

Construction and Evaluation of Psychometric Properties of Teachers' job Motivation Questionnaire

Homa Yazdanpanah¹, Khadijeh Abolmaali Alhosseini^{2*}, Malek Mirhashemi³

1. PhD Student, Psychology department, Roudehen Branch, Islamic Azad University, Roudehen, Iran.
2. Associate Professor, Department of Psychology, Tehran North Branch, Islamic Azad University, Tehran, Iran.
3. Associate Professor, Psychology department, Roudehen Branch, Islamic Azad University, Roudehen, Iran.

Article history:

Received date: 2021/09/08

Review date: 2021/11/10

Accepted date: 2021/11/16

Keywords:

Construction, Psychometrics, Job
motivation, Teachers, External
Motivation, Internal Motivation

Abstract

Purpose: Considering the importance of job motivation in educational jobs, the present study was conducted to construct and evaluate the psychometric properties of teachers' job motivation questionnaire.

Methodology: The present study was applied in terms of purpose and descriptive-correlational in terms of implementation method. The study population was elementary school teachers in Tehran in 2019-20, which the sample size was estimated 400 people based on Cochran's formula and were selected as a sample by multi-stage cluster random sampling. Data were collected by a researcher-made job motivation questionnaire (49 items) and analyzed by exploratory factor analysis and structural equation modeling in SPSS-22 and AMOS-24 software.

Findings: The results showed that teachers' job motivation had 2 factors and 9 components; so that the external factor of job motivation includes four components of school environment, payroll system, leadership style / managerial support and performance appraisal and reward and the internal factor of job motivation includes five components of in-service training, work and cognitive interests, effective communication, perfectionist thoughts and selection and the factor loading of both factors and all nine components were significant at the confidence level of 0.99. Also, the content validity of the instrument was confirmed by experts and the convergent validity of the instrument was confirmed by the correlation coefficient of the score of each factor or component with the total score of the instrument. In addition, Cronbach's alpha reliability for the whole instrument was 0.92, external factor of job motivation 0.85, internal factor of job motivation 0.89 and components of school environment 0.75, payroll system 0.66, leadership style / managerial support 0.91, performance appraisal and reward 0.65, in-service training 0.82, work and cognitive interests 0.90, effective communication style 0.81, perfectionist thoughts 0.83 and selection was 0.71.

Conclusion: Teachers' job motivation questionnaire was a valid and reliable instrument. As a result, specialists and planners of the education system can use it to review and evaluate the current situation of teachers' job motivation and provide solutions to strengthen their job motivation.

Please cite this article as: Yazdanpanah H, Abolmaali Alhosseini Kh, Mirhashemi M. (2022), Construction and Evaluation of Psychometric Properties of Teachers' job Motivation Questionnaire, *Iranian Journal of Educational Sociology*. 4(4): 117-126.

* Corresponding author: kh.abolmaali@iau-tnb.ac.ir

1. Introduction

Human resource is the most important and valuable asset of any organization and the more desirable and higher the quality of this asset, the greater the probability of success, survival and promotion of the organization (Yildiz & Kilic, 2021). It can be said that the biggest problem of today's organizations and the most challenging crisis that our principals face is motivation or low motivation of employees to do the job (Zhang, Yu & Liu, 2019). Evidence suggests that there is not any high-performance organization without efficient human resources, quality of human resource management and human resource development, and cannot function well in today's challenging and competitive environment. For these reasons, organizations in recent years have sought to identify factors affecting employee motivation and provide solutions to increase their motivation (Panahi, Momeni & Salehi, 2019). It is obvious that investing to improve the knowledge of existing human resources, increase efficient human resources, proper use of human resources and proper management of human resources are among the cases that should be considered in human resource management issues and human resources must be considered as the main resources of the organization in order to achieve goals (Adarkwah & Zeyuan, 2020).

Education is the most important system derived from the context of society and at the same time it is constructive and evolutionary, and its impact on the development of society is quite tangible. In this organization, the role of teachers as the main implementers of the education system is very important and the atmosphere of the organization affects their satisfaction or dissatisfaction and the achievement of organizational goals (Abos, Haerens, Sevil, Aelterman & Garcia-Gonzalez, 2018). The teacher is the most basic factor for creating a favorable situation in achieving educational goals, and the executive and transcendent goals of the education system are eventually achieved by him/her. In addition to implementing the curriculum, they sometimes in a role beyond an executor, simply modify the curriculum, which to some extent indicates their willingness to play a role beyond the curriculum executor, which is necessary depending on the qualifications of the teaching profession and job motivation (Momeni Mahmoueei & Rohani, 2017).

Motivation or need is an inner state and deficiency or deprivation that leads a person to perform a series of activities, and motivation is a chain process that begins with the feeling of need and deficiency or deprivation, then follows the desire and finally performs behavior or action and reaction in line with achieve goals (Angel-Alvarado, Belletich & Wilhelmi, 2020). Motivation is one of the basic concepts and issues in human resource management and theorists consider the effective human resource management as the key to organizational success and despite the rapid movement of the organization towards technology, the role of human beings as a vital and strategic factor of the organization has received more and more attention (Afandi, Zulela & Neolaka, 2021). The word "motivation" literally means dynamism and movement, and organizationally it is a factor that causes change in behavior and movement in the direction of organizational goals (Janke, Bardach, Oczlon & Luftenegger, 2019). Job motivation as one of the forms of motivation includes a set of effective and guiding forces that originate from inside or outside the human being and determine the direction, intensity and stability of behavior (Kanat-Maymon, Elimelech & Roth, 2020). In another definition, job motivation means the desire and interest in performing work and activity that is in line with the realization of organizational goals (Zincirli, 2021). Employees' job motivation of an organization is different and salaries and benefits, enthusiasm in the workplace, job security, interest in the job and appropriate social relationships in the workplace, the nature of the job, appreciation and challenge, etc. are among the factors affecting job motivation. This structure is not separate from the developmental, social and physiological needs and these needs must be met and the reason for everyone to do a job is to have a stimulus to advance it and every organization needs motivated employees to achieve its goals (Mirzaeian & Mehdad, 2017).

If there is no positive motivation for job and doing the work, the mental and practical abilities of employees are used to perform things other than job duties and divert the organization from its goals (Chen, Guo & Liu, 2021). Teachers need to be well-motivated to do well in their teaching and training careers.

Various and numerous factors, from the quality of school infrastructure to pay salary, job status, success, job promotion, vocational training, colleagues' relationships, working status, employment status and perhaps most importantly, school management performance can affect teachers' motivation. In addition, teachers face a variety of stressful sources in their work, such as student overcrowding, inequality of salary and benefits, declining teacher status in society, and the mismatch of teachers' expectations of the workplace and students with the current situation, which can double the pressure caused by work stress on teachers and cause them to lose motivation or lack of motivation (Panahi, et al, 2019).

Although research has been conducted on job motivation in many groups, no research has been found that specifically provides an instrument for measuring teachers' job motivation. The following are the results of the most important domestic and foreign studies on the factors and components affecting job motivation. Khezendar & Hamas (2021) in a study entitled motivational factors and their effect on job performance concluded that the five motivational factors affecting job including job satisfaction, respect, job benefits, communication and teamwork that all have a direct and meaningful effect on job performance. Panahi, et al (2019) reported the reasons for the decrease in teachers' job motivation in professional activities during researching including five categories of educational issues (with five components including lack of good colleagues and establishing intimate relationships with them, students' lack of motivation to learn subjects, lack of appropriate behavior of the principal with teachers, high volume and content of textbooks and inappropriate and unbalanced curriculum and teaching schedule), intra-organizational issues (with six components including inefficiency of teacher performance appraisal system, involvement of principals in student evaluation, teacher restriction due to school rules, lack of attention to meritocracy in different ranks and the inefficiency of the system of encouraging hard-working employees and leading low-efforts employees), economic issues (with two components including insufficient level of teachers' salaries to spend a normal life and lack of benefits on teachers' salaries), social issues (with four components including lack of teachers' authority or worthlessness of teachers from the parents' point of view, lack of positive attitude of others towards teachers, lack of teachers' authority or worthlessness of teachers from the students' point of view and diminishing social status of teachers) and personal and family issues (with four components including loss of interest due to the unfavorable situation, the teacher's lack of proper planning, the existence of family issues (such as child care, and the occurrence of family dissatisfaction due to the low income of the teaching job). The results of studies by Sabet, Yadolahi Khaled & Razeghi (2018) showed that the importance of duty, duty identity, duty diversity, job independence and job feedback had a direct and significant effect on job motivation of faculty members.

Alimohammadpour, Taghipour & Nemati (2017) while researching, concluded that the factors affecting the job motivation of sailors' combat fleets personnel include work place conditions, payrolls, special needs of job nature, provision of welfare facilities, organizational factors, how to supervise and leadership style and factors of growth and development. In another study, Azimpoor, Mesrabadi & Yarmohammadzade (2017) examined the factor structure of the Self-Determination Job Motivation Scale in elementary and secondary school teachers and reported that the scale had six factors: internal regulation, external regulation, motivation, internalized regulation, detected regulation, and coordinated regulation. The results of research by Ziar, et al (2016) showed that the factors affecting the job motivation of faculty members were examined according to two factors: internal motivation and external motivation, which internal components include recognition and appreciation, job advancement and development, nature of work, job responsibility and job position, and external components include payroll, environmental policy and regulations, communication with others, job security, work place environment and supervision and monitoring. Wziatek-Stasko (2015) while researching, concluded that the most important factors affecting job motivation include basic salary, monthly bonus, annual bonus, stock and stock options, salary promotion, summer vacation with subsidies, theater and cinema tickets or bodybuilding club, loans and allowances, low-interest loans, summer holiday camp subsidies for employees' children, personal use of the company car, personal use of the laptop, meals or snacks, supplementary insurance, medical services,

kindergarten funding, financing part of the education budget, scholarships and financial grants and so on. In another study, Bahadori, et al (2015), while examining the confirmatory factor analysis of Herzberg job motivation pattern, reported that this structure had two motivational and health factors, so that the motivational factor includes the components of quality of supervision, salary and working conditions, policy and management, personal interactions, job security and reputation, and the health factor includes the components of identification and recognition at work, successful performance, nature of duties and responsibilities and opportunity for growth and promotion. Xenikou (2005) while researching the factors affecting job motivation include effective communication with colleagues, sincere cooperation with colleagues, trust of supervisor and colleagues, job duties, information exchange, job dynamics and increasing work experience. In another study, Franco, Bennett, Kanfer & Stubblebine (2005) reported that feeling proud; effectiveness, managerial honesty, job security, and financial and non-financial incentives were among the factors affecting job motivation. Studies show that teachers' job motivation is in an unfavorable situation and it seems that the lack of basic living needs of teachers, their low standard of living compared to other jobs and the feeling of injustice and deprivation among those who always compare themselves with other employees, is the main factor of their low level of job motivation, which requires the great efforts of education officials and staff at different levels of management to achieve the desired level of job motivation for teachers (Miri, Parsa & Farhadirad, 2017).

Although previous research has sought to develop instrument for measuring the job motivation of employees of different organizations, the conditions of organizations are different and for instance, the conditions of educational organizations are completely different from non-educational organizations and different factors can affect the motivation of employees and many research are needed in this field to make a decision. One of the main pillars and elements of educational organizations, especially education, are teachers who their job motivation can largely guarantee the quality of the education system, ad for this purpose, it is necessary to first design a standard instrument for measuring teachers' job motivation, which the present study seeks to address. As a result, the present study was conducted to construct and evaluate the psychometric properties of teachers' job motivation questionnaire.

2. Methodology

The present study was applied in terms of purpose and descriptive-correlational in terms of implementation method. The study population was elementary school teachers in Tehran in 2020-21, which the sample size was estimated 400 people based on Cochran's formula and were selected as a sample by multi-stage cluster random sampling. In this sampling method, a number of districts were randomly selected from the 22 districts of Tehran and then a number of schools were randomly selected from each district and all their teachers were selected as a sample if they had inclusion criteria. Inclusion criteria included signing the consent form to participate in the study, having work experience of more than 20 years, no addiction and use of psychiatric drugs, living with family and the absence of stressful events such as the death of loved ones in the past six months. Also, exclusion criteria included refusal to complete the questionnaire and not answering more than fifteen percent of the items.

The research process was as follows: after approving the proposal and reviewing the theoretical basics, a questionnaire was designed in two factors of internal motivation and external motivation with 66 items and then using the opinions of 10 experts and specialists, some items were removed due to duplication and some merged due to high overlap, resulting in a 49-items form. The content validity of the 49-item form was approved by experts and specialists after the Delphi round. Experts and specialists in the present study were psychology faculty members with specialized doctoral education, specialization in job motivation, at least 10 years of work experience, and having an article, book, or research project on motivation. In the next stage, it was coordinated with the General Directorate of Education of Tehran and selected districts and schools were sampled. Then, it was referred to schools and the importance and necessity of research was expressed for elementary school teachers, if they have inclusion criteria, and

they were assured about other research conditions, including sending questionnaires through virtual networks due to the Covid-19 epidemic, data analysis in general and archiving of the questionnaires.

The instrument of the present study was a researcher-made 49-item job motivation questionnaire with two factors including external factor of job motivation (18 items) and internal factor of job motivation (31 items) whose content validity was confirmed by 10 experts and specialists. Items of this instrument is scored using the five-point scale with the options “ completely agree (score 5), agree (score 4), neither agree nor disagree (score 3), disagree (2) and strongly disagree (score 1) and the score of each factor is obtained by summing the scores of its all constructive items; so that the range of scores of external motivation factor was 18 to 90 and the range of scores of internal motivation factor was 31 to 155 and higher score indicated more motivation (external or internal). Also, the total score of the instrument is obtained by summing the scores of all items if the scores of the items of the external factor of job motivation are reversed, and its scores ranged from 49 to 245. As mentioned above, the content validity of the 49-item researcher-made job motivation questionnaire was confirmed by 10 experts and specialists.

Finally, after completing the job motivation questionnaire by elementary school teachers, the data were analyzed by exploratory factor analysis and structural equation modeling in SPSS-22 and AMOS-24 software.

3. Findings

In this study, 400 teachers with a mean and standard deviation age of 8.01 ± 41.54 years were present, which seven questionnaires were removed from the analysis due to incompleteness and the analysis was performed for 393 people; so that most of the participants were women (76.08%), married (84.99%) and had a bachelor's degree (60.31%) (Table 1):

Table 1. Number and percentage of teachers' demographic information

Variable	Dimensions	Number	Married
Gender	Man	94	92/23
	Women	299	08/76
Marital status	Married	334	99/84
	Single	59	01/15
education	Lower than bachelor	41	43/10
	Masters	237	31/60
	Higher than bachelor	115	26/29

Prior to factor analysis, KMO index with a value of 0.87 and Bartlett sphericity test statistic with a value of 2381.25 at the level of 0.001 were significant, indicating sufficient correlation and adequacy of the sample. The results of factor analysis showed that the factor loading of all items was appropriate and the final form of teachers' job motivation had 49 items; so that the factor loading of both factors i.e. the external factor of job motivation and the internal factor of job motivation and the components of each of them i.e. four components of school environment, payroll system, leadership style / managerial support and performance appraisal and reward for the external factor of job motivation and five components of in-service training, work and cognitive interests, effective communication method, perfectionist thoughts and selection for the internal factor of job motivation were significant at the level of 0.99 confidence. In addition, the reliability rate was calculated by Cronbach's alpha method for the total job motivation of teachers and two external and internal factors of job motivation and the components of each of them and the results indicated that the reliability rate was appropriate (Table 2).

Table2. Results of exploratory factor analysis for teachers' job motivation questionnaire

Factors	Components	Number of items	Factor loading	Statistics t	Significance	Reliability
External motivation	four components	18	0.64	5.44	0.001	0.85
	School environment	6	0.81	4.93	0.001	0.75
	Payroll system	3	0.35	5.84	0.001	0.66
	Leadership style / Principals support	4	0.64	9.60	0.001	0.91
	Performance appraisal and rewards	5	0.56	8.90	0.001	0.65
Internal motivation	Five components	31	0.70	3.29	0.001	0.89
	In-service training	6	0.54	7.21	0.001	0.82
	Work and cognitive interests	12	0.86	10.40	0.001	0.90
	Effective communication	5	0.73	9.82	0.001	0.81
	Perfectionist Thoughts	5	0.71	9.63	0.001	0.83
	Selection	3	0.51	7.88	0.001	0.71
Total motivation	Nine components	49	-----	-----	0.001	0.92

The results showed that the convergent validity of all 9 components including school environment, payroll system, leadership style / principal's support, performance appraisal and reward, in-service training, work and cognitive interests, effective communication, perfectionist thoughts and selection were confirmed through correlation coefficients of their scores with the total score of the instrument (Table 3).

Table3. Mean results, standard deviation and correlation coefficients of teachers' job motivation

Variable	1	2	3	4	5	6	7	8	9	10
1.School environment	1									
2. Payroll system	0.31**	1								
3.Leadership style /principals support	0.52**	0.18**	1							
4.Performance appraisal and rewards	0.44**	0.21**	0.37**	1						
5.In-service training	0.29**	0.15**	0.21**	0.26**	1					
6.Work and cognitive interests	0.29**	0.04	0.25**	0.25**	0.48**	1				
7.effective communication	0.22**	0.06	0.18**	0.21**	0.31**	0.63**	1			
8.perfectionist thoughts	0.31**	0.03	0.22**	0.16**	0.35**	0.59**	0.58**	1		
9. Selection	0.17**	0.07	0.16**	0.21**	0.34**	0.46**	0.35**	0.31**	1	
10.Total job motivation	0.63**	0.33**	0.54**	0.55**	0.68**	0.81**	0.64**	0.63**	0.67**	1
Average	20.89	8.30	16.22	14.55	17.07	53.99	47.22	22.79	11.18	212.21
Standard deviation	4.13	2.81	3.40	3.81	5.68	7.67	2.98	2.53	2.83	22.66

The results of fitness indicators of the external factor of job motivation model, the internal factor of job motivation model and the total job motivation model in general indicated the appropriate fit of the models (Table 4).

Table4. Results of model fit indices of factors affecting barriers to organizational vitality in government organizations

indices	External factor of job motivation rate	Internal factor of job motivation rate	The total value of the model	Acceptance limit
χ^2/df	2.38	1.88	3.04	3 <
RMSEA	0.590	0.047	0.072	08/0 <
CFI	0.93	0.95	0.94	80/0 >
GFI	0.92	0.89	0.96	80/0 >
AGFI	0.90	0.87	0.92	80/0 >

According to the above results, the teachers' job motivation questionnaire had 2 factors and 9 components that had a proper factor loading and fit, so the 2-factor model and 9 components of teachers' job motivation can be observed (Figure 1).

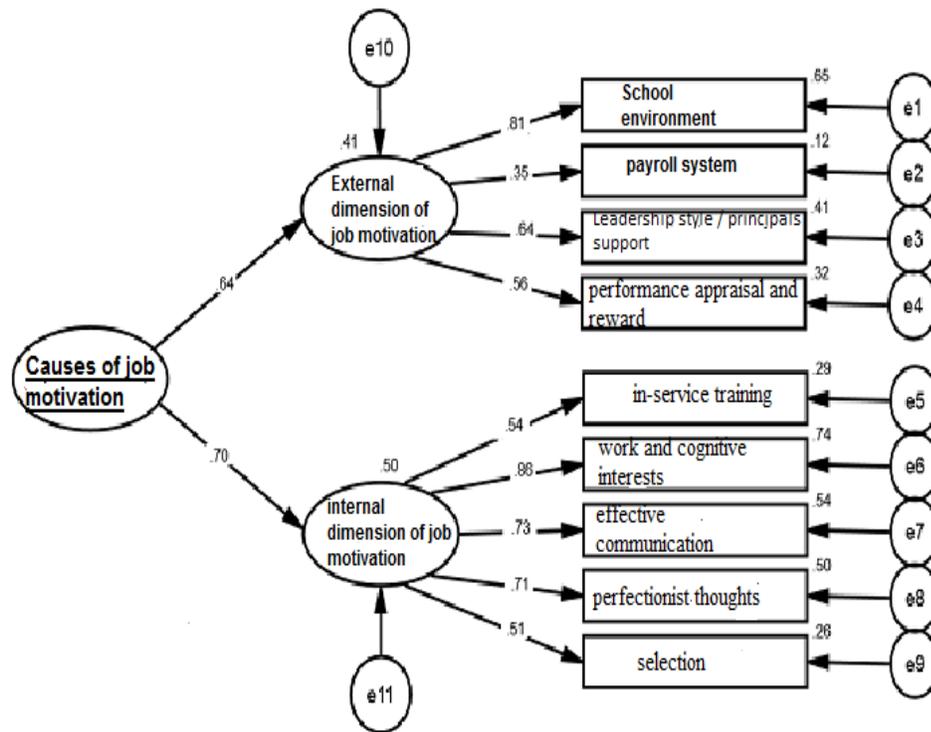


Figure 1. 2-factor model and 9 components of teachers' job motivation

4. Discussion

Teachers' job motivation plays an important and effective role in teachers' job performance. As a result, the present study was conducted to construct and evaluate the psychometric properties of teachers' job motivation questionnaire. The results of the present study showed that teachers' job motivation had 2 factors and 9 components; so that the external factor of job motivation includes four components of school environment, payroll system, leadership style / principals support and performance appraisal and reward, and the internal factor of job motivation includes five components of in-service training, work and cognitive interests, effective communication, perfectionist thoughts and selection, and the factor loading of both factors and each of the nine components were significant. Also, the content validity of the instrument was confirmed by experts and the convergent validity of the instrument was confirmed by its total score and the total reliability was confirmed by the factors and components by Cronbach's alpha method.

The results of the present study are in line with the results of Khezendar & Hamas (2021), Panahi et al (2019), Sabet, et al (2018), Alimohammadpour, et al (2017), Azimpoor, et al (2017), Ziar, et al (2016), Wziatek-Stasko (2015), Bahadori, et al (2015), Xenikou (2005) and Franco, et al (2005), which in explaining them, we can say motivation refers to complex forces, drives, needs, stressful conditions and other mechanisms that initiates and continues the activity of the individual to achieve the goals. Thus, the first component is related to energizing or empowering behavior, which guides environmental signs and symptoms, memories, and emotional responses to a particular behavior. The second component is related to the goal that guides or directs the individual's behavior, and the third component pays attention to the durability and stability of the behavior and causes the continuation of goal-oriented behavior. Behavior

persists when environmental factors reinforce the direction and intensity of a person's drives and needs. Therefore, education is one of the organizations whose success is in the group of benefiting from highly sustainable and motivated forces and teachers are the most effective and important educational forces that support programs and measures are necessary to maintain and create sufficient and necessary motivation for their survival. Since teachers' job motivation had two external and internal factors, so it is necessary to provide conditions to optimize the components of both factors to reinforce teachers' job motivation. Another important point is that providing the necessary conditions for teachers to remain motivated creates and increases their sense of commitment. This takes the heart and mind of teachers to encourage them to better understand the organization and leads to more effort to achieve organizational goals and continue to work with interest and motivation in the organization.

Each research is faced with limitations during implementation and one of the limitations of the present study is to send a questionnaire through virtual networks and the inability to control the samples in studying the questionnaire items and the limitation of the research community to elementary school teachers in Tehran. Of course, completing the questionnaire through virtual networks, if completed after careful study of the items, can also be strength. Since using this method reduces the travel costs and reproduction of the questionnaire, and in addition, causes the samples to respond to the questionnaire at any time that they are not busy and have enough time. Also, one of the most important research suggestions is to normalize the job motivation questionnaire of elementary school teachers in teachers of other grades and even on principals and deputies, or to make a job motivation questionnaire for principals or deputies. Since there are gender differences in most psychological characteristics between individuals, which are often due to differences in needs and wants, it is recommended that teachers' job motivation questionnaire be developed separately for male and female teachers.

Teachers' job motivation questionnaire had proper validity and reliability with two factors of external and internal job motivation. Therefore, this instrument can be used as a suitable instrument by future researchers. Also, education specialists and officials can use this instrument to measure the job motivation rate of elementary school teachers and even other levels, and then design and implement programs to increase and enhance their external and internal job motivation through the components of each. Also, the existence of this instrument can provide new ways to expand further research on organizational characteristics in the education organization, especially elementary school teachers.

Acknowledgments

The authors would like to thank the officials of the General Directorate of Education in Tehran and the executive staff of the selected schools for their good faith and cooperation in conducting the research properly, and the elementary school teachers for their positive belief in the role of research in community development and completing the questionnaire.

References

- Abos A, Haerens L, Sevil J, et al. (2018). Teachers' motivation in relation to their psychological functioning and interpersonal style: A variable- and person-centered approach. *Teaching and Teacher Education*. 74: 21-34.
- Adarkwah MA, Zeyuan Y. (2020). The paradoxical relationship between principals' transformational leadership styles and teachers' motivation. *International Journal of Educational Excellence*. 6(2): 15-46.
- Afandi M, Zulela MS, Neolaka A. (2021). Causative correlation of teacher's motivation and discipline in Banyumanik, Semarang city. *International Journal of Instruction*. 14(1): 507-520.
- Alimohammadpour A, Taghipour E, Nemati M. (2017). Identifying and ranking factors affecting the job motivation of officers in long term sailing using AHP Technique. *Journal of Teaching in Marine Sciences*. 4(2): 71-87. [Persian]
- Angel-Alvarado R, Belletich O, Wilelmi MR. (2020). Exploring motivation in music teachers: The case of three primary schools in Spain. *British Journal of Music Education*. 37(3): 196-206.
- Azimpoor E, Mesrabadi J, Yarmohammadzade P. (2017). Examine factor structure Blais self-determination work motivation inventory among primary and secondary first and second teachers of northern cities west Azarbaijan. *Knowledge & Research in Applied Psychology*. 18(2): 102-110. [Persian]
- Bahadori MK, Raadabadi M, Teymourzadeh E, Yaghoubi M. (2015). Confirmatory factor analysis of the Herzberg job motivation model for workers in the military health organizations of Iran. *Journal of Military Medicine*. 17(2): 65-71. [Persian]
- Chen L, Guo W, Liu M. (2021). Childhood migration and work motivation in Adulthood: Evidence from China. *Journal of Business Research*. 132: 481-490.
- Franco LM, Bennett S, Kanfer R, Stubblebine P. (2004). Determinants and consequences of health worker motivation in hospitals in Jordan and Georgia. *Social Science & Medicine*. 58(2): 343-355.
- Janke S, Bardach L, Oczlon S, Luftenegger M. (2019). Enhancing feasibility when measuring teachers' motivation: A brief scale for teachers' achievement goal orientations. *Teaching and Teacher Education*. 83: 1-11.
- Kanat-Maymon Y, Elimelech M, Roth G. (2020). Work motivations as antecedents and outcomes of leadership: Integrating self-determination theory and the full range leadership theory. *European Management Journal*. 38(4): 555-564.
- Khezendar RI, Hamas Y. (2021). Motivation factors and its impact on the job performance. *PalArch's Journal of Archaeology of Egypt / Egyptology*. 18(14): 62-72.
- Miri A, Parsa A, Farhadirad H. (2017). Check the status of primary school teachers motivation and its relation to the demographic characteristics year 2013-2014 in Andimesh city. *Journal of Educational Administration Research Quarterly*, 8(29): 141-157. [Persian]
- Mirzaeian A, Mehdad A. (2017). Prediction of work efforts and organizational citizenship behaviors through dimensions of work motivation. *Journal of Psychological Achievement*. 4(24): 111-126. [Persian]
- Momeni Mahmoueei H, Rohani Z. (2017). Investigate the relationship between professional competences and the job motivation with willingness to participate teachers in curriculum development. *Journal of New Approaches in Educational Administration*. 8(3): 239-256. [Persian]
- Panahi Z, Momeni Z, Salehi K. (2019). Representation of causes of reducing the job motivation of teachers to perform occupational activities: A phenomenological study. *Quarterly Journal of Teacher Education*. 2(1): 71-107. [Persian]
- Sabet A, Yadolahi Kholes H, Razeghi S. (2018). Effects of the dimensions of job characteristics model on creating and developing job motivation in faculty members. *Iranian Journal of Medical Education*. 18(17): 145-155. [Persian]
- Wziatek-Stasko A. (2015). Effective factors in enhancing managers' job motivation- cross-cultural context. *Management International Conference*. 45-61.

- Xenikou A. (2005). The interactive effect of positive and negative occupational attributional styles on job motivation. *European Journal of Work and Organizational Psychology*. 14(1): 43-58.
- Yildiz VA, Kilic D. (2021). Investigation of the relationship between class teachers' motivation and job satisfaction. *International Online Journal of Education and Teaching*. 8(1): 119-131.
- Zhang L, Yu S, Liu H. (2019). Understanding teachers' motivation for and commitment to teaching: Profiles of Chinese early career, early childhood teachers. *Teachers and Teaching: Theory and Practice*. 25(7): 890-914.
- Ziar S, Momtazmanesh N, Ahmadi S, Abdi AR, Ahmadi F. (2016). Effective factors in job motivation of faculty members of Shaheed Beheshti University of medical sciences based on Herzberg's two-factor theory of motivation in 2015. *Journal of Medical Education Development*. 9(23): 20-30. [Persian]
- Zincirli M. (2021). Anxiety of not to be appointed as a predictor of pre-service teachers' motivation to teach. *International Journal of Psychology and Educational Studies*. 8(1): 191-203.