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MOTIVATION AND PERFORMANCE IN THE EDUCATIONAL SYSTEM

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Abstract

This article focuses on the importance of motivation in the educational system. The aim is to achieve not only a theoretical analysis of the management of motivation and performance in the educational system, but rather to capture the roles that motivation have in the educational activity and through which it can contribute to the increase of pupils' school performances, to the success at school. The motivation in the educational system was analyzed not only in relation to the concrete context of measurement and appreciation of pupils' school performance, but also as an activity that reveals the internal efficiency of the didactic process and its variables, as well as the relations between the educational system and the socio-economic system.
Keywords: education reform; motivation; success education; work satisfaction;

1. INTRODUCTION

From a socio-economic perspective, motivation is justified by the fact that education is a vast social activity, to which the economic supersystem provides its operating conditions, formulating requirements for the results it needs to achieve. During this post-revolutionary period many social changes have taken place, which has led to demoralization and disorientation of the youth, who do not want to give up their free time.

Approaches to understanding motivation are different because many theorists have developed their own opinions and theories about motivation. They approached the motivation from different points of view, from ideas determined by the social and economic conditions of that time. None of the approaches can be considered the most correct. Each contributes to the understanding of human behavior and has its limitations.

The general policy of any institution has as a goal the achievement of performance as an expression of the effectiveness of the organization. As a mechanism specific to the open systems, with the central regulation-self-regulation function, the evaluation ensures the reporting of the results obtained in a certain activity, to a set of domain-specific criteria in order to make an optimal decision.

2. THEORETICAL FRAMEWORK. MANAGER'S CONSIDERATIONS

According to the dictionary definition of "management" - in its most general sense - it refers to "the activity and the art of leadership". Not yet restricted to the economic area, the term extends its applicability to various areas. This is how his education in the educational field was called "educational management".

Management is a relatively recent science that has experienced a prominent development since the Second World War in the industrial field and has been expanding in all fields of activity.

In this vision of education as a kind of company or company run by one or more managers, the end product is not a concrete, palpable one. This gives it the specificity, but also a greater degree of difficulty in the educational leadership act. When you want to lead a profitable trading company, you realize viable products with an assured marketplace. And making the product almost entirely depends on you. But when you are involved in an educational "company", "products" are people that you have to turn to a social and personal profit. And here comes the difficulty element, because the final product results from an interaction between two human beings that you can not fully control (Alexandra Modrescu, 1994, 69). Educational management can be manifested at different levels: at the macro level, global leadership of a country's education, intermediary - leading a teaching institution - and micro - at a class level.

An efficient performance management system focuses on the success of each employee / employee. He gives him enough support so he / she knows what the organization expects from him / her in terms of performance. Provides sufficient flexibility so that the skills and potential of the employee are valued. At the same time, it provides sufficient control so that the employee understands the goals of the organization, what it is trying to accomplish, and how its work contributes to these goals. (Paraschiv Vagu, Ion Stegăroiu, 2006, 29).

Managers are increasingly concerned about motivation in their work, all the more so as employees want recognition and imitation in meeting their needs, without external authority and control taking effect in the past. In order to explain motivation in the first place, we try to understand the "why" behaviors: "Why does an individual act differently than another?", "Why does an individual cease to do a certain thing though he is necessary?" what the same reason can lead to different behaviors? (Stancioiu Ion, Militaru Gheorghe, 1998, 59).

3. SHORT RETROSPECTIVE ON MOTIVATIVE THEORIES

From a historical point of view, the theoretical motivation concerns have come in a similar way to scientific management.

The first concerns were reported at the end of the nineteenth century both among management practitioners and among psychologists (Coats Charles, 1997, 32).

T.W. Taylor, the founder of the administrative scientific management, formulates a series of principles of motivation in work:

- Selection of executors after the ability to execute the instructions correctly. Applying this principle has led to the rationalization of work through standardization, by eliminating unnecessary movements.

- choosing physically capable high performance, which is subsequently used in vocational selection, training and promotion;

- the corresponding salary that triggered the concerns about the complex process of motivation;

Taylor focuses on addressing efficiency **and** gains in two major directions: standardizing work through standardization and using money as an incentive. According to him, the desire to have money generates uniformity for people and represents almost the only explanation of the work.

Gradually, however, employers refuse to increase the amounts owed by overpayments, and rebuild them. This attitude creates disaffection among employees, stimulating the emergence and development of trade union movements.

Among these, he identified relational factors that satisfy an essential need of man, as a social being, respectively the need to be considered a significant, significant member of a group. Since

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motivation implies on the one hand necessities-tensions and on the other hand behaviors-behaviors, from the specialized research, two categories of motivational theories can be distinguished:

focused on the needs study;

focused on behavioral studies.

Neo-hierarchy theory or need pyramid is one of the most well-known theories developed by the famous American psychologist Abraham Maslow. He develops the theory of needs generated by deficits (food, sex, protection), development (competence, social recognition, independence), and metaphors (truth, beauty, order, harmony, simplicity).

The theory of needs comprises two categories of elements: human needs classified into five categories in the first version of the 1943 theory and seven categories in the latest version of 1954 and their hierarchy principle:

physiological needs

security needs

social needs

needs for appreciation and esteem

the need for knowledge

aesthetic needs

self-assessment needs

The principle of need hierarchy is one of the strengths of A. Maslow's theory. It is expressed by the following assertions:

- a need is all the more unlikely, as it is continuously satisfied. Thus, the idea that the motivating needs are unsatisfied. In the organization, employees are more motivated and enthusiastic about what they are looking for than what they have already acquired.

- a need does not appear as a motivation if the lower one is satisfied. For example, in an organization dominated by the fear of dismissal, security motivation is strongly reactivated, with the rest of the needs losing its motivation. The need to join the group disappears in the face of unemployment.

- the emergence of a new need after the satisfaction of the previous one is not realized suddenly, but gradually. The motivational process, although graduated and timed, depending on the level of satisfaction, allows the simultaneous triggering of two or more needs. This phenomenon ensures a certain dynamic of human behavior, respecting the subjective plan and the occurrence of satisfaction.

- the order of necessities may vary over time for an individual or for individuals in different societies. Depending on national or regional culture, security needs may be prioritized in certain societies, while priority may be given to others:

- Different people with the same needs can opt for ways, different behaviors to meet them.

- some needs must be met permanently (sleep, food, shelter). Once their satisfaction is working continuously and correctly, people can direct their efforts to meeting higher order needs.

4. SATISFACTION AT WORK IN THE SCHOOL SYSTEM

In strict sense, work satisfaction is a positive emotion, resulting from the evaluation of the work done. Satisfaction occurs when the individual's expectations about his work are deceived. For example, if the security conditions in which the work is done are other than what is desired, then misery and insecurity will cause dissatisfaction.

Work satisfaction is determined by the individual assessment of the work performed by an employee. The evaluation is personal and internal or partly external, influenced by manager and colleagues; however, ultimately determinant are the feelings about the results.

In the context of research on different types of motivations of organizational behavior, to establish incentives able to evoke them, it was performed a large number of researches on satisfaction or dissatisfaction of people in work. Satisfaction and especially the relationship between it and the performance of work have been researched both from the perspective of general social psychology and from the perspective of organizational psychology

Surveys on work satisfaction / dissatisfaction have been directed in two directions: on the establishment of factors capable of creating such subjective states; on their ordering and hierarchy, to determine their weight.

When we talk about the first category of research - so to determine the factors of satisfaction / dissatisfaction - we can not fail to refer to F.Herzberg's theory, B. Mausner, N. Snyderman (1959) with a widespread dissemination in social psychology, which generated a multitude of experimental research oriented on its direction of verification.

They establish two categories of factors, some of which bring satisfaction and others dissatisfaction. Thus, the first category includes five factors (achievement, recognition, work itself, responsibility, advancement) that produce satisfaction, involves changes in attitudes durable, long lasting and were called valuation factors or content; The second category includes all five factors (policy unit, technical competence, pay, relations between people, work conditions) that cause dissatisfaction involve changes attitudinal short and, given that refers to man's relationship with the environment perform their work, have been called ambient and context factors;

- the two categories of factors are independent of each other, in the sense that each of them produces specific effects (some satisfy, others do not). They therefore have a unipolar character;

- factors in the second category have no role in producing satisfaction, where authors conclude that their insurance suppress dissatisfaction, but not automatically provides a state of satisfaction, these factors can be used so rarely to motivate people . They can therefore prevent negative feelings, but also the states of satisfaction.

5. ORGANIZATIONAL FACTORS OF SATISFACTION

Satisfaction is increased by work that is mentally stimulating and exciting, without being overwhelming (Curry, Wakefield, Price, Mueller, 1986, and Greenberg, 1993). A mental stimulus work is the one that demonstrates the skills and abilities of employees and allows them to set their own pace of work. Employees perceive such work as important and engaging personally. It also provides the employee with a clear feed-back on his work.

Wright's research (1990) shows that this factor generally refers to individuals who see a career in their work (those who want to be promoted and have a long-term orientation) and not to those who consider their position as temporary. Those who do not have a career orientation tend to be satisfied not by the issues of work themselves, but by the pleasant social conditions.

The wage

Many research and studies have found a positive relationship between income and work satisfaction: the higher the pay, the greater the satisfaction. More important for an employee's satisfaction is not the actual amount of salary, but the perceived equity. A study of 248 employees concluded that the more they believed they were getting the wages they deserve, the more they were more satisfied with their income. The study also showed that the elderly were more satisfied with the salary than the youngest; those with higher education and level were less satisfied with their income than those with less education and a lower level post.

Possibilities of promotion

The possibility of rapid promotion that management, in accordance with a fair system, also contributes to work satisfaction. Extensive promotional opportunities make an important contribution to work satisfaction because promotions contain a number of well-valued personal value signals. Some of these signals may be material (such as salary increases that accompany them), while others are of a social nature (recognition within the organization and increased prestige in the community). Of course, there are cultural and individual differences in what people see as a fair promotion system. Some employees would prefer a system based on seniority, while others might want a system based solely on work performance.

The importance of promotion opportunities in determining job satisfaction is not the same for all employees. For managers and professionals, promotion is part of the career and is therefore of great importance. For skilled and unskilled workers, promotion is less likely and less sought after.

Colleagues

Many studies have shown that the work group is one of the most important components of satisfaction. The human relations movement has emphasized the importance of social factors at work, and even though it has underestimated the importance of other factors such as wages and the content of work, the claim is still valid. Friendly colleagues, caring and tolerant, but especially who help us achieve some results, contribute to work satisfaction.

Pleasant working conditions

Research has shown that work satisfaction is reduced in crowded conditions, high noise, extreme temperatures and poor air quality (Sundstrom, 1986 by Greenberg, 1993). Although these factors are not directly related to work, but to the context in which they work, they have a negative impact on work satisfaction.

Participating in decision-making

When employees are able to make decisions, they increase their job satisfaction, especially if their decisions are important for their work and if employee participation is genuine (Miller & Monge, 1986 by Greenberg, 1993, Steers, 1988).

6. SUCCESS AND SCHOOL FAILURE BAROMETER OF EDUCATIONAL ACTION

School intelligence is achieved and formed in the schooling process as a result of the brightening of the child's mental potential according to the nature and repertoire of the school activity, adding in its structure and the behavior of the pupil to the leading activity of the school age.

In the complex matrix of school success, the weight of intellectual factors is quite significant, with about 50% of the school result being attributed to intelligence. The remaining 50% is attributable to non-intellectual personality factors, as well as the conditions of organizing school activity, teaching methods. If activism is associated with developed school aptitudes, persevering nature will go up a path in school activity.

School failure represents a balance sheet of school work with relative stability for a certain period of time, the lag, behind learning, precedes the outcome of the "balance sheet" and it is constantly changing.

In this situation, different solutions are known:
- it recovers, and then does not lead to school failure;
- it worsens, most often leading to school failure (corigence or repetition).

Excellence, success and failure are realities built by the school system, says Ph. Perrenoud. The same author identifies three complementary mechanisms, which he considers "a threefold fabrication of failure". They look:

curriculum - the way students have to go through; given the fact that they do not leave the same point and do not have the same resources, inequality is constantly recreated along the school route;

undifferentiated pedagogical treatment - the fact that students are treated the same way, a situation expressed in the phrase "indifference to difference";

evaluation - which contributes to minimizing or, on the contrary, dramatizing real learning inequalities.

The analysis of the relationship between the evaluation processes on the one hand and the school performance, on the other, leads to the conclusion that evaluative acts can not by themselves, be considered decisive factors in ensuring school success as neither the main source of failures, but may favor the occurrence and maintenance of such phenomena.

Assessing school returns requires capitalization taking into account the following criteria:

a) the school results (interpreted in quantitative and qualitative terms);

b) student behavior (viewed in psychological and pedagogical terms);

c) school success (analyzed in relation to general objectives and the process or regression achieved individually and collectively);

d) the quality of the learning process, identified by the stock factors (expressing the quality of the educational process in a certain process of evolution) and the flow (expressing the quality of the teaching process, in a dynamic perspective, by means of some indicators mobile, regarding the behavior of teachers and pupils, the school success with its evolution in time and space).

School success is multilinear, multifunctional, multidisciplinary and strictly individualized.

School failure - refers to the students' failure to fulfill the mandatory requirements of the educational - educational process, being the effect of the discrepancy between the requirements, possibilities and results.

Another definition of success would be by presenting the factors that determine it:

- the first factor is: the teacher, along with his/her methods and means of work. The results of the teacher's work depend on his / her pedagogical training, which may be good or less good, his / her intellectual abilities, character traits, attitude towards life, his/her love or aversion to pedagogical activity.

In addition to these internal peculiarities, the outcomes of the educational activity have many external factors: - the social position of the teacher, the material conditions, the personal living conditions.

The second factor that links the results of the teaching activity is the student himself.

The pupil can not be treated as an object of education, and can also be treated as a subject of the education process.

7. CONCLUSIONS

Satisfaction with the work itself that refers to the interest in the work done, the challenge that this work should be for the individual, the professional training in which the employee is involved, job security does not correlate directly with the overall performance as we have assumed in the third hypothesis. The causes of lack of this correlation are other variables that arise between the satisfaction of the work itself and the performances of the individual: personality traits (the need to achieve, the level of challenge, the development of new capacities), but also the type of work done by the individual: monotonous, attractive, direct, routine, creative, intellectual.

We consider that there is a positive correlation between the working conditions (working environment) and the increase of the total performance of the employees, it is the fourth hypothesis that has been cofirmed. From a psychological point of view, we can conclude that in achieving high-level performances it is very important to ensure professional working conditions, a relaxed working environment, not tense, to focus on team work.

Under these circumstances, the contradictions, that have arisen concerning the correlations between satisfaction, with its various facets, and the performance of employees, have to be eliminated by carrying out research on a larger group of subjects. Also, other variables should be considered: the personality traits of the investigated, their need for socio-professional development, the level of training, the importance of the job.

The lack of significant correlation between satisfaction and certain facets and performance does not mean that there is no link between these aspects of organizational behavior, but just that there are many other intermediate variables between them. The effect of these moderating variables is hard to detect because they act concurrently, the separation of the influence of each of them being difficult to do.

Managers are increasingly concerned about motivation in their work, all the more so as employees want recognition and involvement in meeting their needs without external authority and control having a negative effect. It can be concluded that the importance of satisfaction for achieving high-level performances should not be neglected. Satisfaction with work leads to increased performance, but also to a decrease in staff fluctuations, to a decrease in absenteeism. Under these conditions, it should be based on the field of work of each company: a salary system based on clearly defined criteria, the possibilities of promotion according to performances, a system of bonuses and rewards depending on the quality and quantity of the work done.

Satisfaction and performance lie in a controversial relationship that needs to be studied given the multitude of variables that can interfere with each other, and also on a representative set of subjects to allow generalization of results.

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