

# The Relationship Between Motivation and Performance of Teachers in Increasing the Quality of Education

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**Abstract:** Due to the diversification of the problems faced by teachers, especially in the relationship with students and in the relationship with the education system, maintaining the professional motivation of teachers has become increasingly difficult. The quality of education is the result of the interdependent relationship between motivation and the success of the teaching-learning-assessment process. The issue of performance is at the center of debate today as a result of new changes in education caused by the COVID-19 pandemic. Educational performance is dependent on a multitude of factors, among which we mention: the teacher (professional training, motivation), leadership and school management that can contribute to increasing performance by supporting motivation and recognizing the teacher's effort. In this context, the education system must demonstrate its ability to provide quality pedagogical facts and processes capable of meeting the requirements of productivity, innovation and technological development imposed by current changes. That said, a new approach is needed in terms of managing school institutions and organizations, namely a new type of manager, a true leader who will focus on achieving the highest organizational performance that will automatically reflect on the quality of education. Motivation can be the essence of high performance because decreased motivation leads to less and less involvement and reduced performance in the workplace.

**Keywords:** *motivation; performance; quality; education; leadership.*

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## 1. Introduction

Quality in education represents a complex of principles and practices that cross the entire educational environment, in all its components, oriented towards obtaining superior results, compared to standards and towards satisfying the needs and expectations of the beneficiaries of education. Quality in the educational environment is a mirror of performance in knowledge-based educational institutions (Chifu & Savu, 2020) that tend to be compatible with education systems around the world. Efficiency and quality are the key parameters that determine the socio-economic importance of the field of education. Quality management aims to achieve goals. The teacher is a key factor in ensuring the quality of education insofar as it can compensate for certain deficits. A modern teacher should combine the rich experiences of the past, but at the same time he should be able to make connections with the present and the future. Depending on the motivation and the level of the pedagogical and technological culture, a teacher who sets as objective the achievement of results and implicitly the performance, looks for new ways to make the teaching modern, combining methods, technology and educational technique, as well as various types. of teaching activities.

## 2. The relationship between motivation and performance of teachers

Motivation is the method by which a manager determines the employees to establish a position as close as possible to the maximum. Managers need to be concerned with motivation, as it affects performance. Performance is the goal, motivation is the way to achieve the proposed goal. Being a teacher means having a special status through the complexity and mission it has to fulfill: the formation of autonomous personalities, socially integrable, with critical thinking skills, creative and a clean moral profile. "Motivation is what energizes, directs and supports a behavior", it refers to factors within the individual that have the role of "stimulating, maintaining and channeling the behavior in relation to a goal" (Vernoy & Vernoy, 1991, as cited by Pânișoară & Pânișoară, 2005, p. 16) and which contributes to the process of directing the activities of the body" (Goldeson, 1983, as cited by Pânișoară & Pânișoară, 2005). The employee's motivation is related to the manager's art of influencing his behavior. Once you are aware of this, there is a chance to get good results both at the level of subdivision / public authority and at the individual level. In order to use the maximum potential of teachers, school organizations and modern managers have changed their

approach from "ordering and controlling" to "consulting and supporting" as effective ways to motivate employees. This change in attitude occurred when managers realized that recognizing achievements or good performance is much more effective than punishing poor performance. The manager's goal is to influence employees' behavior in order to correlate their motivation with the needs of educators to achieve remarkable results. The relationship between a manager and his team is very important in ensuring and maintaining performance both individually and collectively (Zlate & Zaharia, 2008). Motivation is part of the relationship function of behavior: due to motivation needs are transformed into goals to be met, the individual seeks those forms of interaction so that certain relationships are necessary or indispensable to functioning (Doron ^ Parot, 1999, p. 513). Trying to explain how goal setting motivates employees and influences their performance, E.A. Locke and G.P. Latham developed a model of the objective - motivation - performance relationship, according to this model, goal setting has four motivational mechanisms (Locke & Latham, 1990):

1. Objectives direct the employee's attention: the objectives that have a certain meaning for the employee focus his attention on what is relevant and important for him.

2. Objectives dose the efforts: when he knows that he has to achieve some objectives in a certain term, the employee is not only preoccupied with reaching the goal, but also acts, channels his efforts towards this goal.

3. Objectives increase employee tenacity: the tenacious employee tends to see the obstacles encountered during the action to achieve the objectives as challenges; an important target is a beacon that reminds the individual that they must intensify their efforts, no matter how great the obstacles, to reach their destination.

4. In order to achieve the objectives, the employee elaborates strategies and action plans: In order to follow the necessary path to reach the goal in an optimal time, the individual elaborates several variants meant to lead to the achievement of what he proposed.

Performance is the degree of fulfillment of the tasks that define the position held by the employee. It refers to the contribution that employees make to achieving the organization's objectives. In the constantly evolving educational environment, the performance of schools is based on the organization's ability to maintain a dynamic of relations of educational actors (educational community) and to concentrate all energies around a common vision. Contemporary schools have accepted that sustainable performance depends on the organization's ability to communicate both indoors and outdoors.

In the case of educational units, the performance aims at: accessibility; internal effectiveness; external relevance and effectiveness; the quality of the instructive-educational process; continuous training of teachers (qualifications and experience); equity; costs and expenses; school management; the degree of success of students in national exams; dropout rate. The performance of the school is generally measured by evaluating the effectiveness (capacity to produce the expected results) and efficiency (the resources mobilized to produce the results). Regardless of the student's communication behavior (introverted / extroverted), performing teachers are those who value their students through "communication, smile and encouraging looks" (Mayston, 2003). The decisive role of the teacher in obtaining school performance is motivated by his position within the organization. „As the first person in charge of providing services for the training of the student, the teacher can best identify the weaknesses of the instructive-educational activity. In this situation, it is obvious that the teacher becomes an important source of information that influences the decision-making of the manager and the improvement of the quality of services" (Olteanu Andreiana, 2015, p. 64). In order for teachers to responsibly assume the tasks of their position within the organization, it is necessary for principals to optimize a management function, namely motivation.

For an organization to be productive and achieve performance, there must be motivation. The relationship that is established between the intensity of motivation and the level of performance is dependent on the complexity of the actions, the tasks that each individual has to perform. The management of the school organization must be able to help, motivate the employee to become more creative, to capitalize on their potential, talent and dedication and to dose their energy, all of which benefit the organization. Thus, performance is a consequence of motivation because the more motivated an employee is, the higher the performance will be. Therefore, performance plays a particularly important role in motivational dynamics. Over time, two ways to increase motivation have been identified that have been shown to be beneficial for increasing organizational performance, such as redefining work and creating a supportive climate that leaders could implement. Redefining work refers to the application of methods designed to capitalize on the qualities of individuals not only outside the organization but also in the workplace. Instead, creating a supportive climate refers exactly to the actions that the leader must take to create a climate conducive to meeting the needs of followers: to assist them in achieving their goals; to appreciate the contribution of each employee;

maintain an ethical climate and clearly communicate what behaviors and performances are expected of them (Popescu, 2006, pp. 186-188).

### 3. Quality of education

For a school to provide quality services, we believe that one of the most important factors is educational management that can increase the chances of a successful school. Management, at the level of the school organization, considers the science and art of all managerial functions, as a free, complete, harmonious action of individuality, according to the educational ideal. More specifically, management in the educational context represents "an integrative - explicit conception, an attitude, a methodology of action aimed at achieving success in education, which includes a set of principles and functions, rules and methods of leadership through which it is ensured achieving the objectives of the educational system" (Gherguț, 2007, p. 20). School organization management involves managing all educational processes and technologies used in the learning process to improve students' learning conditions (Tegegn, 2011). Moreover, the quality of the management of a school organization can be a consequence of the different performances achieved by it in achieving the school objectives.

The quality of education is highlighted by components such as: effectiveness, efficiency, equality, relevance and sustainability. In order to fulfill the quality components, a continuous improvement of the personnel is necessary. The human resource, also called "the most valuable asset" (Maican, 2007, p. 5), it is one of the most important investments of an organization. The quality of Romanian education depends on the performance of its teachers, and the realization of an educational institution can be achieved by training teachers. The education system, in order to be efficient, will have to focus on the quality of learning which refers to the learning of "maintenance" as the acquisition of fixed rules, methods and rules to deal with known and current situations and which stimulate the ability to solve problems given no longer nowadays, because the socio-economic environment is very dynamic, and changes follow one another very quickly. For this reason, "maintenance" learning becomes insufficient and it is necessary to implement the type of learning based on innovation. A basic feature of innovative learning is anticipation, which involves an orientation that prepares for possible unforeseen events and considers long-term future alternatives. Another feature of innovative learning is the "participation", respectively the experimentation of various "roles", considering that the service and the function, the problems to be solved

change during a lifetime and in the coming years they will change more and more” (Botkin et al., 1981, pp. 26-30).

For an education system to perform, it must provide a high quality service to society. Quality in education and implicit performance depend on a number of factors as well (Commonwealth Secretariat, 2016)<sup>1</sup>: quality of entries (teachers, books, curriculum, etc.); process quality (learning experience, classroom interactions, school environment, etc.); quality results (skills developed, not just exam results).

The quality of education aims at a motivating school climate for both teachers and students, but also a constant evaluation of performance in order to improve the quality of educational services.

#### 4. Conclusions

The educational organization that is constantly looking for performance must know how to combine differences, to develop innovation and, especially, to coordinate the complexity of human relations. Reported to the teacher-manager, the quality of education becomes during the course, of motivation, of the leadership of the school organization management. What is essential is that quality must not only be pursued, controlled but produced, created, generated - so ensured in and through the respective processes. Quality education aims to continuously improve performance. Given the pace of social change, lifelong learning, innovation and continuous development are becoming fundamental principles of the functioning and development of school institutions. The leadership of the school organization with leadership skills will be able to inspire, influence the performance and quality of education by sharing the vision with others and by the ability to motivate members of the organization to follow it.

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