

Relationship between Skills of Managers and Work Motivation of High School Teachers in Baharestan, Academic Year 2011-2012

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ABSTRACT

This research aims to explain relationship between skills of managers and teacher motivation. Understudy society include all teachers (460 individual) of female high schools in Baharestan, academic year 2011-2012. 210 teachers were selected using cluster random sampling method based on Morgan sample size table. To calculate variables of the research, standard questionnaires of management skills of Fattah Nazem and standard motivation questionnaire of Maslow's were used. Pierson's correlation test and multivariable regression were also used to analyze data. Results of the study show that: 1) the research hypothesis on direct relation between human skills of managers and work motivation of teachers is approved; 2) the research hypothesis on direct relation between technical skills of managers and work motivation of teachers in Baharestan high schools is approved; 3) the research hypothesis on relationship between cognitive skills of managers and work motivation of teachers in Baharestan high schools is approved. All in all, the research's results showed the effect of managers' skills on motivation of teachers.

Keywords: skills of managers, work motivation, female teachers, Baharestan

1. INTRODUCTION

Management has a vital role in today's world. Alfred Marshal, English economist, believe that "if all wealth and equipment suddenly be destroyed, but science and art of management survive, production, improvement, and development will continue"[1].

Today, by dramatic and unprecedented changes in economic, politic, science, and technology, responsibilities and function of management becomes more extended, complicated and difficult [2]. So, only experienced and trained individuals can do their tasks. Based on its characteristics, management today is known as a profession or job based on organized knowledge [3]. Skilled and experienced managers are the base of teaching and training that is known as the base of development of societies. It deals with training people for the future of society. Educational management has special position in managing.

It's believed that if educational managers of a society are skilled enough, undoubtedly the educational system would be motivated [4, 5, 6]. These skills and abilities make work activities of managers more efficient and necessitate its existence to achieve efficiency of organization. Improvement and development of every society depends on activities at schools, and the main part of educational activities is responsibility of teachers [7]. Increasing efficiency has direct effect on motivation, so motivating teachers is one of the most significant responsibilities of managers. From management science viewpoint, motivation is the main factor in doing organizational tasks which finally leads to efficiency. Performance level of each person is a function of its abilities and motivations [8]. The first factor (ability) determines the ability of a person in doing what he can do, and the second factor (motivation) shows what he want to do. Motivation can be defined as turning-on the engines of human [9]. Human needs a justification for each action. In fact, individual differences make different motivational models. Based on the above mentioned points in high schools motivated teachers can play an important and efficient role in strengthening motivation and interest of learners [10].

One of the justifiable solutions to achieve objectives of organization is strengthening mental motivation of teachers. Along with achieving objectives of organization, surrounded managers to how to motivate employees can succeed them in doing their tasks [11, 12]. In this regard, satisfaction of employees and attracting their interest to their job and achieving objectives of organization is very significant [13].

This research is designed and performed to investigate the hypothesis that "skills of managers have direct effect on motivating teachers". Skills of managers, including technical, cognitive, and motivational skills, were analyzed.

Research hypothesis

Main hypothesis: skills of managers have effect on work motivation of female high school teachers of Baharestan.

Secondary hypothesis: 1) there is a direct relationship between human skills of managers and work motivation of teachers; 2) there is a direct relation between technical skills of managers and work motivation of

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teachers in Baharestan high schools; 3) there is a relationship between cognitive skills of managers and work motivation of teachers in Baharestan female high schools.

2. MATERIALS AND METHODS

This research is a correlative descriptive study to investigate the relationship between skills of managers and work motivation of teachers in female high schools of Baharestan. Research society includes all female high school teachers (460 individual) of Baharestan in academic year 2011-2012. 210 teachers were selected using multi-level cluster random sampling method based on Morgan table. To calculate variables of the research, standard questionnaires of management skills of Fattah Nazem [14], including three subscales of technical, cognitive and human skill were used. For each subscale we had 21, 25 and 27 questions, respectively. The questionnaire was graded based on Likert scale. Validity of questionnaire was about 78-81% based on Cronbach's alpha.

The other questionnaire was Maslow's standard motivation questionnaire [15] that was designed for Iranian society by Alvani [16]. Its validity based on Cronbach's alpha was 97%. In descriptive statistic, data were offered based on frequency, mean, percentage, standard deviation, and extension. In inferential statistic, to investigate hypothesis of research Pierson's correlation test and multivariable regression were used.

3. RESULTS

To study hypothesis of research, in descriptive statistic, frequency, mean, and standard deviation; in inferential statistic, Pierson's correlation test and multivariable regression were used. Main hypothesis is that skills of managers, affects work motivation of female high school teachers of Baharestan.

To investigate main hypothesis, step-by-step multivariable regression method was used. Table 1 shows the results of the findings.

Table 1. Results of step-by-step multivariable regression

Skillsof managers \ Needs	Physical needs	Need for security	Need for affection	Need for respect	Need for self
Humanitarian	4.1%	20.2%	6.3%	19.6%	1.7%
Technical	2.6%	6.1%	2%	-	8.9%
Cognitive	8.3%	6.8%	27.7%	4.6%	4.2%

Based on table 1, skills of managers have effect on motivation of teachers, in another word, knowledgeable and skillful managers can encourage teachers and motivate them and provide a ground to improve work environment at school and increase efficiency of teachers and flourish learner's talent.

Secondary hypothesis: 1) there is a direct relationship between human skills of managers and work motivation of teachers. To investigate the hypothesis, Pierson's correlation analysis was used. Results are shown in table 2.

Table 2. Correlation matrix of human skills and needs of teachers

Variable	Type of index	Physical needs	Need for security	Need for affection	Need to respect	Need for self
Human skills	Correlation coefficient	0.247**	0.449**	0.377**	0.443**	0.190**
	Determine coefficient	6.10%	20.16%	14.21%	19.62%	3.61%
	Level of meaningfulness	0.0001	0.0001	0.0001	0.0001	0.006
	Total	210	210	210	210	210

Based on data of Table 2, correlation coefficient between human skills and physical need ($r=0.65$) is meaningful 0.01. In another word, there is a direct and positive relation between human skills and physical needs. Correlation coefficient between human skills and need for affection ($r=0.29$) is 0.01. There is a meaningful direct and positive relation between human skills and need for affection. Correlation coefficient between human skills and need for respect ($r=0.21$) is 0.01. There is a meaningful direct and positive relation between human skills and need to respect. Correlation coefficient between human skills and need for self ($r=0.17$) is 0.01. There is a meaningful direct and positive relation between human skills and need for self. There is no meaningful relation between human skill and need for security. In sum, first hypothesis of research is approved.

Secondary hypothesis: 2) there is a direct relation between technical skills of managers and work motivation of teachers in Baharestan high schools.

Table 3. Correlation matrix of technical skills and needs of teachers

Variable	Type of index	Physical needs	Need for security	Need for affection	Need to respect	Need for self
Technical skills	Correlation coefficient	0.187**	0.255**	0.225**	0.270**	0.298**
	Determine coefficient	3.49%	6.50%	5.06%	7.29%	8.88%
	Level of meaningfulness	0.007	0.0001	0.0001	0.0001	0.006
	Total	210	210	210	210	210

Pierson's correlation analysis was used to investigate second hypothesis. Based on table 3, correlation coefficient between technical skills and physical needs ($r=0.18$) is 0.01. There is a direct, meaningful and positive relation between technical skills and physical needs. Correlation coefficient between technical skills and need to respect ($r=0.38$) is 0.01. There is a meaningful, direct and positive relation between technical skills and need to respect. Correlation coefficient between technical skills and need for self ($r=0.17$) is 0.01. There is a meaningful direct and positive relation between technical skills and need for self. There is no meaningful relation between technical skill and need for security and affection. In sum, second hypothesis of research is approved.

Secondary hypothesis: 3) there is a relationship between cognitive skills of managers and work motivation of teachers in Baharestan female high schools.

Table 4. Correlation matrix of cognitive skills and needs of teachers

Variable	Type of index	Physical needs	Need for security	Need for affection	Need to respect	Need for self
Cognitive skills	Correlation coefficient	0.289**	0.348**	0.526**	0.217**	0.183**
	Determine coefficient	8.35%	12.11%	27.66%	4.70%	3.3%
	Level of meaningfulness	0.001	0.0001	0.0001	0.002	0.008
	Total	210	210	210	210	210

Pierson's correlation analysis was used to investigate third hypothesis. Based on table 4, correlation coefficient between cognitive skills and physical needs ($r=0.61$) is 0.01. There is a direct, meaningful and positive relation between cognitive skills and physical needs. Correlation coefficient between cognitive skills and need for affection ($r=0.19$) is 0.01. There is a meaningful direct and positive relation between cognitive skills and need for affection. Correlation coefficient between cognitive skills and need to respect ($r=0.29$) is 0.01. There is a meaningful, direct and positive relation between cognitive skills and need to respect. There is no meaningful relation between cognitive skill and need for security and self. In sum, third hypothesis of research is approved.

4. DISCUSSION AND CONCLUSION

Based on the main hypothesis of research, it can be inferred that knowledgeable and skillful managers are effective in encouraging and increasing motivation of teachers, improving work environment at schools and increasing efficiency of teachers and learning of students. These results are agreement with findings of Sekro[12], Gilberg [17], Yavyts [18], YazdaniMilanjari [19], Inanloo [20], Karvsely [21], HashemiFesharaki [22], Mohammadi [23], ContoDimoPlus et al. [24], Javanmard [25], Noda [26] and karmeli [27].

Based on the first secondary hypothesis, it can be said due to the fact that school is totally human system, having human relations and managers with human skills will increase enthusiasm and motivation of teachers. Schools following objectives of teaching and training are the best place for learning human skill concepts. To motivate teachers, schools should provide appropriate situations. If teachers are not motivated enough in doing their tasks, they will teach very little amount of their knowledge to students. Therefore, regarding needs, interests and stimulus of teachers managers should try to improve them by ways such as trusting teachers, respecting their believes and affections, creating cooperative environment, participating teachers in decisions, supporting group works, hygiene and security of work, etc. These results are agreement with findings of Gilberg [17], Yavyts [18], YazdaniMilanjari [19], Inanloo [20]. Based on second hypothesis it can be said that managers can affect teaching and education process by accurate and thought out education planning, creating function evaluating system and meritocracy system, effective educational guidance, equipping teachers with techniques and modern teaching skills, holding educational workshops, using experienced teachers, equipping school libraries and chapel, offering performance chart etc. These results are agreement with findings of Karvsely [21], HashemiFesharaki [22], Mohammadi [23]. Based on the third hypothesis, managers can recognize educational needs by understanding interaction between different factors at school, recognizing educational priorities, understanding feeling and behavior of teachers, holding monthly consultation meetings, using ideas of teachers, etc. It's expected the findings of this research make a context for future researches to improve motivation of teachers and achieving accurate teaching and training. These results are agreement with findings of ContoDimoPlus et al. [24], Javanmard [25], Noda [26] and karmeli [27].

Finally, for the future researches it's suggested to offer more hypotheses about motivation and skills of managers and test them.

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