



## The Art of Motivation: A School Administrators Booster for Success ?

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**Abstract:** The word motivation is a key word in the field of education especially in the domain of school administration. Motivation is a big leverage in all domain. Educational administrators motivate to lead and achieve educational objectives. This paper shall bring out information to prove that motivation boosts school leaders desire to achieve educational goals. The methodology used is analyzing secondary data from text books. The paper brings out the relevance of motivation explaining the various motivation strategies school administrators can exploit for a successful school. Typical of the relevance of motivation is making people excited about achieving the goals of the institution ( Molindo, 1998). As concerns strategies school administrators can use to make staff excited to work better; praise, treating subordinates with concern and involving them in decision making stood visible.

**Keywords:** Motivation, School Administrator, Boosts, Success.

### INTRODUCTION

Motivation plays an important role in schools because it increase the morale of all personnel especially teachers performance. Mustafa and Othman, 2016 confirmed that if teachers are not sufficiently motivated, they become less performance, which directly influence the students and education system. Personnel not motivated could cause stress, discontent, frustration, and subsequently reduce school success. The art of motivating is a skill which is rare and it requires patience, and time to acquire the skills.

It is important to note that before a school administrator can make use of the word motivation he or she must understand some theories of which Maslow need theory developed in 1943 stand capital in this work.

**RELEVANCE OF SOME THEORIES IN THE PAPER:** According to Nicole Celestine (2017), she says maslows works, there is a hierarchy of needs starting from the least need to the most pressing needs. The least needs according to maslow are physiological needs like food, drinks, shelter, sex etc. After these the next are safety needs the next are safety needs, ie security, stability, freedom etc etc. Ian (2004), thinks that if an employee is deprived of his/her needs at the lower levels, he/she may consequently loose interest in the needs of higher levels. The lack of basic needs for the teachers like food, comfortable shelter or physiological comfort at work place can be a source of negative job performance. Lakbub (2015), also argues or thinks that, Maslow's theory of need addresses employees job satisfaction because currently satisfied needs for employees, motivate them to perform harder for their needs. Hence a school administrator who understands Maslow's theory of motivation will be able to apply it adequately in his or her school. He or she should be able to know that the physiological needs, ie food, shelter, etc. are very important because nobody will be able to work well with no house and with an empty stomach. Cole 1993, cited in Molindo 1998, says motivation is concerned with the way people do or abstain from doing things. Molindo 1998, states that motivation is causing others to enjoy doing what you want them to do and then thanking you for the opportunity. It is making people excited about achieving the goals of the organization.

Adam's equity theory of motivation quoted in Molindo 1998, contends that people want to be treated fairly and are motivated if they perceive that they are treated equally with colleagues. therefore a good school administrator will endeavor to treat his personnel with fairness.

Larry Greiner, in a study concluded that a good administrator in order to motivate subordinates will: communicate effectively with subordinates, is willing to make changes in ways of doing things, subordinates to share in decision making.

In her article, Nickerson (2023) says Herzberg's two factor theory points out that there are two factors which must be considered in dealing with workers. Both factors are needed in getting the job done. These factors are motivation factors and maintenance factors. the motivating factors directly affect the motivation of workers. The presence of these factors will both satisfy and motivate the workers. These factors include achievement, recognition, interesting duties, opportunity for growth and responsibility. The maintenance factors are those factors that keep the worker on the job. They are simply just taking refuge and are ready to leave if there is the availability of a more lucrative job. Their presence or absence has no effect on motivation. These factors include supervision, administration, working conditions, status, salary security etc. therefore school administrators must be careful with those factors that will only maintain workers in school knowing that they can leave if there is an opportunity elsewhere.

B. F. Skinner in his re- inforcement theory (1957) says that a behavior that is rewarded tends to be repeated while any behavior that is not rewarded becomes extinct. Therefore a school administrator should be able to reward workers who perform well.

## **ROLE OF MOTIVATION IN ENHANCING PERFORMANCE**

According to Smith ( 1994), the reason why employers motivate employees is purposely for survival. Motivated employees help organizations survive. To be effective, managers need to understand what motivated employees within the context of the roles they perform. The achievement of individual and organizational goals are independent process linked by employees work motivation. Robert ( 2005), reported that the administrator/manager's job is to ensure the work done through employees is possible if the employees are self motivated towards work. Motivation is an effective instrument in the hands of managers/administrators for inspiring the work force and creating confidence in the work environment. The following results may be expected if the employees are motivated: the workers will cooperate voluntarily with administration and will contribute maximum towards the goals of the organization. Workers will tend to be as efficient as possible by improving upon their skills and knowledge so that they are able to contribute to the progress of the organization. This will also result in increased productivity as well as the rate of labour turnover and absenteeism among the workforce will reduce to the bearest minimum ( Cliharbra).

## **METHODOLOGY**

The methodology used was analyzing secondary data from textbooks.

## **SIGNIFICANCE OF THE PAPER**

This paper enables readers to have a clear understanding of what the word motivation entails particularly in the field of education. School administrators will learn more regarding teachers needs and what strategies to put in place to enhance their performance. Maslow need theory (1943), has been analyzed for exploitation by school leaders for better school successes.

## **SOME STRATEGIES WHICH SCHOOL ADMINISTRATORS CAN USE TO MOTIVATE SUBORDINATES**

One of the main task of a good administrator is the perfect use of motivation as he performs his duty daily. Some strategies which he or she can use to galvanize hard work include (Molindo 1998) ; provide positive re –inforcement like praise and pay increase, praise effectively, communicate trust both verbally and non verbally by delegating responsibilities, treat subordinates with love, concern and consideration and set realistic goals for them to achieve. others include : be available at all times to

solve subordinates problems, encourage subordinates to motivate each other, support fellow colleagues in front of parents, include them in decision making, create a school culture of collaboration, peace and harmony, respect teachers time and assist them financially if means are available.

## CONCLUSION

Any school administrator who intends to be successful must lean on the concept of motivation. Theories and empirical studies have shown that a school administrator who motivates subordinates is galvanizing extra efforts to realize the objectives of the school. Motivation is an art as when effectively applied it works well. It makes subordinates feel they are important and that they have an impact on the institution, make sure all feel a responsibility for institution development Molindo 1998 citing Kurt 1982.

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