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McClelland's motivational needs: A case study of physical education teachers in West Azarbaijan

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ABSTRACT

The purpose of this study WAS a survey motivational needs the physical education (P.E.) teachers based on McClelland's theory in west Azerbaijan. Data were collected by research designed 11-item Junker's questionnaire which measures motivational needs based on McClelland's trichotomy of needs (need for achievement, power and affiliation). It was possible to mark only one section in each item. The external validity was verified by the experts and professors also its reliability was calculated in a pilot study ($\alpha=0.90$). 241 subjects (165 males and 76 females) were randomly selected (based on Morgan table output for 640 people). The data was analyzed by the Chi-Square test at 0.05 significance level. Research results indicated that the need for achievement, affiliation and power were respectively in the teachers motivational priorities ($p=0.05$). However the order of the motivational priorities was not different in between two sexes. Consequently, it is proposed that the administrative authorities and Organizations in responsible should implement appropriate strategies to support P. E. teachers' needs according to their motivators, exclusively for their need for achievement to create conditions to increase advantages their satisfaction and motivation.

Key word: Motivation, Motivational needs, McClelland's motivational theory, Physical Education (P.E.).

INTRODUCTION

Education is the most important Social organization emerged from the society texture and yet is a complementary to the society. And its impact on the social progress is quite significant [13]. Each country needs motivated and efficient teachers for training in order to develop students in its education system and prepare them for a better future. Therefore, we can say, teacher is a key factor of education and social modernization [20]. The effectiveness of the management process in any organization depends on their motivation to perform their tasks. Understanding the staff's interests, behavior and their motivational needs in each organization is an important factor that could affect their performance [7]. Motivation is one of the most complex issues of organizational behavior that the

management writers have different definitions of it. Motivation is a Set of forces that cause a person to approach a particular act. In practice, motives include the needs, wants, desires and the inner forces of that person stimulate him to have a specific activity [10]. And human behavior is formed under the influence of his motivations to achieve specific goals [7]. Hence, practitioners and planners should take into consideration the recognition of motivational factors between the teachers and with providing these known motivational factors, the quantity and quality of their work efficiency increases, waste of time and energy is prevented and ultimately have a healthier, more dynamic and more lively society through the increased productivity [20]. Unfortunately, it is not easy for managers to determine the motivational factors of employees and it seems that being familiar with motivational theories is the first step in understanding the human complicated relationship and motivation. Given the importance of this issue, many theories have been presented by experts in management science about the causes and how the human is motivated [16]. Among these experts was David McClelland. In his research, he realized three requirements which are the basis for his theory on motivation. Need for achievement, i.e. doing the works in the best and most efficient way [18]. This need is a motivation which if created in a person would do his maximum effort to achieve the goals and accepts moderate risk in the works [8]. Another characteristic of someone who is motivated to achieve success is that it focuses to success itself more than the rewards of success [9]. Need for power is the desire to control and influence others and tend to have responsibility for their performance and ultimately the need to communicate and need for affiliation that tends to establish and maintain cordial relations with other humans and satisfy the need to establish a personal relationship [18]. Based on McClelland motivational theory, individual recognition in terms of need for success, power and communication, and strive to meet these, can be effective in improving employees job satisfaction and their performance [10]. The results of Duncan, Peterson et al (2010) studies suggest that High achievement motivation leads to better performance than others in entrepreneurial and innovative projects, high power motivation leads to effective practices in leadership and the organizations management and high relationship motivations leads to effective communication and relations. Boneva, et al (1998) Showed that in those immigrants who left their country motivation for success and power is much greater than motivation for communication. Also, researchers suggest that the managers who possess these two motivations for power and success in high levels have better management performance [21]. Harl and Stall (1981) showed the need for success and the need for power the most powerful motives of scientists and administrators in their behavioral decision theory and interpreted the communication motive as poor motivational needs for them. There are reports that increased job motivation and meeting the needs of human resources in the education field support from other reforms in education [6]. Understanding the behavior and motivation can be directed in such a way that will provide individual and organizational goals [7].

The Review of the research literature shows that very little research on the motivational needs of employees has been done using McClelland motivational theory so far. In this regard, there is no clear information about the physical education teachers. Thus, the main purpose of this study considering the importance of motivation and its impact on teachers' performance in general and Physical education teachers in particular, is studying the motivational needs of physical education teachers in West Azarbaijan province using McClelland motivational model. No doubt these findings will help officials and those involved in education to gain better understanding of the motivational needs of physical education teachers and to increase job satisfaction and consequently the efficiency and productivity with meeting these needs.

MATERIALS AND METHODS

This research is a descriptive one that has been done among physical education teachers in West Azarbaijan province. 241 teachers (165 males and 76 females) were randomly selected from 640 physical education teachers in West Azarbaijan province as sample using Determining Sample Morgan Table. The study tool was Junker (2001) 11 questions that examine the motivational needs of employees based on McClelland motivational theory. In each question, the test subjects check only one of three types of needs. The face and content validity of the questionnaire, is approved by experienced teachers and its reliability was determined in a pilot study using Cronbach's alpha ($\alpha \leq 0.05$). Data were analyzed using chi-square test (Chi) in the $\alpha \leq 0.05$.

RESULTS

Physical education teachers' motivational needs showed that need for success, need for communication and the need for power are in their priority, respectively. Chi-square test results listed in Table 1 also show a significant difference between these needs ($p \leq 0.05$). Table 1 and Figure 1 show these three types of needs in all test subjects.

Table 1. Chi-square test results

| variables | Chi-square | df | Sig |
|--------------|------------|----|--------|
| Triple needs | 71.489 | 2 | 0.001* |

* The difference is significant at $\alpha \leq 0.05$

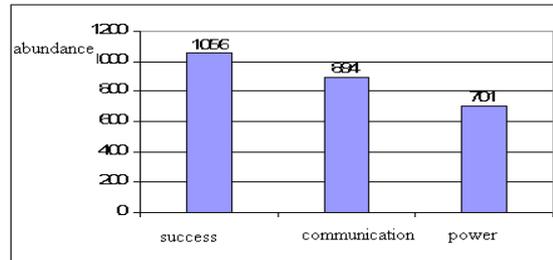


Figure 1. Three types of needs

In reviewing priority pattern classification three types of needs were observed that Need to be successful, need to communicate and the need for power are in order ranked first and third ($p \leq 0.05$). In table 2 and figure 2 also these three types of needs in men and women are shown.

Table 2. Chi-square test results in men and women

| variable | Chi-square | df | Sig |
|-----------------------|------------|----|--------|
| Triple needs in men | 46.853 | 2 | 0.001* |
| Triple needs in women | 25.667 | 2 | 0.001* |

* The difference is significant at $\alpha \leq 0.05$

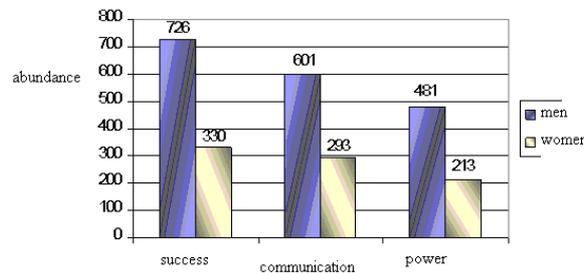


Figure 2. Three types of needs

DISCUSSION AND CONCLUSION

Proper understanding of motivation can be used as a valuable means to understand the causes of behavior in organizations and to predict the effects of management actions [7]. Studies suggest that understanding the motivational conditions have a dramatic effect on the voluntary and goal-oriented incentive variables of individuals [20]. The most important result of this study is concerned with the importance of the need for success among physical education teachers that is in agreement with Araste *et al.* (2009) study results. Also, in line with the results of Eileen (2002) that proposed the greatest happiness of his subjects related to the need for success and the need for communication. It seems that perhaps the reason the need to succeed and need to communicate in first and second priority by teachers is associated with a kind of unconscious desire to gain more happiness. Yet, due to lack of direct measurement you need to be cautious in generalizing these findings. McClelland has shown in his extensive research in developing countries that Economic development In these countries due to poor motivation, prosperity and success has a slow progress and considers the need for success a key factor [15].

In other results, there was no difference in the priority pattern of motivational needs of male and female physical education teachers (need for success, need to communicate and the need for power). But Clark (1982) showed that male physical educators are far keener to progress than female physical educators in his research. In McClelland research (1994) there was no observed significant difference in three priority needs between male and female managers that is parallel with the results of this study. Yet, in Santiago Rivera et al (1999) research, the need for success was in the first male students' priority and the need for power was in the first female students' priority which is in paradox with our results. It seems that the influence of culture on physical education teachers, similar educational experiences, the organizational reward system [20] and attitude to succeed with competitive and sporting perspective among them as athletes (Schuler, et al ,2010) has led that there would be no difference between men and women's attitudes toward factors and their motivational needs. But Rahimi & Sarmadi (2002) observed a significant difference between mean motivations to work scores of female physical teachers of four education zones of Shiraz city and showed that there is a significant relationship between components of organizational culture prevailing different schools and physical educators' motivation to work.

The study results suggest that the managers paying attention to meeting the needs of teachers increase their professional motivation [20]. Administrators and physical educators as well are individuals who their important role is evident in society. Some standards and criteria fit with cultural, economic, social conditions and educational system should be established for their use and maintenance to start using their capabilities in educational and training activities [16]. Finally according to the results of this study, it is suggested that the education authorities and planners provide their increased career motivations considering the physical educator's motivational needs particularly need for success, by providing CSP for promotion and developing effective strategies to meet these needs and further research needs to be done to review the motivational needs of this hardworking class in other provinces.

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