

Providing a Suitable Model to Promoting Teachers' Motivation for the Education Process

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Abstract

Purpose: Considering the role of teachers' motivation in improving the teaching, educating and learning processes, the present study was conducted with the aim of providing a suitable model to promoting teachers' motivation for the education process.

Methodology: The present study in terms of purpose was applied and in terms of implementation method was mixed (qualitative and quantitative). The research population in the qualitative part was the academic experts of Tehran city in 2020 year, which number of 15 people of them were selected as a sample according to the principle of theoretical saturation and by purposive sampling method. The research population in the quantitative part was the high school teachers of Tehran city in 2020 year, which number of 316 people of them were selected as a sample according to the Cochran's formula and by simple random sampling method. The research tool in the qualitative part was semi-structured interview and in the quantitative part was researcher-made questionnaire, which the validity and reliability of them were confirmed. The data in the qualitative part were analyzed by coding method based on grounded theory in MAXQDA software and data in the quantitative part were analyzed by exploratory factor analysis and structural equation modeling in SPSS and LISREL software.

Findings: The results of the qualitative part showed that the central category included promoting teachers' motivation for the education process, causal factors included work environment, cultural and social context, teaching level, individual characteristics and demographic factors, intervention factors included psychological-attitudinal factors, individual-motivational factors, facility-welfare factors, managerial and structural factors and negation of work, contextual factors included financial rewards, school physical facilities and job enrichment and job development, strategies included planning to improve quality and academic level, behavior, attitude and policy educational of managers, teacher empowerment and encouragement active teacher and outcomes included trustworthy, academic competence, good social relations and understanding of circumstances and duties. Also, the results of the quantitative part showed that the factor load of all components was appropriate and work environment, cultural and social context, teaching level, individual characteristics and demographic factors on causal factors, psychological-attitudinal factors, individual-motivational factors, facility-welfare factors, managerial and structural factors and negation of work on intervention factors, financial rewards, school physical facilities and job enrichment and job development on contextual factors, planning to improve quality and academic level, behavior, attitude and policy educational of managers, teacher empowerment and encouragement active teacher and on strategies and trustworthy, academic competence, good social relations and understanding of circumstances and duties on outcomes had a significant effect on outcomes ($P < 0.05$).

Conclusion: According to the results of the present study, to promoting teachers' motivation for the education process can be action through the identified components in the present study.

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1. Introduction

Today, it has been proven that the progress of any country depends on the education system of that country in the first stage, and in successful systems, they often have a coherent structure and successful teachers who perform their duties appropriately, favorably and competently (Ward & Cho, 2020). In today's world, the volume of expectations, the variety of requests and the depth of expectations related to education and training systems in the world, including Iran, have increased so much that most of these systems cannot meet all of them with their current conditions, possibilities, methods and manpower to fulfill their mission. Accordingly, it seems that in Iran, the current education system should be transformed and fundamental changes should be made in it (Abdollahi & Safari, 2016).

The education system in today's era must be dynamic and present its programs in such a way that it fits the needs of students and the available scientific knowledge for a suitable and desirable life in the future (Merle, Thayer, Larson, Pauling, Cook, Rios & et al, 2022). Human resources are the most important and valuable resources for any organization, including education and training organizations, and these forces are transformed into dynamic and active forces through training and internships so that they can provide services (education and learning) with good quality (Ellis & Childs, 2019). Education and training systems in any country play an important role in the investment of manpower and human resources and allocate a significant part of the budget of each country, therefore, considering its importance and role in economic, social, cultural and political dimensions, it is necessary that this system seek to improve their activities and take basic actions in this field (Puustinen, Santti, Koski & Tammi, 2018).

Many experts and practitioners of education believe that for the transformation of this educational system, teachers who have extensive interaction with students must be transformed. For this purpose, their knowledge and information, cognitions, attitudes, skills and teaching methods must be changed, which is necessary for the professionalization of teachers (Hendrickx, Kos, Cillessen & Mainhard, 2022).

Teachers in any country are the builders of the future generation and can play an important role in the development of society, which is one of the important factors of motivation to realize this (Foong, Liew & Lye, 2022). Every organization needs different resources to achieve its goals, and the most important resource of every organization is the human resources working in that organization. If this force has motivation, satisfaction and spirit, it will use its power, talent and skill in the service of that organization, and one of the most important variables predicting positive job attitudes and optimal individual and organizational performance is job motivation (Azimpoor, Mesrabadi & Yarmohammadzade, 2017). Motivation is an energizing and energy-preserving process that causes the continuation of behavior until the achievement of goals, and the motivation originates from inside or outside the person and causes the initiation and continuation of the activity and continues until the end of the activity (Guay, Stupnisky, Boivin, Japel & Dionne, 2019). Motivation is a psychological factor and it causes the arousal, guidance and continuation of a person's voluntary actions that are purposeful, and there are many theories about job motivation, the first category is known as the needs theory, which includes the need for progress, the need for power, and the need for affiliation. , the second category is the theory of job characteristics, which investigates different job characteristics, and the third category deals with the role of factors affecting job motivation, which more than any other factor, they dealt with the role of organizational climate (Nordahi-Pedersen & Heggholmen, 2022).

Motivation is a chain process that starts with the feeling of need and lack or deprivation, then follows the desire and finally continues to perform behavior or action and reaction in order to achieve goals (Angel-Alvarado, Belletich & Wilhelmi, 2020). Motivation is one of the basic concepts and issues in human resource management, and theorists believe that the key to the organization's success is the effective management of human resources, and despite the rapid movement of the organization towards technology, the role of humans as a vital and strategic factor of the organization has been more and more considered (Afandi, Zulela & Neolaka, 2021).

The word motivation literally means dynamic and movement, and from an organizational point of view, it is a factor that causes change and transformation in behavior and movement in the direction of organizational goals (Janke, Bardach, Oczlon & Luftenegger, 2019). Career motivation as one of the forms of motivation includes a set of effective and guiding forces that originate from inside or outside of a person and determine the direction, intensity and stability of behavior (Kanat-Maymon, Elimelech & Roth, 2020).

Undoubtedly, the most important factor in the quality of the education and training system is teachers and their job and professional abilities and capabilities, and for this reason, the place of training and development of human resources in the education and training system is of particular importance (Yildiz, Gunay & Ozbilen, 2021). The development and progress of any society depends on the type and manner of activities of teachers and their schools, and motivated teachers play an important and fundamental role in the progress of schools and the growth and promotion of society (McLean, Taylor & Jimenez, 2019).

Motivation is one of the essential factors for achieving success and achieving a certain level of performance, and no curriculum will be successful unless serious and highly motivated teachers implement it (Engin, 2020). Teachers' motivation and their goals play the most important role in creating students' motivation and success, and most previous researches paid special attention to the role of students' motivation and paid less attention to teachers' motivation, and compared to students' motivation, very little research has been done on teachers' motivation (Zhang & Wang, 2018). Teachers' motivation has a great impact on their teaching and training, and motivation is one of the most important components in human resource management, and organizations will urgently need it to achieve success and create a competitive advantage (Freed, Sims, Tagaris, Hornberger & Safer, 2021).

Teachers with high motivation have characteristics such as good morale in teaching, active and dynamic in the classroom and using new teaching methods, and teachers with low motivation or no motivation have characteristics such as low morale, poor teaching, and negative attitude towards work, mental fatigue, attending class without necessary preparation, frequent absences, forgetfulness and depression (Haruthaithanasan, 2018). Job motivation is the energizing and guiding teacher's activities in the field of education and training and makes them more diligent, hardworking and hopeful to achieve the goals of the educational system. The results indicate that teachers with high motivation compared to teachers with low motivation show more efforts and more targeted and directed activities and often use cooperative and active teaching methods (Zhang, Yu & Liu, 2019).

Researches have been conducted about the motivation of teachers in the education system, and the most important and relevant research results are reported below. Khezendar & Hamas (2021) in a research entitled motivational factors and their effect on job performance concluded that five effective motivational factors in the job included job satisfaction, respect, job benefits, communication and teamwork, all of which have a direct effect on job performance. And they were meaningful. Hadipour, Moazemi & Ahmadi (2021), while researching the dimensions and components of improving teachers' motivation, including the organizational dimension with three components of management and colleagues, working environment conditions and performance evaluation system, social dimension with three components of social relations, social responsibility and social dignity of the teacher and They identified an individual dimension with two components, personal characteristics and immaterial goals of teachers. Khodabakhshi Hafshjani (2021) introduced the factors influencing the motivation and creativity of teachers to use new educational methods in schools as teachers' age, education level and their work experience. Khodayari, Mohammadkhani, Ghourchian & Mohammad Davoudi (2020) while conducting a research with the title of presenting a model for promoting motivation in educational institutions, concluded that the dimensions of motivation of Farhangian University professors include the nature of work, the desire to achieve success, professional growth and social dignity and The dimensions affecting their motivation included economic, cultural, environmental and managerial factors.

The results of Nese's research (2018) indicated two internal and external dimensions for teachers' motivation, which included the internal dimension of the components of intangible goals, success, personal

characteristics and students, and the external dimension of the components of the national policies of education, school principals and colleagues. Javidan, Ali Esmaeeli & Shojaee (2018) while researching the characteristics and competencies of teachers based on the upstream documents of education including ability, knowledge, beliefs, values, desires, moral qualifications, skill and health. Research by Daniels (2017) showed that factors such as curriculum, innovation and initiative, internationality of instructions, continuity, assessment, individual competencies, independence, upstream comprehensive program, time planning and physical environment conditions were effective in motivating teachers. Wziatek-Stasko (2015) concluded in a research that the most important factors affecting job motivation include basic salary, monthly bonus, annual bonus, shares and stock options, promotion and salary increase, subsidized summer holidays, theater and cinema tickets. Bodybuilding, loan and auxiliary benefits, low interest loans, summer vacation camp subsidy for employees' children, personal use of company car, personal use of laptop, meals or snacks, supplementary insurance, medical services, funding for kindergarten, funding part of the education budget, There were scholarships and grants, etc.

Teachers' motivation is closely related to how to teach and manage teachers' classrooms, and few and scattered researches have been conducted on teachers' motivation in Iran (Azimpoor et al, 2017). Also, since teachers are people who teach students to read and learn different things and are among the closest people in relation to students' education, without a doubt, their behavior, actions and motivation can affect students' attitude towards education and school. And another important point is that the success of the education system depends to a large extent on the professional knowledge and skills of its teachers. Therefore, teachers are considered the most important members of the system in the education process, and it is necessary to examine their motivation and provide solutions to improve and improve their motivation. According to the topics raised and the role of teachers' motivation in other educational activities and processes, the present research was conducted with the aim of providing a suitable model to improve teachers' motivation for the education process.

2. Methodology

The present study was applied in terms of purpose and mixed (qualitative and quantitative) in terms of implementation method. The research community in the qualitative department was university experts in Tehran in 2020, 15 of whom were selected as a sample according to the principle of theoretical saturation and with the purposeful sampling method. In principle, the theoretical saturation of sampling continues until the research reaches saturation and no new findings are added to the research. The research population in the quantitative section was secondary school teachers in Tehran in 2020, 316 of whom were selected as a sample according to Cochran's formula and by simple random sampling.

The process of conducting the research was as follows: first, the theoretical foundations of teachers' motivation were examined and based on that, questions for the interview were designed. Then, sampling was done and one-on-one interviews were conducted with the samples and in the next step, a questionnaire was designed based on theoretical foundations and interviews. After that, the samples of the quantitative section were identified after preparing a list of all secondary school teachers in Tehran and they were asked to answer the researcher-made questionnaire. It should be mentioned that after stating the importance and necessity of the research for the samples of both qualitative and quantitative sections, their consent to participate in the research was obtained and after participating in the research, they were thanked for participating in the research.

The research tool in the qualitative part was a semi-structured interview with five questions, which were designed based on the theoretical foundations of teachers' motivation. The interviews were conducted individually and in addition to recording the important and key points, the audio of the interviews was recorded for re-examination. Before conducting the interviews with the interviewees to record the interviews, their consent was obtained and the average duration of the interview with each person was about 30-40 minutes. The validity of the interviews was checked and confirmed by the professors, and its

reliability was obtained through the correlation between two coders at 0.76. The appropriate model interview questions to improve teachers' motivation for the education process can be seen in Table 1.

Table1. Appropriate model interview questions to improve teachers' motivation for the education process questions

1. From your point of view, what are the factors that improve the motivation of teachers in the process of education?
2. From your point of view, how do you evaluate the dimensions designed to improve teachers' motivation in the education process from the perspective of providing values for education professionals?
3. From your point of view, how do you evaluate the factors designed to improve teachers' motivation in the education process from the perspective of coherence and homogeneity of the appropriate components?
4. From your point of view, how do you evaluate the dimensions of improving teachers' motivation in the education process from the perspective of brevity and related naming?
5. From your point of view, what are the components of improving teachers' motivation in the education process?

Also, the research tool in the quantitative section was a researcher-made questionnaire with five categories and 22 components. Each of the items is scored on a five-option Likert scale from one to five, and the item score is calculated through the total score of the items and the total score of the tool is calculated through the total score of the items. The content validity of the questionnaire was confirmed by experts and the reliability of the whole questionnaire was obtained using Cronbach's alpha method of 0.93.

Qualitative part data were analyzed by coding method based on foundational data theory in MAXQDA software and quantitative part data were analyzed with exploratory factor analysis and structural equation modeling methods in SPSS and LISREL software.

3. Findings

The results of coding based on the data theory of the appropriate model foundation to improve teachers' motivation for the education process can be seen in Table 2.

Table2. Coding results based on the data theory of the foundation of a suitable model to improve teachers' motivation for the education process

Categories	Components
The central category	Improving teachers' motivation for the education process
Causal factors	workplace
	Cultural and social context
	Teaching level
	Individual characteristics
	Demographic factors
interfering factors	Psychological-attitudinal factors
	Individual-motivational factors
	Facilities-welfare factors
	Managerial and structural factors
	work breath
Background factors	Financial rewards
	Physical facilities of the school
	Job enrichment and work development
Strategies	Planning to improve the quality and scientific level
	Managers' behavior, attitude and educational policy
	Empowering teachers
	Encouraging active teachers
consequences	trustworthy
	academic qualification
	Good social relations
	Understanding the terms and duties

The results of Table 2 showed that the main category includes improving teachers' motivation for the education process, causal factors including the work environment, cultural and social context, teaching level, individual characteristics and demographic factors, intervening factors including psychological-attitudinal factors, individual-motivational factors, facilities-welfare factors, managerial and structural factors and work spirit, contextual factors including financial rewards, school physical facilities and job enrichment and work development, strategies including planning to improve the quality and academic level, behavior, attitude and educational policy of managers, empowering teachers and encouraging active teachers and outcomes included trustworthiness, academic competence, good social relations, and understanding of conditions and tasks.

Before performing the exploratory factor analysis, its assumptions were checked that the KMO index with a value of 0.908 and Bartlett's sphericity test statistic with a value of 846.371 were significant at the 0.001 level, which indicated the adequacy of the sample and the necessary correlation. The results of the exploratory factor analysis of the appropriate model to improve teachers' motivation for the education process can be seen in Table 3.

Table3. The results of the exploratory factor analysis of the appropriate model to improve teachers' motivation for the education process

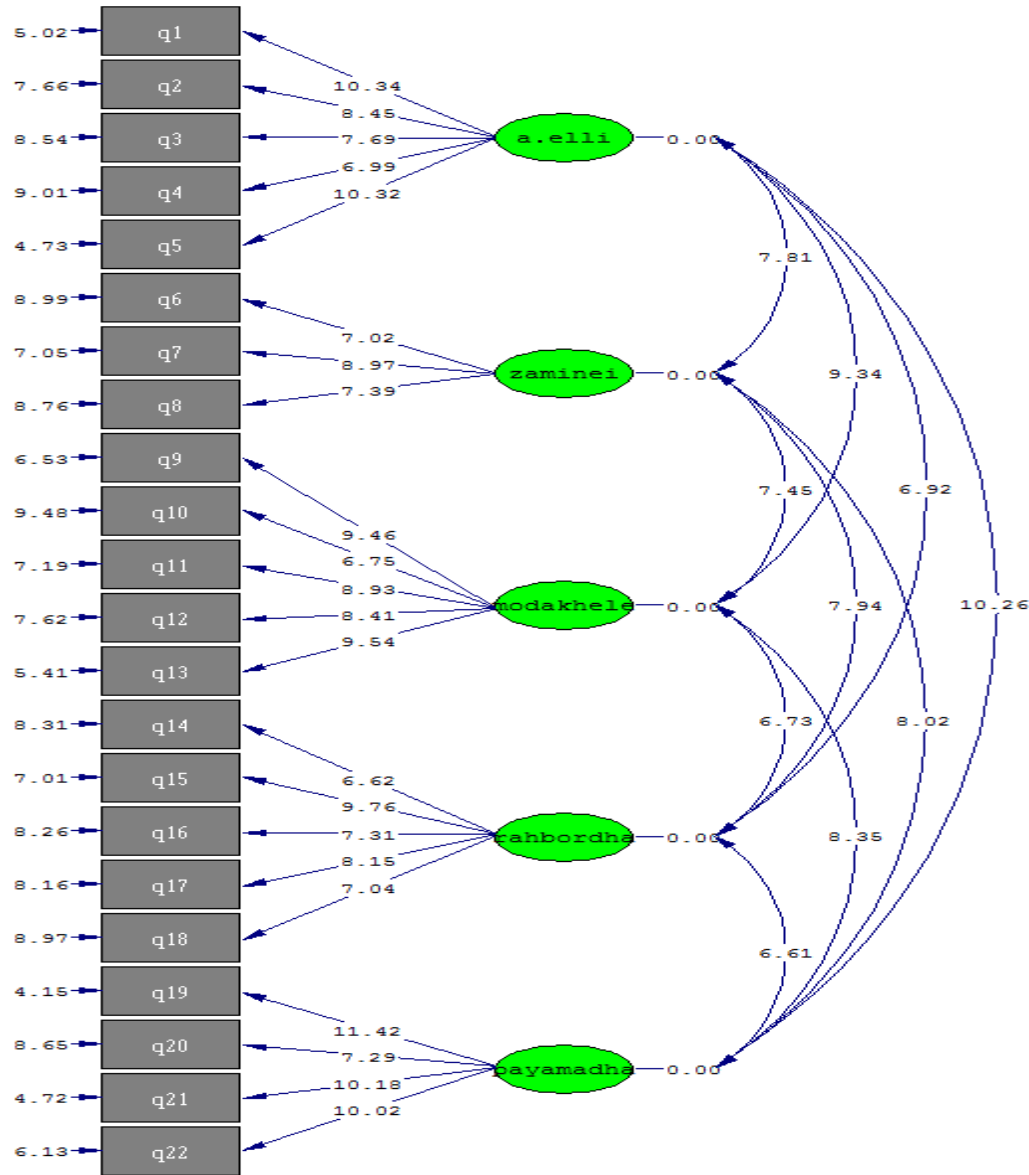
Components	factor load	AVE	Cronbach's reliability	Composite reliability
workplace	0/82	0/58	0/78	0/81
Cultural and social context	0/63	0/63	0/75	0/80
Teaching level	0/55	0/75	0/86	0/92
Individual characteristics	0/51	0/53	0/83	0/86
Demographic factors	0/84	0/64	0/92	0/95
Psychological-attitudinal factors	0/75	0/62	0/84	0/87
Individual-motivational factors	0/46	0/59	0/75	0/79
Facilities-welfare factors	0/68	0/55	0/79	0/83
Managerial and structural factors	0/63	0/63	0/83	0/85
work breath	0/74	0/57	0/88	0/92
Financial rewards	0/49	0/51	0/90	0/91
Physical facilities of the school	0/71	0/63	0/84	0/86
Job enrichment and work development	0/52	0/59	0/76	0/79
Planning to improve the quality and scientific level	0/55	0/60	0/93	0/95
Managers' behavior, attitude and educational policy	0/76	0/54	0/87	0/91
Empowering teachers	0/54	0/68	0/79	0/86
Encouraging active teachers	0/62	0/72	0/73	0/81
trustworthy	0/95	0/59	0/86	0/89
academic qualification	0/53	0/51	0/81	0/83
Good social relations	0/81	0/56	0/90	0/92
Understanding the terms and duties	0/79	0/52	0/73	0/75

The results of Table 3 showed that the factor loading of all the components was suitable because it was higher than 0.40 and the components together could explain 62.088% of the variance of the whole model suitable for improving teachers' motivation for the education process. Also, the extracted average variance index value was confirmed as higher than 0.50 and the reliability index value was confirmed by Cronbach's alpha and combined methods because it was higher than 0.70. The results of fit indexes of modeling structural equations of the appropriate model to improve teachers' motivation for the education process can be seen in Table 4.

Table4. The results of fit indicators of structural equation modeling of the appropriate model to improve teachers' motivation for the education process

Indicators	χ^2/df	RMSEA	GFI	IFI	CFI	NFI	NNFI
current study	2/94	0/079	0/91	0/91	0/93	0/94	0/91
The right level	3<	0/10<	0/90>	0/90>	0/90>	0/90>	0/90>
Result	Appropriate	Appropriate	Appropriate	Appropriate	Appropriate	Appropriate	Appropriate

The results of Table 4 showed that the fit indices of the modeling of the structural equations of the appropriate model to improve the teachers' motivation for the teaching and training process indicated the appropriate fit of the present research model. The results of modeling the structural equations of the appropriate model to improve teachers' motivation for the education process based on the t-test can be seen in Figure 1.



Chi-Square=601.35, df=204, P-value=0.00000, RMSEA=0.079

Figure1. The results of structural equation modeling of the appropriate model to improve teachers' motivation for the education process based on the T-test

The results of Figure 1 showed that the work environment, cultural and social context, teaching level, individual characteristics and demographic factors on causal factors, psychological-attitudinal factors, individual-motivational factors, facilities-welfare factors, managerial and structural factors and work ego. on intervening factors, financial rewards, school physical facilities and job enrichment and work development on contextual factors, planning to improve the quality and academic level, behavior, attitude and educational policy of managers, empowering teachers and encouraging active teachers on strategies and reliability, scientific qualification, good social relations and understanding of conditions and tasks had a significant effect on the results ($P < 0.05$).

4. Conclusion

Considering the importance of teachers' motivation in improving the quality of their teaching and training and the little research background in this field, the present research was conducted with the aim of providing a suitable model to improve teachers' motivation for the education process.

The results of the current research showed that the main category includes improving teachers' motivation for the education process, causal factors including work environment, cultural and social context, teaching level, individual characteristics and demographic factors, intervening factors including psychological-attitudinal factors, individual-motivational factors, facilities-welfare factors, managerial and structural factors and work spirit, contextual factors including financial rewards, school physical facilities and job enrichment and work development, strategies including planning to improve the quality and academic level, behavior, attitude and educational policy of managers, empowering teachers and encouraging active teachers and outcomes included trustworthiness, academic competence, good social relations, and understanding of conditions and tasks. Other results of the current research showed that the factor loading of all components was appropriate and the work environment, context and cultural and social context, teaching level, individual characteristics and demographic factors over causal factors, psychological-attitudinal factors, individual-motivational factors, facilities-welfare factors, managerial and structural factors and work ego on intervening factors, financial rewards, school physical facilities and job enrichment and work development on contextual factors, planning to improve the quality and academic level, behavior, attitude and educational policy of managers, empowering teachers and encouraging active teachers Strategies and reliability, scientific competence, good social relations and understanding of conditions and tasks had a significant effect on the results.

The researches of the researcher showed that most of the researches conducted on teachers' motivation were qualitative and less research had a mixed approach (qualitative and quantitative), which makes it difficult to compare the results of the current research with previous researches, but in general, the results of this research can be aligned. With the results of Khezendar & Hamas (2021), Hadipour et al (2021), Khodabakhshi Hafshjani (2021), Khodayari & et al (2020), Nese (2018), Javidan et al (2018), Daniels (2017) and Wziatek- Stasko (2015) knew. In the central category, a component of improving teachers' motivation for the education process was identified. Since the education system is the foundation of the social, economic, political and cultural development of any society, therefore, in most societies, special attention is paid to the motivation of the main pillars of this system, i.e. teachers. Every year, a considerable part of the budgets of every society is spent on educational activities, and the role of teachers and the importance of having motivation in them can be effective in the success of this system more than any other factor. Therefore, there is no element as important as motivated teachers in the field of education and training, and improving the motivation of teachers can improve learning and increase the progress of students.

In the category of causal factors, five components of work environment, cultural and social context, teaching level, individual characteristics and demographic factors were identified, and these five components had a significant effect on causal factors. In the interpretation of this category and its components, it should be said that the motivation of people is influenced by internal and external factors,

which by creating motivation in a person guides his behavior towards achieving goals. Many factors affect teachers' motivations, among them demographic factors, individual characteristics, teaching level, friends' values, internal values such as perceptions, expectations, responsibilities and concerns of teaching, external values such as grade and social status, job security, job transfer And the time needed for the family, previous experiences in the field of education and teaching, cultural and social context, work environment, etc. In the category of intervening factors, five components of psychological-attitudinal factors, individual-motivational factors, facilities-welfare factors, managerial and structural factors and work ego were identified, and these five components had a significant effect on the intervening factors. In the interpretation of this category and its components, it can be said that some factors influence the promotion of teachers' motivation due to other factors, and people with high individual motivation are very interested in seeking superiority over others, not because they are looking for rewards, but because They are very interested in their work and usually such people in any job and organization can do it successfully and improve the performance of employees. The aforementioned people are often at a favorable and high level in terms of psychological-attitudinal factors and individual-motivational factors. they do. In the category of contextual factors, three components of financial rewards, school physical facilities and job enrichment and work development were identified, and these three components had a significant effect on the contextual factors. Regarding this category and its components, it can be concluded that the economic factor is one of the most effective factors in the motivation of human resources, and in an economy that is in recession, the problem of unemployment shows itself as an acute problem and the successive dismissal of people working in organizations. It is one of the consequences of economic recession. In such a case, employees cannot work with high morale and high motivation due to stress and pressure caused by the fear of being fired, which will ultimately cause a sharp decrease in the efficiency of the employees. Apart from the economic situation and financial rewards, the school's physical facilities and job enrichment and efforts to improve and develop teachers' work can provide grounds for improving teachers' motivation.

In the strategy category, four components of planning to improve the quality and academic level, behavior, attitude and educational policy of managers, empowering teachers and encouraging active teachers were identified, and these four components had a significant effect on the strategies. In the interpretation of this category and its components, it can be said that competencies in the field of individual ability to be effective need content and the result can increase the professional motivation of teachers. Competent teachers are the starting point of any educational transformation and this has an effective and significant role in education. On the other hand, the issues related to the policies of the education system can be considered as external sources of motivation and determining the internal and external elements of school management and teachers. In the consequences category, four components of reliability, scientific competence, good social relations and understanding of conditions and tasks were identified, which had a significant effect on the consequences. In explaining this category and its components, it should be said that the educational system, as the main and fundamental pillar and center of human resources training in order to train capable, expert and entrepreneurial people, must be highly effective and efficient, which requires the scientific and moral competence and competence of managers. It is staff and teachers. Therefore, the consequences that can be imagined for improving teachers' motivation include increasing their trust, improving their academic qualifications, appropriate and desirable social relations, and understanding job duties.

The current research did not face any particular limitation and only the outbreak of covid-19 caused the interview with experts and interviewees and the completion of the researcher-made questionnaire by teachers to be delayed to some extent, which was tried to manage this problem appropriately by following the health protocols and stating it for the samples. Future researchers are suggested to investigate teachers' motivation and design strategies to improve teachers' motivation according to the results of this study and similar studies. Another research proposal is to provide a suitable model to improve the motivation of managers or even assistants in the education system. According to the results of the present research, the following practical suggestions can be mentioned. According to causal, intervening and contextual factors,

experts and planners provided the conditions to improve teachers' motivation. Human resource managers and supervisors should implement an up-to-date performance management system and appropriately evaluate the achievements and performances of the teaching staff and give appropriate feedback. Officials should create the environment to meet the psychological needs of teachers, and the more these needs are met, the motivation of teachers will undoubtedly increase. Another practical suggestion is to equip schools and educational places with various facilities and equipment, including modern educational and laboratory technologies. The last practical suggestion is to provide the conditions to improve the teachers' motivation by improving the physical facilities of the school, increasing the financial rewards, increasing the salaries, proportionality of the salaries and the benefits received in the job ratio, which have an effective role in the teachers' motivation.

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