow (1943) suggests that the needs are arranged like a ladder that must be climbed one rung at a time. From my own experiences, I have taught learners who were doctors or engineers in their native countries. The learners had the need of self-actualisation regardless of the other needs. Learners would work through breaks and lunch times in order to improve their English. Therefore, I feel Maslow's (1943) theory will not be as effective in an ESOL classroom as McClelland's (1988) theory.

From my own teaching experiences, I have motivated a learner to self-actualise (thought affiliation) as he felt that he did not need to achieve an ESOL qualification.

McClelland's (1988) theory (through affiliation and achievement) will help the learners understand why self-actualising is important (Gill, 2011). Furthermore, McClelland's (1988) theory may help teachers and learners collectively select and agree the topic that would help learners' development. I feel McClelland's (1988) theory provides ESOL teachers with a more detailed understanding of how to motivate learners to self-actualise. However, Alderfer's (1972) motivational theory may be used by some ESOL teachers when teaching monolingual groups of learners.

Alderfer (1972) formulated Maslow's five needs theory into three need levels and identified three groups of core needs: relatedness need, growth needs and existence needs (Arnolds, 2005). The existence needs are related to human existence, including psychological and safety needs. Jerotich, (2015) claims the relatedness needs is how people relate to their surroundings and social environment. This includes the need for meaningful social and interpersonal relationships. The growth needs is to achieve a higher level of academic education. From my own experiences, some ESOL learners cannot relate to their surroundings due to them being disengaged in their learning or feeling uncomfortable in a multilingual classroom. McClelland's (1988) theory enables ESOL teachers to proactively encourage behaviour by matching motivational and training programs with task situations. Maslow's (1943) and Alderfer's (1972) theories are more related to the teacher's needs than the learners. McClelland's (1988) needs for affiliation is similar

to Maslow's (1943) and Alderfer's (1972) relatedness needs. All three theories state the learners have a need for love and belonging in order to be motivated.

McClelland's (1988) theory gives ESOL teachers a greater understanding of how to apply the theory as each learner has their own ability (Carreira, 2012). Furthermore, the task may be issued according to the learner's ability and therefore tasks may be completed to a good standard (achievement motive). Nahavandi (2006) suggests learners who seek the need for achievement reach their learning goals and excel in their learning by completing more difficult tasks. Affiliation teachers may create group activities so learners could interact confidently. From my own experiences, learners with the same nationality sit together and interact between themselves as they tend to communicate in their first language. This segregates the classroom into small groups making teaching more challenging (differentiation needs), as learners work at different levels in the same group. McClelland's (1988) theory states learners have a need for affiliation, which is also claimed by Maslow (1943) and Alderfer (1972). However, McClelland's (1988) theory would enable learners (through the need for achievement and power) to interact with learners of different nationalities. Therefore, group interaction may help the learners build confidence in language skills by speaking English to other learners (Zhao and Kuh, 2004). Teachers may use the power motive to put learners with the need for power in charge of group activities. Furthermore, this will enable learners to build leadership skills when competing in such activities (Zhao and Kuh, 2004). From my own experiences, learners with the power motive tend to achieve learning goals when in charge of a group and rewards are at stake. Overall, all three theories work to create motivation for the learners. In comparison with Maslow's (1943) and Alderfer's (1972), McClelland's (1988) theory

is more relevant to ESOL teaching as it enables the teacher to use all three motives at the same time on different learners.

Why McClelland's (1988) theory is more relevant to ESOL learners

McClelland's (1988) motivational theory may be more relevant to ESOL learners than other motivational theories, as ESOL learners come to the classroom with a range of abilities, life experiences and learning goals. McClelland's (1988) theory highlights the three motives as achievement, affiliation and power. For ESOL teachers to understand learners' learning difficulties rapport may need to be developed. Therefore, teachers may use the need for affiliation to develop such skills. Miller (2009) claims ESOL learners struggle with social, cultural and academic demands when being taught in mainstream institutions which may be the reason why ESOL teachers find motivating learners a challenging task. ESOL teachers may assume learners have some previous education which may be why learners find using academic sources difficult. *"There is generally an assumption that students can read, can use dictionaries, or at least have literacy in the first language"* (Miller, 2009, P574). From my own experiences, I had to build rapport with the learners to understand why many learners were disengaged and were pronouncing words incorrectly. The learners claimed that they had never been taught the phonetic alphabet. Therefore, pronouncing and understanding the meaning of words was very difficult. I taught the phonetic alphabet which resulted in more learner interaction as learners could pronounce the words without having a drilling exercise. Without the need of affiliation, it would have become a challenging task to understand why the

learners were disengaged and confused. Furthermore, helping learners overcome pronunciation difficulties resulted in improved learner achievement.

McClelland's (1988) achievement motive could be used by ESOL teachers to teach learners who have the intention to progress further and are self-motivated. My views are supported by Thomas (2013) who taught ESOL women groups who showed a genuine level of motivation to learn despite their educational backgrounds. The women had a range of qualifications from their home countries, some had a high level of academic qualifications and others had never gone to school. Motivating ESOL learners would depend on their purpose of attending lessons. From my own experiences, I have taught an ESOL learner who was self-motivated, as he was a doctor in his native country and wanted to continue his profession here in the UK. Han *et al.*, (2010) support my views by claiming staff who were interviewed at a London community college believed the ESOL learners had plans for further education, seeking employment and helping their children with their homework. Furthermore, learners were self-motivated to learn ESOL as they felt English was a compulsory language to live in the UK. "*The students themselves did not need to be persuaded of the need to learn English. As they explained: this is our life now, we're in England, must be learning English*" (Han *et al.*, 2010, P68-69). Learners who are self-motivated may have a need for power to help motivate fellow learners.

McClelland's (1988) power motive could be used by ESOL teachers to teach learners who are disengaged or demotivated in learning. The effectiveness of the McClelland's (1988) power motive may depend on where (location) the ESOL

courses are being taught. From my own experiences, teaching ESOL in a community centre is more effective than a mainstream college. Community centre teaching gives the teacher an idea of how to choose topics, plan and deliver lessons that are relevant and interesting to the community. Teachers may use McClelland's (1988) power motive to challenge learners to achieve learning goals by giving the learners control of their learning, whilst they feel confident and comfortable in familiar surroundings (Wachob and Williams, 2010).

Application of the McClelland's (1988) theory

ESOL teachers could use McClelland's (1988) motivation theory to improve learners' attitudes and motivate them.

1. ESOL learners like to build rapport with the teachers to maximise their time in the classroom. Learners are motivated and try to improve learning outcomes when they know the teachers have an interest in their learning. Teachers provide positive attitudes by building rapport, giving advice and assisting learners, which tends to increase motivation levels in the learners. Teachers who try to build relationships with the learners could be seen as using the affiliation needs theory.
2. Teachers may liaise with the learners and decide collectively to what homework should be issued which may develop a need for power amongst the learners. The learners are given the opportunity to complete homework on topics they have chosen. Learners are motivated to complete homework to a

good standard as their learning is meaningful and experience the challenges of learning ESOL.

3. The teachers could use practical strategies to give learners the exposure to listening and speaking activities in real life situations. Learners will be able to use retention learning when they need to communicate with teachers, doctors and bank staff. Furthermore, learners could develop ESOL skills when in the supermarket and out socialising. Learners' level of motivation will increase as learning matches with their learning objectives. Learners may have the need for achievement as they are developing confidence and knowledge. Learners will take responsibility for their learning as they are seeing positive results and the academic levels will increase, producing an effective working ESOL team.

ESOL teachers have different teaching challenges every day. Learners attend the class with a range of experiences and learning objectives which may include benefit requirement and British citizenship. Paton *et al.*, (2009) research suggests that ESOL learners have a range of educational qualifications from PHD to little schooling. ESOL teachers need to adapt to the learners' needs which will affect the class profile and influence the teaching strategies. To create an effective ESOL classroom teachers need to work with the learners. From my own experiences, I used to start ESOL lectures at 9.00am but the learners have children who start school at 9.00am. Therefore, learners have been late to class, which interrupts the group and can become challenging for the learners to catch up. Furthermore, teachers could find it difficult to meet differentiation needs as the learners are doing

different activities at the same time. Some learners do not attend the class if they are late as they feel being late is an embarrassment. Furthermore, late attendance may affect learner motivation as learning progression becomes more challenging due to missed lessons. I am a teacher who uses McClelland's (1988) theory and with the need for affiliation, I have decided to start lectures at 9.30am or 9.45am to give learners enough time to attend the class which is a strategy to encourage their learning. Learner numbers have increased due to the lecture times meeting the needs of the learners. Teachers may be seen as leaders in the ESOL classroom due to teachers guiding the learning activities for the learners.

Leadership and management

Transformational leadership may be practised in ESOL teaching as the leader is required to be inspirational, create new ideas and adapt to the learner needs (Bass and Riggio, 2014). Therefore, leaders in ESOL will acknowledge that the learners and funding are uncertain, leaders need to be flexible, motivational and need to consider the learner's values and needs (Reynolds and Warfield, 2010). In the transformational leadership style, teachers empower and motivate the learners by involving them in decision-making, which may inspire the learners to be part of the vision and make them feel they are part of a team contributing to the success of their learning environment (Bass and Riggio, 2014). From my own experiences, learners were involved in setting up practical activities by choosing the topics of their interest. Learners got the opportunity to travel around the city using public transport. The teaching strategy helped learners build confidence in using public transport which

resulted in more learner attendance and more motivated learners. ESOL teachers have a responsibility to ensure learners are safe at all times. Therefore, a teacher is required to improve teaching practices which will help the institution improve standards.

To improve teaching standards institutions require a leader to create a vision, review standards and set objectives (Reynolds and Warfield, 2010). The importance of effective leaders in educational establishments is to ensure that high standards are achieved by assessing current goals and targets, goals are adjusted or new ones are created to help the leadership team create a vision of success for all the students by valuing diversity. From my own experiences, McClelland's (1988) theory was used by a team leader to help communicate with the ESOL learners to analyse the current ESOL curriculum and adjust learning targets and goals to help meet the learners' interests. The adjustments helped learners to be more innovative and a better vision was created for the ESOL learners. According to Reynolds and Warfield (2010) educational leaders have a duty to intellectually develop student learning, to recognise and share responsibility for their personal, social, emotional and physical development. In my opinion, ESOL leaders may need to ensure ESOL courses meet the need of the learners (retention), which will determine the effectiveness of their leadership. My opinion is supported by, Reynolds and Warfield (2010) who claim the effectiveness of a leader is measured by their ability to create new ideas, identify the SWOT (strengths, weaknesses, opportunities and threats) analysis and engage a network with staff to accomplish tasks (Is SWOT analysis still fit for purpose?, 2015). Leaders use motivation as a technique to provide staff with clear guidelines for how to succeed by focusing on the strengths of the organisation and eliminating or easing the weaknesses. In comparison to managers, leaders try to focus on embracing a

change as an opportunity for growth rather than overcoming current obstacles. Leaders offer their expertise and insight to others, whilst seeking guidance from experienced individuals to discover/uncover the priority needs of the organisation. Effective leaders are in demand as they guide organisations in the right direction, effective leaders are also essential for education establishments. An ESOL teacher may also need to manage the classroom in order for learners to achieve their learning goals.

A manager is someone who controls the process of dealing with individuals or organisations. From my own experiences, I had to ask two learners to calm down when tensions were running high over political issues in their home country. Robbins and Coulter (2014) declare management is organising and supervising the work activities of the learners, so the activities are completed efficiently and effectively. Managers may use the four function process of planning, organising, leading and controlling to ensure the ESOL teaching standards are maintained. Coleman and Glover (2010) emphasise that head teachers, team leaders and senior teachers have management responsibilities for setting the goals, establishing the strategies to achieve the goals and developing plans to integrate and coordinate the activities. From my own experiences, ESOL teachers have management responsibilities and create teaching strategies for learners to achieve their goals. Teachers require management skills to organise, arrange and structure work for learners to complete in order to meet the institution's objectives (Rubinstein and McCarthy, 2016). Coleman and Glover (2010) suggest teachers are also managers by working with and through people to accomplish goals. Educational managers have a responsibility of controlling the organisation by monitoring staff, comparing and correcting work

performances (Darley and Luethge, 2015). Harker *et al.*, (2015) claim that educational managers are constantly under pressure as the roles and policies of the institution may change from time to time, which is common in ESOL teaching. Managers are responsible for the work performances of the institution and may be at risk of losing their jobs due to underperforming or not meeting the institution's objectives. Managers may use the ambiguity model for guidance in order to successfully manage the institution.

According to Bush (2003) managers who use the ambiguity model understand that institutions are often faced with uncertainty and unpredictability. From my own experiences, level 2 ESOL courses have been phased out due to funding and low learner numbers. Therefore, ESOL courses may be unpredictable to whether they would be taught. In support of my views, Wong (2015) suggests that the ambiguity model is being unsure of the probabilities of outcomes. The clarity of aims may be limited due to aims and objectives of the institution. From my own experiences, institutions have agreed contracts with agencies but courses were not delivered due to low learner numbers. Due to the uncertainty and unpredictability of outcomes the performance levels of the ESOL department are affected. Managers may feel exhausted trying to maintain performance levels. Celik (2013) suggests that managers may feel a burnout due to the job stress, environment and trying to meet unachievable demands and expectations. Managers who have high stress levels are likely to have emotional exhaustion or depersonalisation. Managers may make irrational decisions due to unforeseen circumstances presented by internal and external environments. The emphasis of this model is on unplanned rather than planned decisions.

It is suggested that “*Educational institutions are regarded as typical in having no clearly defined objectives*” (Bush, 2003, P135) as teachers mainly work independently and define their own personal educational purposes, according to their aims of professionalism. From my own teaching experiences, I work alone and decide what aims should be achieved by the learners. Teachers may pursue their own interest and the institution may have no coherent pattern of aims. For example, ESOL teachers may have different goals for the learners or different priorities for the same goals. ESOL teachers could be seen as leaders and managers as they are required to motivate learners, manage their time effectively and are responsible for learners’ progression. Leaders and managers work closely with each other to ensure the department is achieving the target goals but have different job roles.

There are similarities and differences in the job roles of leaders and managers. An ESOL leader is a person who provides guidance and support to the learners so that they become capable of achieving the desired goals (Bush *et al.*, 2011). Bush *et al.*, (2011) define leadership as individuals who identify the goals, motivate the staff, and take action to initiate change to reach existing and new goals. Yukl (2013) suggests leadership is a process of influencing others to understand and agree the goals and how to achieve them. ESOL managers maintain current standards by liaising with ESOL teachers about learner progression (Mullins and Christy, 2016 and Bush *et al.*, 2011). The overall purpose of management is maintaining rather than to change standards (Mullins and Christy, 2016). A leader is someone who directs staff to achieve target goals and may be looked up to when achieving the goals (Bass and

Riggio, 2014). Bass and Riggio, (2014) suggest that leaders are inspirational and approachable, where a manager is responsible for motivating staff to reach the target goals. In comparison to a manager, a leader sets direction, builds inspiration and has a sense of achievement in managing the goals. Leaders adopt a personal and active attitude towards achieving their desired goal while managers adopt impersonal and passive attitudes towards maintaining the goals set by the leaders (Coleman and Glover, 2010).

From my own learning experiences, leaders may have empathy with other staff members when setting goals, whereas managers' emotional involvement is low and their aims are to maintain the goals. Leaders search for new and improved opportunities, whereas managers tend to safeguard and control the affairs of the organisation in which they gain reward for their efforts. Leaders influence staff and managers have an authoritative relationship over staff. Managers try to create stability in the organisation, whereas leaders try to make improved changes. Leaders and managers are responsible for motivating the learners in order to create an effective and efficient working team. Motivation is the foundation of any department or institution to achieve the target goals.

Recommendations

Motivation has been viewed as one of the most important areas for a successful institution (Gasper and Bramesfeld, 2006). Therefore, ESOL teachers have a responsibility to motivate learners in order to create an effective and efficient learning environment. McClelland's (1988) theory can be applied in ESOL teaching to

motivate the learners by identifying and categorising every learner amongst the three needs (McClelland, 2014). Knowing the learners' attributes may certainly help ESOL teachers manage their expectations, achieve learning goals and run the ESOL classroom smoothly. ESOL teachers may need to identify the motivational needs of each learner. From my own experiences, building rapport with the learners will help the teachers determine which of the three needs is required for each learner. The personality traits and past experience of the learners can help the teacher to identify which motivational needs the learner requires (Atkinson, 2000).

Eunseok and Jin (2013) suggest that ESOL tutors are required to adapt to learner needs, creating teaching strategies that are going to be effective and motivate the learners. Teachers may ask learners to decide the learning topic and teaching strategy to give learners a sense of authority. The authority motive may motivate learners as they feel they have ownership in their learning and could relate learning to their daily challenges. McClelland's (1988) motivation theory could potentially increase effectiveness in ESOL teaching by teachers using the correct motivational methods with the correct learners (Eunseok and Jin, 2013). From my own experiences, the learners with the need of power may take charge of group work exercises. The learners who are self-motivated may be set more difficult tasks to complete (achievement motive). Teachers may encourage learners to complete tasks if they have a good teacher-learner relationship (affiliation motive).

Conclusion

ESOL learners find learning English a challenging task. Motivation will enable learners to overcome learning barriers, achieve learning outcomes and develop language skills. ESOL learners may have low motivational levels and therefore the teachers are required to use motivational techniques to ensure learners progress with their learning. David McClelland's (1988) motivational theory helps guides ESOL teachers to use the required motive effectively, resulting in improved learner performances. Teachers may find a different challenge every day when teaching ESOL learners due to the life experiences, diversity and language needs of the learners. Teachers may use McClelland's (1988) achievement motive to motivate learners who have a strong desire to perform well and complete difficult tasks. Teachers with high affiliation needs may have a strong need to work through interpersonal relationships and try to avoid conflict and confrontations in order to motivate learners. Learners with the need of power may be motivated by having control over others to perform better. The strengths of McClelland's (1988) motivational theory outweigh the weaknesses and in my opinion is more appropriate to ESOL teaching. Leaders and managers could use McClelland's (1988) theory effectively by choosing the most appropriate teacher for the job (Gill, 2011). Furthermore, ESOL leaders and managers should be judged on how effective they are at assigning tasks and responsibilities to the teachers. The motivation of ESOL teachers will determine how effectively McClelland's (1988) theory is used to motivate the learners. Furthermore, ESOL teachers should be accountable for learners' progression. *"Even with the best administrators, faculty, curriculum, and materials in place, if students are not motivated to learn and excel, achievement gains will be difficult, if not impossible"* (Centre on Education Policy, 2012, P1).

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