

# The role of school principal in raising of employee motivation

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## Abstract

This paper speaks of principle, description of one's job and all activities one performs in school, especially in motivating of employees in school. The aim of this research comes out of necessity to determine the role of school management and the way of motivation improvement among employees.

This research is conducted under the survey method of theoretical analysis pedagogical choose mentation analysis method and interviewing and scaling with questionnaire for principals, teachers, and professional associates in primary schools. This research included 7 primary schools in Bosnia Podrinje County (BPC) Gorazde, in Federation of Bosnia and Herzegovina. The research included 55 responded 10 principals, 10 professional associates and 35 teachers. The results show how estimated principles generally use motivation factors more in ones work. There are differences in frequency of usage of certain motivation factors in principles work regarding gender, degree of education and length of service in school. School management as well as other subjects in educational process have positive attitude in concept of usage of motivation factors in work process in school.

**Key words:** school, mandate functions, principle, motivation, teacher, motivators, professional associate.

## 1. Introduction

Nowadays, education is on the margins of social events and it is very difficult to maintain the continuity of good work and fulfilment of all obligations for the majority of school employees. Each school depends on approach to the particular task and how enthusiastically the task is done.

Teachers are among ones whose approach to their obligations is done with a lot of love and dedication, and the main driving force of all jobs is internal motivation.

Nowadays a big problem is the lack of certain mechanisms that would help to motivate employees to be even more satisfied. Constant cooperation with parents of students, as well as with the local communities is necessary in order to achieve the set goals of educational and upbringing work.

The principal of a certain school is an important role in respect of which the progress also depends. The transformation of management into leadership began in the 1990s. About 20 years ago, people talked and wrote about management in education, in recent years they talked about management and leadership in education, and today more and more about leadership - leadership in education. In order to successfully fulfil managerial role in the school in a wide range of operational tasks, appropriate competencies are of enormous importance for principal.

Starting from the basic hypothesis that work and job characteristics are the main sources of motivation for work, it is necessary to act in such a way that the work is acted upon, ie that the work performed by employees implies responsibility, to be as creative as possible and encourages individual development and self-affirmation (Varga, 2011, 5).

When motivating their employees to work, principals should keep in mind that people's characters are different and that not all employees will be motivated by the same means. Thus, some are finding motivation for work in the income, others in the progress of their students, others in praises and alike. It depends on principals how much they would be able to understand need and wishes of employees, determine their personalities and apply the means of motivation for which is decided that would work for an individual employee.

The importance of good leadership at the school level and the impact of leader's behaviour of school principals is clearly and faithfully demonstrated in various research and literature.

So far it is understood that school principals are aware that without proper investment and selection of staff there are no good results. Just as the well-known rule in working with students is that they will achieve good learning outcomes if they are prepared and motivated to work, so the same rule applies to teacher motivation. In order to be more motivated to work, principals should encourage their teachers to come up with new ideas and introduce innovations into the teaching process.

Further on, school principals cannot use incomes as a motivation tool, since the salaries are determined by the budget and other regulations. Even though, it is indisputable that salaries with which people meet important needs in difficult social times gain in importance in the motivation to work, the fact remains that money is not the motivating tool that encourages people to often voluntarily decide to accept certain tasks beyond their obligations.

Motivation is everything that moves an employee to achieve a goal and reflects that activity. The motivation and motive in particular are in its essence primarily a hypothetical factor and therefore it is very difficult to quantify. Thus, the very syntagma of motivation and motive is one of the central questions of psychology (Beck, 2003, 24-31). The motive is understood as an internal construction that arises as a result of the interaction of psychological and physiological processes.

School managers therefore must meet the needs of the employees if they want to motivate them to be more productive. The greatest success of employees is in meeting their needs, which culminate in providing better service, and as such leads to the long-term strategic goals of the institution (George and Jones, 1999, 91). It is obvious that motivation is influenced by a number of factors, but they all act through the employee and influence perception, values and needs through him.

## 2. Meaning of motivation

The word motivation is derived from the Latin verb to move. Today it is considered as the energy that activates us and directs our action towards goals (Vizek-Vidović et al., 2003). Further on, in psychology, motivation is most often defined as a state in which we are internally stimulated by cer-

tain needs, desires etc, at achieving a goal (Petz, 1992). Thus, a person which is highly motivated for achieving something and in reaching the set goal nothing can distract certain focus. Many authors have tried to define the concept of motivation (Everard and Morris, 1990; Treven, 1998, Certo, 2003) as achieving results and similar.

Motivation is an important factor in the business environment and provides an increased willingness of employees to successfully response to the tasks. Employees who are motivated for work are usually enthusiastic, excited and open for new opportunities. Motivation depends on a number of internal and external factors, which is why the level of motivation is different in different business environments.

## 3. Employees motivation

The set aim of this research stems from the need to determine the role of management in school and how to improve employee motivation.

Starting from the problem and the set goal of the research and the problem defined in this way: "School management, as well as other subjects of the educational process have a positive attitude regarding the use of motivators in schoolwork".

Thus, the aims of this research are set as:

- To determine the differences in the use of internal and external motivators in the area of BPC Gorazde by the school principal
- Differences in the application of internal and external motivators in the work of principals in the area of BPC Gorazde from the point of view of primary school teachers,
- Examine the attitudes of professional associates on the use of certain motivators by school principals in the area of BPC Gorazde

This research was conducted in the BPK Gorazde in Bosnia and Herzegovina, using the survey method and method of analysis of pedagogical documentation and using the technique of interviewing with the use of questionnaires for principals, teachers and professional associates in primary schools.

For this research, we selected seven primary schools from the area of the BPK of Gorazde.

55 (fifty-five) respondents participated in the research: ten principals, ten professional associates and thirty-five teachers.

#### 4. Results and discussion

Data collection was performed on the basis of questionnaires, which contained 27 questions. Further on, data were processed and gain results of the application of motivators by the school

principals in the work of employees in the BPK of Gorazde.

10 (ten) principals of primary schools from the area of the BPK of Gorazde participated in the research, among which 2 (two) have a university degree, 4 (four) have a university degree and 4 (four) have a master’s degree. The structure by gender is as follows: 4 (four) are principals and 6 (six) are principals of primary schools.

Table 1. Attitudes of school principals towards motivational factors

Claims (attitude towards associates)	Never		Very rarely		Occasionally		Often		Always	
	f	%	f	%	f	%	f	%	f	%
1. In every situation performs in primarily as a human being									10	100
2. Understands personal problems of employees									10	100
3. Has a good relationship with the students									10	100
4. Correctly treats associates							2	20	8	80
5. Collaborative attitude towards employees							1	10	9	90
6. Provides support to employees in every situation							1	10	9	90
7. Has an understanding for Problems related with work									10	100
8. Praises the employees at his school for a well-done job through a bulletin board					1	10	2	20	7	70
9. Provides support to employees in cooperation with parents					2	20	2	20	6	60
10. Treats employees politely									10	100
11. Does not condemn, but gives the possibility of eventual mistakes to be corrected					3	30	1	10	6	60
12. Tries to make the better working conditions for employees							1	10	9	90
13. Has a democratic style leadership							2	20	8	80
14. Try to get as involved as possible in teaching process							2	20	8	80
15. Has a positive attitude towards various types of learning					1	10	2	20	7	70
16. Collaborates with cultural and other institutions							1	10	9	90
17. Never use work “ a must”	10	100								
18. Take proper care of the associate areal schools									10	100
19. Invests in equipping the library									10	100
20. Supports seminars attendance							2	20	8	80
21. Publicly praises employees for the results achieved (at school meetings)									10	100
22. Support usage of teaching devices							1	10	9	90
23. Seeks for work and order, but also act alike									10	100
24. Fighting for better financial support by the authorities incharged									10	100
25. Gives a free day as a kind of reward							2	20	8	80
26. Provides salary supplement, as a reward	2	20	5	50	3	30				
27. Organizes joint gatherings of employees					2	20	2	20	6	60

Table 2. Teachers' attitudes towards the school principal's motivational factors

Claims (attitude towards associates)	Never		Very rarely		Occasionally		Often		Always	
	f	%	f	%	f	%	f	%	f	%
1. In every situation performs in primarily as a human being					1	2,8	7	20,0	27	77,2
2. Understands personal problems of employees					1	2,8	10	28,6	24	68,6
3. Has a good relationship with the students							5	14,3	30	85,7
4. Correctly treats associates							8	22,9	27	77,1
5. Collaborative attitude towards employees							8	22,9	27	77,1
6. Provides support to employees in every situation					1	2,8	8	22,9	26	74,3
7. Has an understanding for Problems related with work					1	2,8	6	17,2	28	80,0
8. Praises the employees at his school for a well-done job through a bulletin board	5	14,3	2	5,7	8	22,9	7	20,0	13	37,1
9. Provides support to employees in cooperation with parents			1	2,8	4	11,4	4	11,4	26	74,3
10. Treats employees politely					1	2,8	5	14,3	29	82,9
11. Does not condemn, but gives the possibility of eventual mistakes to be corrected					5	14,3	6	17,2	24	68,5
12. Tries to make the better working conditions for employees							7	20,0	28	80,0
13. Has a democratic style leadership							9	25,7	26	74,3
14. Try to get as involved as possible in teaching process					2	5,7	11	31,4	22	62,9
15. Has a positive attitude towards various types of learning							7	20,0	28	80,0
16. Collaborates with cultural and other institutions					1	2,8	3	8,6	31	88,6
17. Never use work "a must"	15	42,9	16	45,7	4	11,4				
18. Take proper care of the associate areal schools					1	2,8	6	17,2	28	80,0
19. Invests in equipping the library					3	8,6	7	20,0	25	71,4
20. Supports seminars attendance					4	11,4	5	14,3	26	74,3
21. Publicly praises employees for the results achieved (at school meetings)							8	22,9	27	77,1
22. Support usage of teaching devices					2	5,7	4	11,4	29	82,9
23. Seeks for work and order, but also act alike							6	17,1	29	82,9
24. Fighting for better financial support by the authorities incharged							4	11,4	31	88,6
25. Gives a free day as a kind of reward			4	11,4	6	17,2	7	20,0	18	51,4
26. Provides salary supplement, as a reward	10	28,6	11	31,4	9	25,7	5	14,3		
27. Organizes joint gatherings of employees	1	2,8			3	8,6	8	22,9	23	65,7

35 (thirty-five) primary school teachers from the area of the BPK of Gorazde participated in the research, out of which 8 (eight) have a university degree, 25 (twenty-five) have a university degree and 2 (two) have a master's degree. The structure

by gender is as follows: 23 (twenty-three) are female teachers and 12 (twelve) are primary school teachers.

Table 3. Attitudes of professional associates to the school principal's motivational factors

Claims (attitude towards associates)	Never		Very rarely		Occasionally		Often		Always	
	f	%	f	%	f	%	f	%	f	%
1. In every situation performs in primarily as a human being									10	100
2. Understands personal problems of employees							1	10	9	90
3. Has a good relationship with the students									10	100
4. Correctly treats associates									10	100
5. Collaborative attitude towards employees							1	10	9	90
6. Provides support to employees in every situation							1	10	9	90
7. Has an understanding for problems related with work							1	10	9	90
8. Praises the employees at his school for a well-done job through a bulletin board	1	10					2	20	7	70
9. Provides support to employees in cooperation with parents							2	20	8	80
10. Treats employees politely									10	100
11. Does not condemn, but gives the possibility of eventual mistakes to be corrected									10	100
12. Tries to make the better working conditions for employees									10	100
13. Has a democratic style leadership							1	10	9	90
14. Try to get as involved as possible in teaching process							1	10	9	90
15. Has a positive attitude towards various types of learning							1	10	9	90
16. Collaborates with cultural and other institutions							1	10	9	90
17. Never use work "a must"	5	50	5	50						
18. Take proper care of the associate areal schools							3	30	7	70
19. Invests in equipping the library					1	10			9	90
20. Supports seminars attendance							2	20	8	80
21. Publicly praises employees for the results achieved (at school meetings)							1	10	9	90
22. Support usage of teaching devices							1	10	9	90
23. Seeks for work and order, but also act alike									10	100
24. Fighting for better financial support by the authorities incharged									10	100
25. Gives a free day as a kind of reward							2	20	8	80
26. Provides salary supplement, as a reward	2	20			4	40			4	40
27. Organizes joint gatherings of employees					2	20	2	20	6	60

10 (ten) professional associates of primary schools from the area of the BPK of Gorazde participated in the research. Out of that number of professional associates: 9 (nine) have a university degree

and 1 (one) has a Master's degree. The structure by gender is as follows: 7 (seven) are associates and 3 (three) are primary school associates.

## 5. Conclusion

Based on the research of the attitudes of school principals regarding the motivation of their employees, it can be concluded that there is no difference in the use of internal and external motivation factor in relation to the gender of the principals. Each of the directors uses approximately the same motivation factor for their employees, in order to achieve success in their work and achieve the satisfaction of all employees.

Further on, the attitudes of principals regarding the application of motivation factors for successful work in school, the following can be concluded:

- 90% use internal factors for motivation as a kind of incentive for successful work
- External motivation factors are used by 80% as a form of reward

In accordance with the above, it can be stated that approximately the same use of external and internal motivation factor depends on the attitude of the school principal.

Based on the research of teachers' attitudes towards motivation provided by school principals, it can be concluded that there is no big difference in the use of internal and external motivation factors in relation to the attitudes of principals. The difference appears in several questions, which refer to the appreciate on the bulletin board, use of word a must, a day off as a reward and a raise as a reward. In these attitudes, teachers are somewhat divided and do not have a completely positive attitude for these claims. The question is whether principals are subjective, or teachers are too objective. Each of the principals use approximately the same motivation factor for their employees, in order to achieve success in their work and achieve the satisfaction of all employees.

Based on the views expressed by professional associates, it can be concluded that the attitudes regarding motivation factors, of professional associates and school principals are approximately similar. This can be seen from many claims that completely coincide with the claims of school principals.

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