

Research Article

Investigation of the Relationship between Motivation and Performance of Baharestan Female Secondary School Teachers

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ABSTRACT

In this study we “investigated the relationship between motivation and performance of Baharestan female secondary school teachers and the main questions were: to what extent there is a significant relationship between the motivation of female secondary school teachers with their performance in Baharestan? The research method is descriptive survey. The study population is consisted of all Baharestan female secondary school teachers. In the present study, following the stratified random sampling method, 169 teachers were selected using Morgan table. In this study, two different tools, Maslow's Motivation Questionnaire (1970) and performance questionnaire were used to investigate variables that both have desirable validity and reliability. Finally, univariate regression statistical model was used to test the research questions and results showed that there is a positive relationship between motivation and performance.

Thus by increasing efficiency, motivation is also increased, and efficiency is decreased by reduced motivation. Also there is a significant positive relationship between motivational factors and efficiency.

Key words: motivation, performance, teachers, secondary school, Baharestan

INTRODUCTION

Given the fact that today the development of any organization depends on the effectiveness and efficiency of the organization, it can be stated that progress in any organization, is owed to its management organization. The most important factors indicating the progress of the organization and increase the organization's efficiency, are effectiveness and performance. In other words, organizational structures play a very effective role in organizational effectiveness. Widely divergent observations and research were conducted about factors and variables related to

it. Research shows that organizations with effective managers were more effective than other organizations (Kazemi, 2002).

Nowadays, organizations and various institutions, treat training and human resource development, particularly for managers and staff as organizational tasks for structural and organizational improvement and based on their important sources, increased their investments for performance. The most important factor in performance is job motivation in staff which is recognized as a set of applied psychology field

and organizational psychology, for this purpose, motivation of human resources and its impact on efficiency are clear and obvious for everyone (Mohammadi, 2012).

The main activities of the executive directors of human institutions, are administration and control, review of employee's motivation and recognition of reasonable and unfulfilled needs and causes of problems in order to improve efficiency of staff. Research on employee's motivation is not something to be done once and it is expected that all problems to be solved immediately. Research on the motivation of employees is similar activity to auditors and audit that must be continually considered and carefully managed (Hoy Vienna, translated by A. Zadeh, 2010).

Part of the activities related to human resources operations is included activities that needed motivation. The motivation means creation and promotion of stimulus and operations to be held accountable for the specific needs of working conditions. Firstly, this statement explains the concept that, the identical motives cannot be used for any type of professional spaces – and similar efficacy.

Second, the specific professional circumstances create job specific requirements and are needed to provide an appropriate motivational stimulus with the same needs and specific conditions imposed. Importance of HR practices showed that the study, assessment and measurement outcomes of the implementation of human resource programs, tried to create professional and meaningful relationship between the needs and particular circumstances of employment - (Gholami, Ghafourian and Manavipour, 2010).

In other words, motivation is a very broad topic area of interest, curiosity, drives, and needs and even it includes the affective domain. Although genetic factors and enrichment of the learning environment and improvement of teaching methods largely affect the educational status, the

heart is motivational training (Sajjad Ahmadi, 2002).

Bruner believes that the incentive is desirable as the students feel relaxed, and not exposed to intense excitement, but somewhere between these two extremes. He believes that the activities creating intense competition, arousal and distress are not reassuring factors for thought and correct generalization and evaluation. On the other hand excessive discipline leads to frustration and indifference of students (Mirsepassi, 2002).

Motivation is an intrinsic factor that stimulates and promotes behavior in a certain direction and coordination. Motivation is not directly visible but its presence can be inferred from the behavior of the person. The different motives are due to various factors. Interest and willingness are incentives that play a decisive role in the learning process and act as a stimulus to the accuracy, diligence, perseverance and therefore increase learning.

To be an active learner in the learning activities, he/she should be interested in learning subject and willing to carry out his/her duties. The trainer has motivation and passion to learn. When learning environment and educational materials are set based on the learner requirements, motivation will be created spontaneously and naturally (Parhizgar, 2010). Knowledge or awareness of the motivation reveals that people are doing things that could meet their needs. In other words, the person attaches importance for rewards or efficiency, because the rewards (increased salary, promotion, better organizational posts, etc.) are controlled by the organization, they should be considered as an important factor impacting on employee's behavior.

Generally motivation is an intrinsic factor for human stirring the organism and motivation is a state from intervention of organism (Ganji, 2008).

Evaluation of the needs, interests and motivation of teachers, has been the subject of much research, however, little attention was paid to the needs and shortages of teachers or the needs are considered to be materialistic and, in particular, it is justified for the lack of funding. Interest, motivation and commitment of teachers to their jobs, have significant relationship with achievement and their performance in their teaching.

In other words, if they have chosen the teaching profession with passion and a sense of commitment and motivation, they are actually more successful than others. Needs, interests and motivations drive human behavior, put him in a certain direction and lead him to a certain direction, interested behavior (Niknamie, 2012). In other words, increased efficiency of organizations depends on increased labor productivity and training of human resources, development of knowledge, skills and appropriate behaviors for successful work (Abtahi, 2005).

Thus, the source of the problem can be seen as a theoretical vacuum, because according to the research, there is no enough information and knowledge about the exact motivation of teachers and special education of teachers, particularly, there is no relationship between job motivation and poor performance in science. However, due to the fact that human capital is the most expensive and effective capital in education, if it is motivated, it may provide capable human resources and diverse resources for the organization.

Thus, the various uncertainties arise surrounding the effectiveness and efficiency, so that many researchers argue, these variables are influenced by many other factors. These include: organizational culture, organizational health, ways of thinking managers, organizational commitment, motivation and organizational intelligence that can affect the effectiveness and efficiency.

Peters and Waterman (1998), argue that effective organizations and organizations with favorable performance have strong organizational commitment. If it is strong, it can demonstrate good performance. Organizational commitment induces things such as the acceptability of absences, timely attendance and belonging to a person, and staff (Alvani, 2011). With a brief review of studies in the field of employee's performance and its association with other variables such as job motivation and employee performance, it can be inferred that employees having a good job motivation and directed their organization to their desired job motivation also exhibited good performance and increased effectiveness and efficiency.

In general, the highest goal of education at all levels of education and training levels, especially high school is building problem-solving ability, creativity in students. With these abilities they can deal with the new conditions of life and their new success (Mahdizadeh, 2011). This will be possible if an efficient and effective manager manages his/her secondary school.

Peters and Waterman (1998), argue that effective organizations and organizations with favorable performance, have high job motivation and can demonstrate good performance. With a brief review of the research in the field of employee performance and its association with other variables such as motivation and organizational commitment it can be inferred that staff with an appropriate commitment and organization are good guides and bear high intelligence, and also exhibited good performance and show increased effectiveness and productivity (Sulley, 2002).

Importance of the topic of motivation and performance is obvious. Basically, it is believed that if humans create a favorable relationship, they will be able to overcome anything that comes up with the correct understanding and by deepening their understanding, creatures may satisfy their desires and achieving organizational goals and objectives, and given the extent of the

level of competition, technological complexity, diversity of tastes, lack of resources and the exchange of information quickly it can be said that performance is the only factor guarantees stability in an increasingly competitive world (Mirkamali, 2010).

Various factors affect the level of worker efficiency and motivational factors are important ones, but according to studies by researcher, no study is carried about the relationship between these two variables out in the department of education so far. Therefore, it seems that such studies are essential in Baharestan education. So, in this study, the relationship between job motivations with teacher's performance in female high school (Volume II) has been studied in Baharestan.

In general, the highest goal of education at all levels of education and training levels, especially high school is building problem-solving ability, creativity in the students. With these abilities in students, they can be prepared to deal with the new conditions of life and success (Mahdizadeh, 2011). This will be possible if high school teachers are effective and there is an efficient administration.

Hence, the present research questions are as following:

To what extent there is a significant relationship between the job motivations of teachers in Baharestan female secondary school with their performance?

To what extent there is a significant relationship between the performance of Baharestan female secondary school teachers with physiological needs?

To what extent there is a significant relationship between the performances of Baharestan female secondary school teachers with security?

- To what extent there is a significant relationship between the performance of Baharestan female secondary school teachers with dignity and respect?

- To what extent there is a significant relationship between the performance of Baharestan female secondary school teachers with social prestige?

- To what extent there is a significant relationship between the performances of Baharestan female secondary school teachers with self-discovery?

METHODOLOGY

This research is descriptive survey. Thus, in order to examine the relationship between motivation and performance of Baharestan female secondary school teachers, the survey method was used, and none of the variables were not manipulated and questionnaires will be discussed with emphasis on the survey.

The population of this study is consisted of all female secondary school teachers in Baharestan . Given that access was possible to all members of society, the research population could fall within local communities.

Given that the study population is included all female high school teachers from 15 high schools in Baharestan , hence, using stratified random sampling method, and Morgan table, 169 female high school teachers were chosen.

Given that the subject of the present study was to investigate the relationship between motivation and performance of Baharestan female high school teachers, two different instruments as Maslow's needs motivation questionnaire (1970) and performance questionnaire were used to evaluate variables and their mentioned psychometric properties will be addressed:

Maslow motivation inventory: Maslow motivation inventory (1970) by Alwan (2011) is translated in Iran. The survey questionnaire is consisted of 60 questions relevant to the needs in zero to five scores.

The questionnaire consists of five subscales for the need of self-actualization, the need for safety,

psychological needs, social needs and the need to respect.

Regarding to the validity, it is verified by 20 experts. Also, for the validity of the questionnaire, Cronbach alpha was calculated and the 0/89 was reported.

Also, the validity of the subscales is discussed as follows:

Cronbach alpha	Subscales
73/0	The need for self-
66/0	The need for safety
70/0	Physiological need
71/0	Social needs
61/0	The need to respect.

Efficiency inventory: In order to evaluate the efficiency, Bahadorie performance questionnaire (2009), is used to measure performance. The questionnaire consisted of 58 questions in Likert scale from very high to very low (5 = very high, 4 = much, 3 = average, 2 = low 1 = very low) has been designed. It should be noted, that the questionnaire has a total score now.

It should be noted that the validity was confirmed using exploratory factor analysis. The results showed that the index KMO or adequacy of the sample size, was calculated 91/0 and according to the sphericity at the significance level of $01/0 = \alpha$, participation was 69/0, so the

Table 1: Univariate regression to predict "physiological needs" through "efficiency"

Significance level	F level	Squares mean	The degree of freedom	sum of squares	Source of variation
0/037	4/40	4186/54	1	4186/54	regression
		950/041	164	155868/7	remaining

According to the above table, with an emphasis on the F obtained, it is concluded that a significant relationship between "efficiency" and "physiological needs" at $05/0 = \alpha$ is observed. In other words, the prediction is possible for

performance was a factor which now represents the construct validity.

It should be noted, content validity and reliability of superficial questionnaire have been confirmed with the relevant experts in the field of human resource management. Now about the reliability coefficient, Cronbach's alpha coefficient was used for internal consistency of questions to determine the stability of the questionnaire and assess the reliability and the validity. 81/0 coefficient was obtained, indicating a desirable one.

Given that the subject of study was "examination of the relationship between motivation and performance of Baharestan female secondary teachers and independent variables and the dependent variable were quantitative and continuous and measured at the distant scale level, thus, univariate regression statistical model was used and selected.

Thus, after determining the analyzed indicators including measures of central tendency (e.g., median, mean), scattering indices (such as the range of variation, variance and standard deviation) and distribution (standard deviation, coefficient of deviation and coefficient elongation) and normal set of variables, a statistical model has been studied and the relationship between teachers' motivation and performance will be discussed.

"physiological needs" through "efficiency". Hence, in order to identify and explain the regression coefficient, it is necessary to have a regression coefficient table.

RESULTS

Regression coefficient with Table 1

significance level	t level	Beta coefficient	Predictor variables	Variable
0/037	2/09	0/16	efficiency	Physiological need

According to Univariate regression, and regression obtained with the same input method, it is concluded that significant positive relationship between "efficiency" and

"physiological needs" is observed. Thus, by increasing the "efficiency," "physiological needs" increased and by reducing it, "physiological needs" will be reduced.

Table 2. Univariate regression to predict "the need to secure" through "efficiency"

Significance level	F level	sum of squares	The degree of freedom	sum of squares	Source of variation
0/035	4/53	3571/03	1	3571/03	regression
		787/09	164	129082/9	Remaining

According to the table above, with an emphasis on the F obtained, it is concluded that a significant relationship between "efficiency" and the "need to secure" at $05/0 = \alpha$ is observed. In other words, the prediction is possible "to safety"

through "efficiency". Therefore, in order to identify and explain the regression coefficient, it is necessary to have a regression coefficient table.

Regression coefficient with Table 2

significance level	t level	Beta coefficient	Predictor variables	Variable
0/035	2/13	0/16	efficiency	Need to safety

According to Univariate regression, and regression obtained with the same input method, it is concluded that significant positive relationship between "efficiency" and "safety

requirements" is observed. Thus, by increasing the "efficiency", "need to secure" is increased and by reducing it, "the need to secure" to be reduced.

Significance level	F level	Squares mean	The degree of freedom	sum of squares	Source of variation
0/050	3/90	3164/03	1	3164/03	regression
		809/69	164	132789/5	Remaining

According to the table above, with an emphasis on the F obtained, it is concluded that a significant relationship between "efficiency" and "social need" in the $05/0 = \alpha$ is observed. In other words, the prediction is possible for "social need"

through "efficiency". Therefore, in order to identify and explain the regression coefficient, it is necessary to have a regression coefficient table.

Regression coefficient with Table 3

significance level	t level	Beta coefficient	Predictor variables	Variable
0/050	1/97	0/15	efficiency	Social need

According to Univariate regression, and regression obtained with the same input method, it is concluded that significant positive relationship between "efficiency" and "social

need" is observed. Thus, by increasing the "efficiency", "social need" increases and the reduction of "social need" it is to be reduced.

Table 4: Univariate regression to predict "the need to respect" through "efficiency"

Significance level	F level	Squares mean	The degree of freedom	sum of squares	Source of variation
0/055	3/72	2852/86	1	2852/86	regression
		766/33	164	125678/5	Remaining

According to the above table, with an emphasis on the F obtained, it is concluded that a significant relationship between "efficiency" and "the need to respect" the $05/0 = \alpha$ is observed. In other words, the prediction is possible "the need

to respect" through "efficiency". Hence, in order to identify and explain the regression coefficient, it is necessary to have a regression coefficient table.

Regression coefficient with Table4

significance level	t level	Beta coefficient	Predictor variables	Variable
0/055	1/92	0/14	efficiency	the need to respect

According to Univariate regression, and regression obtained with the same input method, it is concluded that significant positive relationship between "efficiency" and "the need

to respect" is observed. Thus, by increasing the "efficiency," "the need to respect" increases and "the need to respect" is to be reduced.

Table 5: Univariate regression to predict "the need for self-actualization" through "efficiency"

Significance level	F level	Squares mean	The degree of freedom	sum of squares	Source of variation
0/043	4/14	4421/02	1	4421/02	regression
		1066/29	164	174872	Remaining

According to the table above, with an emphasis on the F obtained, it is concluded that a significant relationship between "efficiency" and the "need for self-actualization" in the $05/0 = \alpha$ is observed. In other words, the prediction is

possible "need for self-actualization" through "efficiency" there. Hence, in order to identify and explain the regression coefficient, it is necessary to have a regression coefficient table.

Regression coefficient with Table 5

significance level	t level	Beta coefficient	Predictor variables	Variable
0/043	2/03	0/15	efficiency	the "need for self-actualization"

According to Univariate regression, and regression obtained with the same input method, it is concluded that significant positive relationship between "efficiency" and the "need

for self-actualization" is observed. Thus, by increasing the "efficiency", "the need for self-actualization" increases and by reducing it, "the need for self-actualization" will be reduced.

Table 6. Univariate regression to predict "stimulus" through "efficiency"

Significance level	F level	Squares mean	The degree of freedom	sum of squares	Source of variation
0/001	16/83	90369/03	1	90369/03	regression
		5369/10	164	8805335/3	Remaining

According to the table above, with an emphasis on the F obtained, it is concluded that a significant relationship between "efficiency" and "motivation" in the $01/0 = \alpha$ is observed. In other

Regression coefficient with Table 6

significance level	t level	Beta coefficient	Predictor variables	Variable
0/001	4/10	0/30	efficiency	stimulus

According to Univariate regression, and regression obtained with the same input method, it is concluded that significant positive relationship between "efficiency" and "motivation" is observed. Thus, by increasing the "efficiency", "motivation" increases and by reducing it, "motivation" will be reduced.

DISCUSSION AND CONCLUSION

Education is considered of the most important institutions in any society that its quality determines the quality of other institutions. With the increasing need for community, the need for efficiency of all school teachers is felt more than ever. On the other hand, features of school teachers have special importance in guiding society.

Undoubtedly, a teacher should have an incentive for the use of this science in schools to improve the quality of education (Hanif and Rahimi, 2010). We can say that motivation is the force that leads human to satisfy his/her needs, demands and trends that are direct new behavior, and thus leads to a state of equilibrium in man.

On the other hand, in any situation, individual performance is also indicative of insight of person to the particular problem that will be assessed and with respect to the motivation of individuals, it represents the fulfillment of their demands, so the motivation could be one of the factors affecting the performance of individuals

words, the prediction is possible "motivation" through "efficiency". Hence, in order to identify and explain the regression coefficient, it is necessary to have a regression coefficient table.

in an organization. Given that in department of education, the role of teachers is an important factor in the education of students, so teachers' motivation and performance evaluation for determining the success of its role in evaluating the performance of the organization are necessary to achieve the right results.

Therefore, in this study, "the relationship between motivation and performance of female secondary school teachers in Baharestan was addressed using univariate regression model to test hypotheses as follows:

The main hypothesis: there is a direct relationship between performance of female secondary school teacher in Baharestan and motivation. In order to test this hypothesis, the univariate regression model was used and the results showed that there is a positive relationship between "efficiency" and "motivation". Thus, by increasing the "efficiency", "motivation" increases and by reducing it, "motivation" will be reduced.

Hypothesis 1: there is a direct relationship between performance of female secondary school teacher in Baharestan and physiological needs. In order to test this hypothesis, the single-variable regression model was used and the results showed that there is a positive relationship between "efficiency" and "physiological needs". Thus, by increasing the "efficiency,"

"physiological needs" increased and by reducing it, "physiological needs" will be reduced.

Hypothesis 2: there is a direct relationship between performance of female secondary school teacher in Baharestan and safety requirements. In order to test this hypothesis, the univariate regression model was used and the results showed that there is a positive relationship between "efficiency" and "safety requirements". Thus, by increasing the "efficiency", "need to secure" increases and by reducing it, "the need to secure" be reduced.

Hypothesis 3: there is a direct relationship between performance of female secondary school teacher in Baharestan and the need to respect. In order to test this hypothesis, the univariate regression model was used and the results showed that there is a positive relationship between "efficiency" and "the need to respect" is observed. Thus, by increasing the "efficiency," "the need to respect" the increase and decrease, "the need to respect" be reduced.

Sub-hypothesis 4: there is a direct relationship between performance of female secondary school teacher in Baharestan and social aspect. In order to test this hypothesis, univariate regression model was used and the results showed that there is a positive relationship between "efficiency" and "social need" is observed. Thus, by increasing the "efficiency", "social need" increases and the reduction of "social need" be reduced.

Sub-hypothesis 5: there is a direct relationship between performance of female secondary school teacher in Baharestan and need for self-actualization. In order to test this hypothesis, the single regression model was used and the results showed that there is a positive relationship between "efficiency" and the "need for self-actualization" is observed. Thus, by increasing the "efficiency", "The need for self-actualization" increases and by reducing it, "the need for self-actualization" will be reduced.

Finally, by comparing the results of this study and background research on the subject of the present study it was found that the findings of this study are consistent with the research findings of Sajjad Ahmadi (2002) the «investigation of the factors influencing on the increased motivation of Isfahan secondary-school female teachers from the viewpoint of student, teachers, and administrators », Bakhshie , Norozie and Hussainie (2005) "the factors affecting job motivation of faculty members of Rafsanjan University of Medical Sciences", Hanif and Rahimi (2010) "the relationship between job motivation of elementary school principals with their level of efficiency in Rodhen and Damavand" Jafari, Eyvazzadeh and Moeinian (2012) "the efficiency of managers on job stress in Azad University of East Tehran (Ghiamdast)" , Roozbahan (2013) "The relationship between burnout and organizational commitment and work motivation in Nazarabad public school elementary teachers in the school year 91-90, Sajad and Fllah-Zadh (2013) on "investigation of the relationship between job motivation and demographic characteristics of individuals (Case study of ports and Maritime administration staff in Sistan and Baluchestan province) "and Muzaffari (2013) " review of service- training on job performance among Qorveh high school principals.

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