

Eğitim Yönetiminde Motivasyon Teorileri ve Uygulamadaki Yansımaları

Dr. Burcu DEMİROGLARI



© Copyright 2025

Bu kitabın, basım, yayın ve satış hakları Akademisyen Yayınevi A.Ş.'ye aittir. Anılan kuruluşun izni alınmadan kitabı tümü ya da bölümleri mekanik, elektronik, fotokopi, manyetik kağıt ve/veya başka yöntemlerle çoğaltılamaz, basılamaz, dağıtılamaz. Tablo, şekil ve grafikler izin alınmadan, ticari amaçlı kullanılamaz. Bu kitap T.C. Kültür Bakanlığı bandrolü ile satılmaktadır.

ISBN
978-625-375-381-8

Sayfa ve Kapak Tasarımı
Akademisyen Dizgi Ünitesi

Kitap Adı
Eğitim Yönetiminde Motivasyon Teorileri ve
Uygulamadaki Yansımaları

Yayınçı Sertifika No
47518

Yazarlar
Burcu DEMİROGLARI
ORCID iD: 0000-0003-2745-2683

Baskı ve Cilt
Vadi Matbaacılık

Yayın Koordinatörü
Yasin DİLMEN

Bisac Code
EDU001000

DOI
10.37609/akya.3551

Kütüphane Kimlik Kartı
Demirogları, Burcu.

Eğitim Yönetiminde Motivasyon Teorileri ve Uygulamadaki Yansımaları / Burcu Demirogları.

Ankara : Akademisyen Yayınevi Kitabevi, 2025.

70 s. ; 135x210 mm.

Kaynakça var.

ISBN 9786253753818

GENEL DAĞITIM
Akademisyen Yayınevi A.Ş.

Halk Sokak 5 / A Yenişehir / Ankara
Tel: 0312 431 16 33
siparis@akademisyen.com

www.akademisyen.com

İÇİNDEKİLER

1. Giriş.....	1
2. Eğitim Yönetimi.....	1
3. Okul Yöneticilerinin Temel Görevleri	6
4. Motivasyon Kavramı ve Kuramsal Temelleri.....	14
5. Eğitim Yönetiminde Motivasyonun Önemi ve Yaklaşımları	16
6. Eğitim Yönetiminde Motivasyon Stratejileri	19
7. Dijital Çağda Motivasyon.....	36
8. Motivasyon, Okul Kültürü ve Okul İklimi.....	45
9. Okul Yöneticilerinin Motivasyonu ve Okul İklimi Arasındaki İlişki	48
Kaynaklar.....	61

KAYNAKLAR

- Atkinson, J. W. (1964). *An introduction to motivation*. Van Nostrand.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Bar-On, R. (2006). *The Bar-On model of emotional-social intelligence (ESI)*. Psi-cothema, 18(Suppl.), 13-25.
- Bass, B. M. (1990). *From transactional to transformational leadership: Learning to share the vision*. Organizational Dynamics, 18(3), 19-31.
- Bass, B. M. (1990). *From transactional to transformational leadership: Learning to share the vision*. Organizational Dynamics, 18(3), 19-31.
- Bass, B. M., & Avolio, B. J. (1994). Improving organizational effectiveness through transformational leadership.
- Berridge, K. C., & Robinson, T. E. (1998). *What is the role of dopamine in reward: Hedonia, learning, or incentive salience?* Brain Research Reviews, 28(3), 309-369.
- Bersin, J. (2020). *The Blended Workforce: The future of work*. Deloitte Insights.
- Bijou, S. W., & Baer, D. M. (1961). *Child development: A systematic and empirical theory*. Appleton-Century-Crofts.
- Blakemore, S. J., & Frith, U. (2005). *The learning brain: Lessons for education*. Blackwell Publishing.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2012). *Emotional intelligence: Implications for personal, social, academic, and workplace success*. Social and Personality Psychology Compass, 6(2), 88-103.
- Bryk, A. S., & Schneider, B. (2002). Trust in schools: A core resource for improvement.
- Bush, T. (2008). *Leadership and management development in education*. Sage.
- Bush, T. (2008). *Leadership and Management in Education*. SAGE Publications.
- Bush, T. (2018). Theories of educational leadership and management.
- Carr, N. (2011). *The shallows: What the internet is doing to our brains*. Norton & Company.
- Carr, N. (2011). *The shallows: What the internet is doing to our brains*. Norton & Company.
- Danielson, C. (2011). Enhancing professional practice: A framework for teaching.
- Davies, B., & Davies, B. J. (2005). *Strategic leadership*. School Leadership & Management, 25(3), 275-292.
- Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture: Pitfalls, paradoxes, and promises*. John Wiley & Sons.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.
- Deci, E. L., & Ryan, R. M. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. American Psy-

- chologist, 55(1), 68-78.
- Deci, E. L., & Ryan, R. M. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. American Psychologist, 55(1), 68-78.
- Desimone, L. M. (2009). *Improving impact studies of teachers' professional development: Toward better conceptualizations and measures*. Educational Researcher, 38(3), 181-199.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). *From game design elements to gameness: Defining "gamification"*. Proceedings of the 15th International Academic MindTrek Conference.
- Dinham, S. (2016). *Leading learning and teaching*. ACER Press.
- Draganski, B., Gaser, C., Busch, V., Schuierer, G., Bogdahn, U., & May, A. (2006). *Neuroplasticity: Changes in grey matter induced by training*. Nature, 427(6972), 311-312.
- DuFour, R. (2004). *What is a professional learning community?* Educational Leadership, 61(8), 6-11.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools.
- Fullan, M. (2001). Leading in a culture of change.
- Fullan, M. (2007). *The new meaning of educational change*. Routledge.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. John Wiley & Sons.
- Gagné, M., & Deci, E. L. (2005). *Self-determination theory and work motivation*. Journal of Organizational Behavior, 26(4), 331-362.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. John Wiley & Sons.
- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Computers in Entertainment, 1(1), 20.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Harvard Business Press.
- Graham, C. R. (2006). *Blended learning systems: Definition, current trends, and future directions*. The Handbook of Blended Learning, 3-21.
- Gronn, P. (2002). *Distributed leadership as a unit of analysis*. The Leadership Quarterly, 13(4), 423-451.
- Guskey, T. R. (2002). *Professional development and teacher change*. Teachers and Teaching, 8(3), 381-391.
- Hallinger, P. (2003). *Leading educational change: Reflections on the practice of instructional and transformational leadership*. Cambridge Journal of Education, 33(3), 329-352.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical

- research.
- Hamari, J., Koivisto, J., & Sarsa, H. (2014). *Does gamification work? A literature review of empirical studies on gamification*. Proceedings of the 47th Hawaii International Conference on System Sciences.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Hargreaves, A., & O'Connor, M. T. (2018). *Collaborative professionalism: When teaching together means learning for all*. Corwin Press.
- Harris, A. (2008). *Distributed leadership: According to the evidence*. Journal of Educational Administration, 46(2), 172-188.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Hattie, J., & Timperley, H. (2007). *The power of feedback*. Review of Educational Research, 77(1), 81-112.
- Heckhausen, H. (1991). *Motivation and action*. Springer-Verlag.
- Herzberg, F. (1959). *The Motivation to Work*. John Wiley & Sons.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The Motivation to Work*. John Wiley & Sons.
- Horn, M. B., & Staker, H. (2015). *Blended: Using disruptive innovation to improve schools*. John Wiley & Sons.
- Hoy, W. K., & Miskel, C. G. (2012). *Educational administration: Theory, research, and practice*. McGraw-Hill Education.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice*. McGraw-Hill.
- Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). Open schools/healthy schools: Measuring organizational climate.
- Huber, S. G. (2013). *School leadership effectiveness and the impact on teacher motivation*. European Educational Research Journal, 12(3), 203-221.
- Immordino-Yang, M. H., & Damasio, A. (2007). *We feel, therefore we learn: The relevance of affective and social neuroscience to education*. Mind, Brain, and Education, 1(1), 3-10.
- Jennings, P. A., & Greenberg, M. T. (2009). *The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes*. Review of Educational Research, 79(1), 491-525.
- Joëls, M., Pu, Z., Wiegert, O., Oitzl, M. S., & Krugers, H. J. (2006). *Learning under stress: How does it work?* Trends in Cognitive Sciences, 10(4), 152-158.
- Johnson, D. W., & Johnson, R. T. (1999). *Making cooperative learning work*. Theory into Practice, 38(2), 67-73.
- Katz, J. E., & Rice, R. E. (2002). *Social consequences of internet use: Access, involvement, and interaction*. MIT Press.
- Kotter, J. P. (1996). *Leading change*. Harvard Business Press.
- Leithwood, K. (1994). *Leadership for school restructuring*. Educational Administration Quarterly, 30(4), 498-518.

- Leithwood, K., & Jantzi, D. (2006). *Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices*. School Effectiveness and School Improvement, 17(2), 201-227.
- Leithwood, K., & Jantzi, D. (2006). *Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices*. School Effectiveness and School Improvement, 17(2), 201-227.
- Maslow, A. H. (1943). *A theory of human motivation*. Psychological Review, 50(4), 370.
- Mayer, J. D., & Salovey, P. (1997). *What is emotional intelligence?* In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). Basic Books.
- McAdams, D. P., & Powers, J. (1981). *Motivation and personality: Handbook of thematic content analysis*. Cambridge University Press.
- McClelland, D. C. (1961). *The achieving society*. Princeton: Van Nostrand.
- McClelland, D. C. (1987). *Human motivation*. Cambridge University Press.
- McClelland, D. C., & Burnham, D. H. (1976). *Power is the great motivator*. Harvard Business Review, 54(2), 100-110.
- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2013). *The effectiveness of online and blended learning: A meta-analysis of the empirical literature*. Teachers College Record.
- Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world*. Penguin.
- Northouse, P. G. (2018). *Leadership: Theory and practice*.
- Odden, A., & Picus, L. O. (2014). *School finance: A policy perspective*.
- OECD. (2018). *Equity in Education: Breaking Down Barriers to Social Mobility*. OECD Publishing.
- Pavlov, I. P., & Skinner, B. F. (1990). *Conditioning and reinforcement in learning processes*. Academic Press.
- Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. Riverhead Books.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). *The impact of leadership on student outcomes: An analysis of the differential effects of leadership types*. Educational Administration Quarterly, 44(5), 635-674.
- Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. American Psychologist, 55(1), 68-78.
- Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* Teachers College Press.
- Salomon, G. (1997). *Technology and education in the information age*. L. Erlbaum Associates.
- Schultz, W. (2015). *Dopamine reward prediction-error signaling: a two-compo-*

- nent response. *Current Opinion in Neurobiology*, 23(2), 1-8.
- Schultz, W. (2015). *Neuronal reward and decision signals: From theories to data*. *Physiological Reviews*, 95(3), 853-951.
- Schultz, W. (2016). *Dopamine reward prediction error coding*. *Dialogues in Clinical Neuroscience*, 18(1), 23.
- Seligman, M. E. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. Free Press.
- Selwyn, N. (2020). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Selwyn, N. (2020). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Routledge.
- Siemens, G. (2013). *Learning analytics: The emergence of a discipline*. American Behavioral Scientist.
- Skinner, B. F. (1953). *Science and human behavior*. Macmillan.
- Skinner, B. F. (1974). *About behaviorism*. Knopf.
- Sousa, D. A. (2017). *How the brain learns*. Corwin Press.
- Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). *Towards a theory of leadership practice: A distributed perspective*. *Journal of Curriculum Studies*, 36(1), 3-34.
- Starratt, R. J. (2004). *Ethical leadership*. Jossey-Bass.
- Tschannen-Moran, M., & Hoy, W. K. (2000). A multidisciplinary analysis of the nature of trust in schools.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*.
- UNICEF. (2021). *COVID-19 and school closures: One year of education disruption*.
- Van Dijk, J. (2020). *The digital divide*. Polity Press.
- Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). *Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation*. *Educational Psychologist*, 41(1), 19-31.
- Vroom, V. H. (1964). *Work and Motivation*. Wiley.
- Wise, R. A. (2004). *Dopamine, learning and motivation*. *Nature Reviews Neuroscience*, 5(6), 483-494.
- World Bank. (2020). *The impact of COVID-19 on education: Insights from education at a glance*.
- Zeidner, M., Matthews, G., & Roberts, R. D. (2009). *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health*. MIT Press..