MOTIVATION AND PERFORMANCE IN EDUCATION

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ABSTRACT
Taking into account the need to study the educational process, we cannot even talk about performance and learning skills of students without learning motivations.

Quality education is a clear and firm requirement today due to acute needs of the present time, when society is characterized by diversity. The most important element to achieve favorable performance in military schools is the quality of human resources involved in the educational process, whether we refer to teachers or learners/students.

Keywords
Performance, power, quality, education, motivation

1. Introduction
In our society, not only in the recent years, but a little bit far, we talk about performance. Performance in education should be subject of at least one skill acquisition and the existence of a motivation for learning. People perceive a causal link between motivation and performance in education.

The reasons that lead students or learners to learn are several ways to integrate individual organization or company in their desire to know, in order to provide adequate preparation for choosing future profession or in order to specialize into an industry, wishing success or failure avoidance.

Military education is public, integrated in the national education system, with its own identity and personality, comparable with the education of NATO’s nations and has the main goals in forming, training and specializing present and future necessary military professional personnel.

2. Motivation to learn
The availability of an employee for training is connected with professional information and the fulfillment of objectives for him such as: professional advancement, authority, influence workmates, creativity, curiosity, fear of failure, recognition or status.

Training should be well founded, in that it must meet the specific needs to be conducted on the basis of a plan (program) and start from the correct selection of students, giving equal opportunities to all employees to improve performance through the process.
In addition to the requirements that determine such an approach, designing effective training program must take into account many parameters, among which the most significant concern: specific learning, teaching facilities and materials, motivation and awareness of participants, fostering knowledge application acquired, changes in behavior and attitude at work.

The need for training and human resources differ from one organization to another and is influenced by:

- the degree of change in the external environment (legislation, requirements);
- the degree of change in the internal environment (new products, new policies, new structures, new technologies);
- availability of the necessary qualifications and organizational specializations development amongst the existing workforce;
- adaptability of the available workforce;
- the extent to which the organization supports the idea of internal career development;
- the extent to which senior management believes that training and development of staff are motivator factors;
- knowledge and skills of those responsible with preparing.

Employees should consider how important is the need of professional education and training concerning the workplace, the training requirements and their importance for the work.

Motivation to learn is connected with the importance of the employee’s position, the importance of knowledge and skills that must be learned, how this knowledge and skills will help the employee and what abilities must be learned and what represent learning for an individual.

The availability for an employee to train is additional with the importance of professional information for him and the fulfillment of objectives such as professional fulfillment, advancement, authority, influence workmates, creativity, curiosity, fear of failure, recognition and professional status, responsibility and the like.

A particular object of the training is to change employee behavior, and organizations can apply various forms of reasoning:

- Intrinsic motivation - motivation that comes from within the individual and not as a result of external influences, it relates to employment and individual interests for enhancing knowledge;
- Extrinsic motivation - motivation comes from rewards, benefits and gifts received by the individual that is when the motivational factors are external (money or notes, status, social position);
- Positive motivation – is achieved when the employee receives the desired reward;
- Negative motivation - occurs when the employee manages to avoid a penalty;
- Reward – for the success of a training program for employees must have both reason and opportunity to learn how to apply what they have learned.

The motivation for learning should lead to obtaining a learner skills and even some performance in education. The relationship between learning motivation and intensity level of educational performance is dependent on the complexity of the work (load) that the subject has to fulfill, so you should always had in mind to establish a judicious relation between learning motivation intensity and degree of difficulty of the task. The correlation between the size of motivation intensity and degree of difficulty of the task is greatly and efficiency will be ensured.

3. Education and skills training

The main task of education and skills training is understood as a multipurpose assembly and transfer of knowledge, skills/abilities [1].

The notion of “competence” is etymologically derived from the French “compétence”. In Romanian, according to the Explanatory Dictionary “competence” means “one’s ability to decide on something, on the basis of a deep knowledge
of the issue in question” or “the capacity of an authority, official, etc. to exercise certain powers” [2].

According to the manifestation criteria, there are several categories [3], as follows:

– Skills related to learning, adaptability and analysis;
– Creativity, capacity to innovate and entrepreneurial skills;
– Workplace skills related;
– Interpersonal skills (communication skills, skills related to teamwork, etc.)

The notion of competence is closely related to notions of occupation or profession because each occupation or profession exercise is necessary to achieve specific quality standards set out in the job description.

In the Romanian society, it has become common to speak more about “performance” or “how performance should be” in any area or domain.

From etymologically point of view, it is derived from the French “performance” and has several meanings: “1) Result (very good) obtained by a person in a sports competition. 2) achieved great success in a field, record” [4].

In that case, you can’t obtain performance without checking the conditions in which the individual has at least one jurisdiction to enable him to obtain the maximum results in the field in which it operates and we can say that the relationship is more obvious between competence and performance.

Therefore we can say that virtually competence underlies individual performance.

Because the performance is determined by both competence and motivation, it has a strong individual character. However, most often we encounter the term “organizational performance”. Organizational performance should be seen as an arithmetic average of all performances by members of an organization when they act to achieve the organization’s objectives.

Considering the requirements of beneficiaries (categories of military forces and arm commands), each institution has identified military skills to be trained during their schooling, yet precisely identified based on its graduate model and identified and established curriculum required each education program. This step is actually the first element underpinning the performance of military educational institutions – to determine precisely what the ultimate goal of education, i.e., the lens performance.

The contents of military education are required to be permanently harmonized with the real needs of troops training and skills-oriented training, for each level of military education it must be establish the skills needed to be formed and developed.

In developing the plan and training programs should be considered:

– Analysis of training requirements and training;
– Establishing program objectives;
– Accurate ways of achieving these goals.

In the educational process, the roles of the educator are multiple and how well it performs this depends largely on the success of education in learning to achieve targeted performance.

The way in which the teacher carries out the roles incumbent is reflects his professional competence, which is tested not only thorough knowledge available but also by understanding and ability to use them in pursuit of education.

According to I. Jinga and E. Istrate, professional competence of teachers in education is “that set of cognitive, affective, motivational and management, which interacts with the teacher personality traits, giving it qualities necessary for a didactic benefits designed to ensure the achievement of the vast majority of students and performances lie close to the maximum level of intellectual potential of each” [5].

When we refer to competent teachers, we must define teaching competence. According to Ioan Nicola (1994) [6] professional teaching competence requires strong knowledge, methodological and pedagogical skills, teaching techniques and
also teaching craftsmanship. It highlights some professional qualities that should be reflected in the personality profile of the educator.

The dimensions of teacher competence focuses on the following main areas of competence: professional competence, pedagogical competence and last, psychosocial and managerial competence, according to I. Jinga and E. Istrate [7].

The expertise comprises three main capabilities:

1. Knowledge of the methodology;
2. The ability to establish links between theory and practice;
3. Ability to renew the contents in line with new scientific field (also with those in adjacent areas).

Pedagogical competence is the result of five following capabilities:

a) ability to know the students and take into account their age and individual peculiarities in the design and implementation of educational activities;
b) the ability to communicate easily with students, to influence and motivate learning activity in general and for learning a certain subject matters, in particular (both individually and in cooperation with others);
c) the ability to optimal design and build educational-instructive activities (specifying teaching objectives, content selection key training strategies, creating appropriate learning situations, establishing appropriate forms, methods and assessment tools, etc.);
d) the ability to objectively evaluate training programs and activities, preparing students and their chances of success;
e) ability to prepare students for self and self-education.

Psychosocial and managerial competence involves at least four capabilities:

1. The ability to organize training students in relation to tasks, create appropriate learning situations and establish responsibilities in the group;
2. The ability to establish cooperative relations, a suitable climate in the group of students and resolve conflicts;
3. Ability to assume responsibility;
4. The ability to focus, organize and coordinate, guide and motivate to make decisions depending on the situation.

To determine the performance of an educational institution, some several aspects of its objectives and the effectiveness of education in cost-benefit ratio will be evaluated, so a comparison can be made between the costs and benefits of preparing students obtained after following the training program.

When evaluating training programs and staff development should be taken into account:

– Setting and reviewing costs associated with the preparation and the benefits obtained or other effects on cost/benefits;
– Comparing the results after training objectives and standards set;
– Need to compare results before and after training of staff, but it must be considered and corrected during its dysfunction;
– This requires assessment of predictive type, intermediate and final.

The main causes of failure of an employee training program could be:

– Lack of awareness of the need for training programs to learners;
– Preparing students futility through certain training programs;
– Lack of teaching materials necessary to achieve training programs;
– Communication problems of trainers (who do not have knowledge, can not or do not want to send students);
– During the program students can not apply the knowledge gained;
– Knowledge provided can not be applied to the student's work;
– Oppose needed to prepare students for various reasons (loss of rights or facilities, travels to other places, etc.).

In preparatory work we should not see immediate recovery of costs, it must be look like a long-term investment in human resources of the organization.
4. Conclusions

The most important element to achieve favorable performance in military schools is the quality of human resources involved in the educational process, whether we refer to teachers or pupils, students and trainees.

Within each military educational institution, it requires periodic evaluation of the level required to meet the training needs of their material base provided training and level of competence of teachers.

Between competence and performance there is a relation of determination. I mean we can not get performance in all conditions, but only when the student has accumulated the elements needed tending towards achieving performance: skills, motivation and satisfaction.

The trainer (teacher) should include the following:

- Thorough psychological preparation and teaching;
- Thorough scientific training;
- Teaching experience;
- Ability to work with people tenacious;
- Special ability evaluation;
- Ability to use modern training methods and systems;
- Ability to use the “lessons learned”;
- Innovative capacity;
- Experience in various military structure.

All these qualities are acquired only through time and effort, anyone working in this field should have outstanding teaching skills and follow a route very special in their professional training.

We must be aware that we can not get the performance of a material basis of outdated or inadequate training and staff lacking motivation.

References

14 Ibidem, 37-61.