Identifying the Effective Elements on Tendency for Motivated Staying Among Sports Teachers in Kermanshah Province

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Abstract

The purpose of this research is to identify the effective factors on tendency for motivated staying among sports teachers in Kermanshah province. This research is carried out through a combined method and its population includes the entire sports teachers of Kermanshah province as 750 individuals. Additionally, a number of 254 individuals were selected as the sample through the application of the Morgan table and a simple random sampling method. For data collection purposes, the researcher made questionnaire of staying tendency which was arranged based on a five degrees Likert scale has been employed. The validity of the aforementioned questionnaire was approved by a certain number of scholars and also, its reliability was calculated as 0.79 through the Kronbach’s alpha method. For the purpose of data analysis the inferential statistics, structural equations model, confirmatory factor analysis and variance analysis approaches have been employed. The results revealed that there exists a significant difference between the average scores of elements of the questionnaire of staying tendency. In this regard, the lowest average score was attributed to participation in decision making and support from parents and others; while the highest average score was attributed the element of lack of facilities support from the principals.

Keywords: Staying, motivation, sports teachers, schools.
Introduction

Discussing and studying motivated staying tendency as a consequence of employees’ organizational commitment is crucially important; because one of the main goals of every organization is to maintain and keep its employees (Stamps, 1997). Staying tendency is defined as the level of probability of motivated staying of employees in a certain organization and tendency for putting more efforts and strengthening the cooperation (Craven, 2000; Iverson, 1992; Moller, 1994). As a result of crucial sensitivity of the education sector, non-motivated staying can be followed by particularly undesirable consequences which not only threaten the education sector, but also threaten the entire society.

Teachers are necessarily expected to have tendency for motivated staying; because education is tasked with training the future generations and that the future of every country is dependent on the quality of the performance of this organ. Having healthy, hardworking and creative youths is a certain capital for every country and for realization of this goal, physical education teachers’ role is crucially important since they are directly in contact with students’ physical and mental health. Still, it seems that sports teachers are not provided with adequate facilities in schools. In fact, sports teachers are capable of practicing their educational prophecy only when they are provided with adequate educational facilities and suitable conditions; because the occupation of sports teachers, unlike other teachers, requires sports equipment and facilities. In addition, with respect to the investigations and studies performed by Nejad Sajadi (2004), Ramezani Nejad et al. (2005) and Mehrabi (2010) and other researchers and scholars, it seems that existence of occupational preservative elements is crucially important for physical education and sports teachers.

If the sports teacher attends a class with a higher level of commitment, then he or she will have more responsibility and also will educate his or her students with increased enthusiasm. A teacher who doesn’t have commitment and sympathy is unlikely to be able to establish a desirable relation with his/her co-workers and students (Talebpour, 2007). On the other hand, paying attention to primary needs in work environment leads to mental calamity for the teacher. If these so called occupational preservative elements are not adequately supplied, then the situation will most probably lead to lack of satisfaction. In fact, a large portion of the population of Iran is consisted of students in different age groups who are intrinsically interested in playing and sports. On this basis, supplication of primary equipment and facilities for sports and physical education teachers is of sociocultural necessity. Considering the fact that physical education is the most important instrument for all-aspect growth of every individual as well as stabilization of society’s culture; and that it is the best instrument for opposing against cultural attacks; therefore presence of satisfied coaches and teachers can be effective in terms of organizing and performing cultural and sports programs throughout the schools of Iran (Ramezani Nejad, 2005).

Teachers and instructors are the most influential forces of education and also several different supportive programs and actions are executed for providing them with sufficient motivation for staying. Teachers are considered as important effective agents on quality of students’ instruction and learning. Similarly, sports and physical education teachers require special organizational and
occupational conditions. Variability of occupational activities of sports and physical education teachers shows that recognition of the occupational conditions of these individuals can be helpful in terms of efficiency and effectiveness of physical education programs. On this basis, preparation of primary conditions and equipment for sports teachers is of educational necessity. Processes which are proposed with the aim of preserving sports teachers, not only improve the staying tendency and motivation among sports teachers, but also improve their job satisfaction and organizational commitment. The question which we have tried to solve in this research project therefore is, what elements can lead to increased tendency for motivated staying among sports teachers?

Materials and methods

This research is performed through a combined method. This method is a combination of qualitative and quantitative approaches. The population of research includes the entire teachers of sports and physical education of Kermanshah province as 750 individuals. Among the population, a number of 254 individuals are selected as the sample through the application of the Morgan table. Furthermore, data collection instrument of the research was a researcher made questionnaire with 32 questions which was arranged based on a five degrees Likert scale. Respectively, the validity and reliability of the aforementioned questionnaire were approved by certain number of scholars and by the application of Kronbach’s alpha method which was calculated as 0.79. In addition, for the purpose of data analysis, descriptive statistics including mean, standard deviation and inferential statistics including structural equations model, confirmatory factor analysis and variance analysis were incorporated.

Results

Confirmatory factor analysis

Figure 1, conceptual model of the questionnaire in standard mode
Figure 2, conceptual model of the questionnaire in significance mode
Testing the goodness of fit statistic of the questionnaire

In this test, the proportionality of the data set is investigated and its indices include:

Table 1, proportionality of data sets

<table>
<thead>
<tr>
<th>result</th>
<th>Calculated value</th>
<th>criterion</th>
<th>index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmed (average)</td>
<td>3/44</td>
<td>Less than 3</td>
<td>X² to DF proportion</td>
</tr>
<tr>
<td>confirmed</td>
<td>0/099</td>
<td>0 up to /10</td>
<td>RMSEA¹</td>
</tr>
<tr>
<td>rejected</td>
<td>0/75</td>
<td>0 higher than /90</td>
<td>GFI²</td>
</tr>
<tr>
<td>rejected</td>
<td>0/70</td>
<td>higher than /90</td>
<td>AGFI³</td>
</tr>
</tbody>
</table>

¹ Root mean square Error of Approximation
² Goodness of Fit Index
³ Adjusted Goodness of Fit Index
**Result:** the indexes of fitness have confirmed the proportionality of the model.

**Kolomogrov-Smirnoff test**

Table 2, results of the Kolomogrov-Smirnoff test

<table>
<thead>
<tr>
<th>P</th>
<th>Z</th>
<th>Average and SD</th>
<th>index</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/06</td>
<td>1/32</td>
<td>3/45±0/80</td>
<td>Concept of tendency for staying</td>
</tr>
</tbody>
</table>

Results of this table indicate that the data of the questionnaire of staying tendency are normally distributed.

**First null hypothesis:**

There exists no significant difference between the average scores of the factors of staying tendency questionnaire.

Table 3, results of the Freedman test

<table>
<thead>
<tr>
<th>SIG</th>
<th>FD</th>
<th>Chi-do number</th>
<th>Average score</th>
<th>factors</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/001</td>
<td>4</td>
<td>119/52 250</td>
<td>2/78</td>
<td>&quot;Rights and benefits&quot; and &quot;social &quot; &quot;status&quot;</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3/23</td>
<td>&quot;Professional development opportunity&quot; and &quot;professionalization of the teaching&quot;</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3/70</td>
<td>“lack of facilities” and “principals’ support”</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Normed Fit Index
5. Non-Normed Fit Index
6. Comparative
7. Parsimony Normed Fit Index
8. Incremental Fit Index
9. Relative Fit Index
10. Parsimony Normed Fit Index
By taking a closer look at the upper table it turns out that there exists a significant difference between the average scores of factors and elements of the questionnaire of staying tendency. The lowest average score is attributed to participation in decision making and support from parents and others; while the highest average score is attributed to the factor of lack of facilities and principal’s support.

Second null hypothesis:

There exists no significant difference between assumed and observed averages of elements of the concept of staying tendency.

Table 4, results of the one sample t-test

<table>
<thead>
<tr>
<th>SIG</th>
<th>FD</th>
<th>T statistic</th>
<th>Observed mean and SD</th>
<th>factor</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/001</td>
<td>249</td>
<td>7/15</td>
<td>3/41±0/90</td>
<td>Rights and benefits&quot; and &quot;social status&quot;</td>
<td>1</td>
</tr>
<tr>
<td>0/001</td>
<td>249</td>
<td>9/36</td>
<td>3/52±0/89</td>
<td>&quot;Professional development opportunity&quot; and &quot;professionalization of the&quot;</td>
<td>2</td>
</tr>
<tr>
<td>0/001</td>
<td>249</td>
<td>11/10</td>
<td>3/67±0/96</td>
<td>“lack of facilities” and “principals’ support”</td>
<td>3</td>
</tr>
<tr>
<td>0/001</td>
<td>249</td>
<td>3/38</td>
<td>3/21±0/96</td>
<td>“participation in decision making” and “support from &quot;parents and others””</td>
<td>4</td>
</tr>
<tr>
<td>0/013</td>
<td>249</td>
<td>8/91</td>
<td>3/45±0/81</td>
<td>“students’ interest” and “security at work”</td>
<td>5</td>
</tr>
</tbody>
</table>

According to the data displayed in the upper table, it can be realized that there exists a significant difference between the entire observed and assumed averages of the elements of the questionnaire of staying tendency.

Discussion and Conclusions

According to the results of this research project, it can be stated that rights and benefits and social status are among the factors which have impacts on staying among physical education teachers. Therefore, it can be stated that when teachers compare what they actually get with what
they wish for; if what they get is higher than what they wish for, then they will most probably have more motivated tendency for staying. This result is in consistent with the findings of Stainbrickner (2002), Kersaint et al. (2007), Jon Layer et al. (2009), Vandy et al. (2013), Jayderi (2005), Forootan (2008), Poor Ashraf and Toolabi (2009), Raygan et al. (2012) and Imankhah et al. (2012). All the mentioned researchers have pointed out that right is a very important element which improves and increases teachers’ staying motivation. Monetary rewards and encouragements which are paid to teachers based on their location, difficulty of their jobs, expertise, quality of work and etc. will all improve teachers’ trust, performance and staying tendency. Especially for teachers in whose expert fields there are limitations and insufficiencies. In addition to rights and benefits, social status is also of a very high and crucial importance. Teachers, who feel the support from their community, will have more job satisfaction. These teachers may feel that their community needs them for reformation and improvement and they will feel that their social status is clearly defined and realized. This feeling can lead to staying among teachers. In fact, social status of teachers depends on the point that how others see teachers and respect them, and how teachers see themselves.

According to the obtained results of the present study, it can be stated that opportunity for professional growth and professionalization of the teaching career are among identified factors which have been proven to affect staying among sports teachers. Therefore, opportunities for growth of teachers and promotion of the knowledge and skills of teachers can provide the organization with unique aids. Sports and physical education teachers want their organizations to develop their capabilities and capacities. In other words, they require growth and self-efflorescence. These needs are fulfilled through providing them with opportunities for professional growth and professionalization of the teaching career. Ultimately, it can be stated that opportunities for professional growth and professionalization of teaching career are considered as important factors which are influential in terms of maintaining them and increase their tendency for motivated staying.

In addition, other results of the research have implied that lack of facilities and support from the principals are two of the most important factors which have been identified as impactful in terms of staying among teachers of physical education and sports. Therefore it can be said that teachers who have more tendency for staying in their job, are people who have adequate equipment and facilities at their work environment. Also it can be said that a desirable working condition in which sufficient facilities and equipment and access to educational resources are present, can be considered as an important element in terms of staying among sports teachers. Teachers need their working conditions reformed so that they will have more motivation for staying. Reformation of the working conditions can be realized through reformation of physical, social and professional aspects of teaching. As a result, working conditions and supports from the principals can influence teachers’ decisions regarding staying in their jobs. These conditions can be manifested in terms of class size, behavior of students, existence of adequate facilities and space and sufficient support from the principal. In other words, desirable working condition improves the employees’ perception of principals’ support. In addition, as a result of the emotional commitment between the employees and organization, teachers will have a better feeling which will result in motivated staying among sports teachers. The other results of this
research have revealed that participation in decision making and supports from the parents and others are among the identified elements which have an impact on motivated staying among sports teachers. In this regard, it can be stated that participation of teachers in decisions which are made by the organization indicates teachers’ influence on programs and decisions which have been agreed upon. This finding is in consistence with the findings of researches performed by Fox and Curt (2001), Torenton (2004), Di et al. (2005), Kersaint et al. (2007), Vandi et al. (2013), M. Jaydari (2005), Mortazavi (2006), Gol Parvar and Arizi (2006), Gharekhani et al. (2010), Monfared et al. (2011) and Raygan et al. (2012). This indicates that participation in decision making maximizes job satisfaction and efficiency and leads to a civilized organizational behavior from teachers and is also considered as an internal reward. If teachers are excluded from organizational decision makings, they will probably manifest behaviors such as leaving their jobs. In this regard, it can be concluded that inclusion in organizational decision makings leads to formation of some sort of moral attachment to the job; and will probably lead to increased organizational commitment. Ultimately it can be stated that if teachers are invited to take part in organizational decision makings, they will have more motivation and efficiency in terms of their performance. Along this factor, also support from parents and others has a bold role in terms of motivated staying among teachers. It can be stated that awareness of parents and other parties about the value of physical education in terms of promotion of health and status of students, having rational expectations from sports teachers, viewing the work of sports teachers as valuable practices by parents and receiving positive feedbacks from parents and other parties can be effective in terms of staying among sports teachers. According to the other results obtained from this study, it can be stated that students’ interest and security at work are other effective identified elements on motivated staying among sports teachers. The criterion of safety and security of working environment in an organization is defined as containment of factors which threaten the health of employees and are the source of occurrence of most of diseases and mental, social and physical damages. Teachers who are under the influence of lack of security of their work environment, in addition to having more absences and delays also will have reduced levels of efficiency and motivation. As a result, teachers’ enthusiasm turns into lack of interest. In general, an important part of the process of maintaining and preserving sports and physical education teachers depends on performance of actions which lead to guaranteeing of their safety, security and health. Maintaining the safety and health of employees through providing security at work is one of the most important components of the process of maintaining and preserving. On the other hand, students’ interest has also an undeniable effect on preserving sports and physical education teachers and shows that characteristics of students (social level, happiness during the sport session and respecting the instructor), teachers’ perception of his/her control over the students, removal of limitations of clothing for female students and cooperating with the teacher are considered as important factors in terms of motivated staying among sports teachers.
References


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