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MOTIVATION AND PERFORMANCE IN SCHOOL
ORGANISATION-STRATEGIES

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Abstract

School organisation is representative as a model of motivation because of its importance in developing humans. It is not just an organisation with specific goals, but an organisation that teaches and builds humans style of motivation. This is the reason of that building motivation in school is a process and a lesson in the same time for next generation. This paper aims to analyse the types of human motives, forms of motivation, motivation theories and types of motivations that underlie behaviour in the organization. In this framework were presented models of optimization strategies of motivation in the workplace, may apply to the organization of the school. As such, were considered and described the following models: VICTORY,, "„ situational leadership" and motivation through optimization strategy,, coaching ". The proposed models are characterized not be considered as ideal models. This assertion is based on the following argument: strategies for optimizing motivation in school organization, are conditioned by the climate and organizational culture, management style, the expectations of staff in relation to the profession.

Keywords: motivation; school; motivational strategy; leadership motivational; coaching;

1. INTRODUCTION

For both, researchers from the field of psychology and specialists in economy, object and motivation issues are proved to be a topic of interest. It is explained that researchers from the field of psychology are interested about explaining the psychological mechanisms that underlie the behaviours and attitudes of individuals, but also of specialists in economy-improving the identification of strategies for optimizing productivity at work and explaining consumer behaviours. The issue of motivation is not specific to psychology and Economics areas only. This sparks the interest of specialists and continues to take steps in the fields of sociology, anthropology, religion, cultural anthropology s.a. From the definition perspective, the concept of motivation has different approaches "(from Latin *movere* = movement):" the totality of the factors in the body that causes the initiation, continuation or Routing and changing

behaviours and our actions "(Chelcea, S. Iliu, p (coord), 2003, p. 229) , „an important lever, in the process of the individual self-regulation” (Pânișoară, G. Pânișoară, I. 2004, p. 162). The concept definition is concentrated through three dimension: stimulating behaviour, behaviour, orientation preserving behaviour (maintenance and support). Corporate literature, consider the motivation very important "-like agent productivity-is supported by Henry Ford, which introduces the concept of “the production line”(1896). (Landsberg. M., [2005], (2008), p.72).

In the development of individual and social behaviours, determinism, actionable rhetoric posits the explanatory level arguments related to the dimensions of the process by producing behaviours directed. In this respect, it considers that certain psychological determinants such as motivation, attitudes, emotions, beliefs, beyond etc can influence individual's social behaviours manifested at the level of the group. It appears, however, the need to answer the following questions: why we make certain types of behaviours? What exactly determines or influences the development of a specific behaviour? Who, or what, is dependent on the development of individual or social behaviour-specific purpose? Apparently, the answer is focused around size, meaning "in front of which is oriented and develops the whole existence. Beyond this, the basis of meaning lies motivation, determinant and its target.

Motivation is therefore, the activator structure, the engine of all undesirable behaviours or desirable that underlie human existence. Beyond this framework, operational conditioning of motivation is based on a number of different arguments within the intersection between intrinsic and extrinsic, between need and satisfaction, of representation and expectation. At the core of human actions can be grounds for sit: needs, desires, intentions, aspirations, end, expectations, once triggered, orients the work process. The basis for any reason they can identify three highlights: valence, life expectancy, instrumentality (Lazăr, G., 2005, p15).

This is explained by:

- reasons in professionally field are given the labour importance for the individual;
- life expectancy measures the success and positive consequences (process evaluation);
- instrumentality refers to the extent to which the expected results and the results obtained lead to other positive outcomes

The literature identifies several forms of motivation: positive or negative incentives, intrinsic and extrinsic, affective and cognitive. Positive motivation correlates directly with the individual's satisfaction in life in general report, and in particular, the organizational environment in which it operates. Negative motivation, explained in the context of the investigation of motivational adverse(threat, punishment, censure). Extrinsic motivation is based on individual factors or external sources or the activity which it carries out but which are required/required by other people. We also represent sets of activities which are favourable or not, professional role (e.g. if promoting/regression on the post, which may alter the level of financial resources). The basis for opening this kind of motivation you can identify the following factors: competition, recognition, avoidance of punishment, his gratitude, satisfaction, fear, rejection, self-image. Intrinsic motivation is based on the challenge of internal sources (needs) or those which originate from active involvement at the organizational level. Based on a mechanism directly correlated with labour (direct relationship between employee and task responsibility). As you mix the size intrinsic motivators include: feelings of accomplishment, self-fulfilling, personal and professional development. Sources of intrinsic motivation are: work and nature of the work, the results of the work, a desire to assert and personal achievement.

Cognitive motivation is directly correlated with needs: to know, to discover (the individual satisfaction according with the process of knowledge). Affective motivation is described as a recognition by the others (taking the challenges or responsibilities just to avoid the fear to be disregarded by the others).

2. PROBLEM STATEMENT

The theory concerning motivation can be found in mostly in psychology but also know the projections and in the field of economy. French scientist Le Saget (see Zlate, M, 2001) describes the evolution of motivation considering three periods (Table no 1)

Criteria	First decade (1900-1950)	The second decade (1950-1990)	The third decade (after 1990)
Period	The era of industrialization Tylor Theory	The human relations movement Content and process theories	Dynamic thinking, global vision Theories developed in different forms of management
The employee conception	„everyone is equally”, The same solution for all	Individuals can be grouped into categories; models of appropriate solutions	Every person is unique; solutions are unique to suitability under control
The motivation engine	Fear, hope, the advantages	Consideration of employees, work on adaptation, the recognition	Self-realization

Table no 1. The evolution of motivation concept (Le Saget, apud Zlate, 2001)

Other theories on the subject motivation mechanistic approaches, continuous self-perfection and anthropological. In this framework we identify: theories centred on the study of the needs (Maslow), of McGregor-theory of “X” and theory of “Y”, theory “existence-relations-development” of Alderfer, the Theory of dual factors of Herzberg. According to this theory, there are two factors: extrinsic- hygiene motivators and others intrinsic generating satisfaction at work, the need to meet the needs of employees (achievement, recognition, self-realization). Other theories are centred on the study of behaviours and take into account the motivation and the dynamics of motivation in adopting behaviours (the Theory of expectations of Victor Vroom, the Theory of equity of J.S.Adams, the Theory of scope of Edwin Locke)

Types of stimulus that generate motivation.

Stimulus categories	Types of stimulus	Types of motivations
Materials, financial	Salary, awards, others benefits	Economic motivation
Work and its conditions	Content and assignment Physical conditions of work The finality of work	Professional motivation
Interaction of group members	Group’s goal, group structure, group size	Psychosocial motivation

Table no 2. Types of stimulus that generate motivation(Lazăr, 2005, p 53)

Strategies to optimize motivation in the school organization

In the opinion of the authors Davidoff and Lazarus 2002, (apud Zaharia, 2017), the "school" is identified as a special organization as an organization representing organizations, because they have specific educational purposes, certain ways of pursuing aims, and therefore certain particularities in the relationships between the various components of organizational life. The specifics of educational goals and the national vision on education influence the way in which the school is structured and functioning.

In the following, three models have been selected that we feel can be successfully applied in the school organization.

Strategic model “VICTORY”

Motivation and represents a self-reliant coordinates based on success. They shall be described by actions directed towards, “Victory ”. In agreement with this assertion, in the following we describe, model, “Victory ” (Landsberg, M. 2008, p 21) based on specific actions geared towards obtaining conditional and success, „motivation ”. Steps in this model are: *vision*-constructing appealing about success. It is conditional on a concrete reality from which it developed. involves elements that relate to a person or group of persons (the personality of the group, appearance, personality, performance of other individual or collective-; *imagination*-how and when they intervene? Who and with whom it is involved? It is dominated by the persuasive argument, demonstrations, enthusiasm, training others in building the vision. The vision which will result will have a heightened importance, so as to spur; *faith*-a strong vision will attract the trust and safety. Reliance partners must be accompanied by positive reviews towards the side that initiates the action. Feedback type: "you are the best!", "you're the expert, but together we succeed!" boosts the motivation of others in achieving the objectives of the commune; *the move to action*-at this stage it is necessary to obtain the support of others. Once completed in the previous stages, the chances of success are increased considerably. Is the stage in which they appear in the interior plan which will be hesitations but repressed as a result of expectances designed and validating formal and informal partners in organization skills; *obstacles* may be exceeded if there is a plan related to the way that sorts the specific activities required to achieve the objective. Removing obstacles shall be subject to the commitment to the importance of each of the activities in order to achieve results and the accuracy with which each task is described; *results*-efforts are rewarded, with or without the help of fortune; individual and individual efforts but also collective are rewarded; *expectance*-reaction to feedback-determinant of the results and quality of the results. Positive feedback, motivation and hence makes the success rate.

Other optimization strategies of motivation in organisations are drawn from management activities.

Contingent management (Pânișoară, G. Pânișoară, I. 2004, p. 171) suppose that the employee earns points with each successful and recorded at a time when it considers the closely enough you can redeem rewards from the aforementioned. Involves techniques that provide feedback on the performance achieved and is stimulating the motivation.

The model of “situational leadership”

Leadership receives its output is focused around aspects relating to: diagnosis, flexibility and partnership for performance. Motivation and competence become necessary ingredients leader optimization of specific activities of the organisation. It identifies four different styles of leadership: the enthusiastic chief has a low proficiency but a big commitment; very confident in himself, he/she thinks he/she can move the mountains. For this first level is recommended to use driving style directive. As a leader you have said exactly what the beginner worker must do, how to do until, as it does not know. Is the stage in which the manager decides. In this stage it is not necessary to encourage employee because he is already enthusiastic and motivated; employee disillusioned is the most difficult moment for both leader because, although it is at the level at which they start to gather the skills, they do not exceed the average, while severe declines commitment. It is recommended that the manager to take on the role of mentor. This requires both investing in competences and motivation and commitment. About resolving a process task is developed through consultation, but still belong to the manager's decisions; the employee is capable of, but unreliable performer has developed competence above average, but his commitment fluctuates depending on its achievements or failures. It is recommended to use the style reassuring whereby the leader to succeed to motivate him and to encourage him. Because the level of competence is high calling to consultation, but the employee; independent professional is the level at which everyone is happy. The employee has a very high proficiency, as well as commitment. He is an expert. It is recommended to delegate the style. You no longer need to be encouraged at all times, and delegation of tasks shall be involved. It is time that the leader of the team and you can see if it is needed, but the staff member decide. Achieve maximum motivation.

Strategic model "professional coaching"

This model identifies group professional coaching adopted by organizations in particular to develop the professional skills of employees to increase work productivity. The coach as the agent of change, planning what needs to be done, explaining how to do it shows how to do it, creating the skills training and development opportunities he / she wants to develop, providing feedback whenever needed, correcting what needs to be done well done, encourages those who are not doing well what they are doing, rewards what is done well, and refrains from being excessively harsh with those who are not doing well what they are doing, evaluating what has been done, explain / justify how it assesses what has been done. The strategic function of the leader remains foremost beyond what is happening in the daily and short term. The manager becomes a leader when he is aware of the precise and predictable steps that his project undergoes (Cardon, A. 2006, 8). It is appreciated that there is a correlation between the degree / level of integration into the employee's organization and its satisfaction with the work done (Bogathy (2004).) The more the employee is better integrated into the organization, the more his satisfaction with the work done is higher, motivation and result orientation increase, result orientation is present.

3. CONCLUSIONS

Optimizing human resources motivation strategies at organization level is based on a mix of techniques and methods in which committed parties perform specific roles. Their success depends equally on the ability to put into practice certain methods and the degree of persuasion of actors involved in decision-making processes. In conclusion, one can say that there is no ideal strategy model for optimizing motivation in the organization. Each of the above models can lead to success or failure according to: the culture and climate of each organization, the level of involvement of both managers and employees as well as the determination to put into practice a growth strategy of motivation.

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