



AENSI Journals

Journal of Applied Science and Agriculture

ISSN 1816-9112

Journal home page: www.aensiweb.com/JASA



The Relationship between Job Motivation and Self-Efficacy Belief with Job Satisfaction in Teachers of Preschool Centers of Eghlid County

¹Madineh Yousofi, ²Dr.Mohammad HasanRezaei, ³Eydi Mohammad Yonesi

¹Teacher Office of Education Fars Province

²Department of Educational Sciences, Darab Branch, Islamic Azad University, Darab, Iran

³Teacher Office of Education Fars Province

ARTICLE INFO

Article history:

Received 10 September 2014

Received in revised form

23 October 2014

Accepted 15 November 2014

Available online 23 November 2014

Keywords:

Job motivation, Job satisfaction, Self-
efficacy

ABSTRACT

This study tries to investigate the relationship between job motivation and self-efficacy with job satisfaction in teachers of preschool centers. The method of study was correlation and the sample consists of 161 preschool teachers that selected from all the schools. The questionnaires of job satisfaction Martin G. Gannon and job motivation of Lodahel&Kichner and Sherer& Adams's self-efficacy questionnaire were used for collecting data. Results showed that there is a significant positive relationship between job motivation and self-efficacy with job satisfaction. Findings of regression analysis also showed, self-efficacy can be significant predictor of job satisfaction with 9 percent of variance. The t-test showed that there was no significant difference between job satisfaction, job motivation and self-efficacy in teachers of preschool based on their job background, academia degrees and type of their educational subject.

© 2014 AENSI Publisher All rights reserved.

To Cite This Article: Madineh Yousofi, Dr.Mohammad HasanRezaei, Eydi Mohammad Yonesi., The Relationship between Job Motivation and Self-Efficacy Belief with Job Satisfaction in Teachers of Preschool Centers of Eghlid County. *J. Appl. Sci. & Agric.*, 9(18): 10-14, 2014

INTRODUCTION

Fundamental and permanent change in any society depends on the education system of that society the main focus of the development of the education system to improve the quality of teacher or mentor, and their features are Recognition (Masoud, 2008). Preschool teachers as founders and promoters of scientific ideas, values and social responsibility into our children are And initials in human resource training and no professional do the job as teacher effectiveness is the community (Hazavehei and Samadi, 2005). However, pre-school education for holistic development of the child is important. Children are the most valuable asset of society and the most precious gift that God has given to us as a loan. Full nurturing talent, especially during the preschool teachers need to be able environment is rich and full mobility. If the child's first six years of his life growing up in an environment full of deprivations and shortages will affect him adversely affect growth (Mohammadi, 2004). Teachers as one of the component inputs, and one of the key pillars of the education system, educational system, the promotion and improvement of the educational system may play a pivotal role in the effective and hence determine the factors that may increase the effectiveness of their performance is very important. Available evidence suggests that motivational factors and job satisfaction are the most important factors in this regard (Wild, 2006). As a teacher incentive is higher than the rate in the class can be more efficient. Research findings indicated that teachers who are more motivated, have higher student academic achievement (Akrami, 2002). Also are motivated to make sense of the world without this incentive system, they will be confused and wandering (Daweek, 2000 quoted Najafi, 2004). Including psychological characteristics that are on it now psychologists in research, self-efficacy is a key role in quality of life and establish a balance between the various aspects of mental health provides. Furthermore, the association between motivation and self-efficacy were confirmed theorists Such Siu-Kaucheng& Stephen, 2000; Kim, 2002; Olery 1992, quoted and Najafi Burneshtain (2003) has been (to quote from Mohammadi, 2004). Undoubtedly, establishing and maintaining a motivated service staff, particularly teachers of the major management In extending and job satisfaction of staff of the Ministry of Education is The service motivation factor is leading and driving behavior in a particular direction and has an impact on the quality and quantity of educational activities (Hazavehei and Samadi, 2005). Several studies argue that motivation is expressed more satisfaction is expressed with and we discuss these two are very close together. Motivation can be defined as the process by which a person in order to reach the target invigorates and brought into motion. Internal or external source can be ergogenic (Akrami, 2002). Regarding satisfaction with their work resulting dominate the workplace, having the necessary skills and character traits

compliance with job specifications. Since perceived self-efficacy as people's beliefs about their capabilities to produce a certain level of performance, the events that affect their lives, so people with high self-efficacy by demonstrating the ability to track small and large office and show confidence in providing administrative, Since perceived self-efficacy as people's beliefs about their ability to produce a certain level of performance, the events that affect people's lives, Thus, people with high self-efficacy by demonstrating its ability to track small and large office and show confidence Breathe in providing administrative, in addition to satisfying end to increase the efficiency of their work contributed to This ring is its role in promoting and promotions that cannot be ignored and administrative career (Naderi, 2010). Efficacy of the most important factors of success in life is that if people know their abilities and talents and positive regard and their ability to come to believe that they can achieve what they have talent, these things increase efficiency and achieve their goals and ultimately job satisfaction is. (Naderi, 2010). In this context, there is a lot of research in terms of history, some of them are: Bahrololum *et al* (2002) investigated the relationship between self-efficacy and job satisfaction of physical education specialists working in Tehran conducted and determined that there is a positive relationship between self-efficacy and job satisfaction. Persian Breed (2004) Research on motivation as related to social safety and efficacy in the second grade of high school teachers in Tehran concluded, the positive correlation between social health and self-motivation there. Based on Herzberg's theory of job satisfaction of teachers in city schools for boys Damghan Research that has been done by the world in 2005. The results show that the factors of motivation, job satisfaction, 0/53. Also Falah Mehneh and Asadin (2005) investigated the factors influencing job satisfaction and offer a paid model. Results indicate that the relationship between job security, social relations with colleagues, opportunities for growth, social status, there is a significant relationship with job satisfaction.

Method:

Correlation is a descriptive study. The population studied included all pre-school teachers affiliated to the education and well-being are Eghlid city, The Department of Education, and Welfare announced in 2011-2012, 161 of them (women) is As the population of the study were identified. Due to low population numbers, all of them were in the sample. In fact, the census is used. Estimating total test reliability through the songs (two halves) the calculated results for Students 0/89 for engineers 0/80 and for nurses 0/72 is obtained (Hosseini, 2009). In general, the results of numerous domestic and foreign studies using this questionnaire is to demonstrate the validity Masters of Education has been approved. The reliability of the questionnaire used in the current study, Cronbach's alpha values to 0/70 respectively, which indicates that the instrument has high reliability. Self-efficacy questionnaire and Adamz (1982) was used to evaluate the efficacy of the instructors. This questionnaire has been translated by Barati 1997. This questionnaire has 17 members of the general self-efficacy measures. Grading practices efficacy questionnaire is to be awarded to each of the 1 to 5 rating. Articles 1, 3, 8, 9, 13, 15, 16, 17 from left to right and from right to left scores of others increases. Abdullahi AdliAnsar (2005) to determine the reliability and validity of the questionnaire Tabriz University students doing research on the questionnaire using Cronbach's alpha reliability coefficient for the 0/84 is obtained. Keramati (2001) research on students in third grade through Cronbach's alpha reliability coefficient of the questionnaire, 0/85 earned (quoted Najafi, 2004). In the present study the reliability using Cronbach's alpha value of 0/68, respectively, which is acceptable. To collect data to measure job satisfaction, job satisfaction questionnaire Martin JiGanon ,(1988) are used's. The instrument contains 37 items, respectively. The rate of job satisfaction in the workplace can be measured. Of the questionnaire with Likert five-choice options were very low to very high, which is rated from one to five (Moghimi, 2006) . Kong & Watkins (1994) the Cronbach's alpha coefficient for the pleasure of working on 415 0/84 wins. Nourbakhsh and Myrnadery (2005).Reliability using Cronbach's alpha coefficient job satisfaction questionnaire with a sample of 127 teachers who Ahwaz 0/88 have been reported. It's Bambang (2006) also used the method retest reliability of the instrument used for 0/72 is obtained (quoting Zahedi *et al*, 2009). And to determine the internal reliability of the questionnaire using Cronbach's Alpha was equal to 0/83 is obtained. In the current study, Cronbach's alpha reliability of this scale using the 0/77, respectively, which indicates this instrument, has high reliability. In the present study, Pearson correlation analysis and regression analysis were used. The data analysis was performed using SPSS software.

Results:

First hypothesis: the relationship between motivation and self-efficacy of pre-school centers, there are coaches.

Table 1: Pearson correlation coefficient between career motivation and self-efficacy of pre-school teachers.

Significance level	The correlation coefficient	Standard deviation	Mean	Number	Variables
0/007	0/22	6/65	41/87	161	Efficacy
		6/69	56/16	161	Motivation among

It is noted that occupational self-efficacy motivation ($r = 0/22$, $P < 0/007$) and (22/0) preschool teachers has a significant positive correlation. That educators have greater job motivation also have higher self-efficacy beliefs.

Second hypothesis: the relationship between motivation and job satisfaction of teachers in preschool centers there .

Table 2: Pearson correlation between job motivation and job satisfaction of teachers in preschool centers.

Significance level	The correlation coefficient	Standard deviation	Mean	Number	Variables
NS	0/15	17/35	127/61	161	Job Satisfaction
		6/69	56/16	161	Motivation among

Can be seen between job motivation and job satisfaction ($r = 0/15$, $P > 0/05$) a significant relationship was observed between pre-school teachers.

Third hypothesis: the relationship between self-efficacy and job satisfaction of teachers in preschool centers there.

Table 3: Pearson correlation between job satisfaction and self-efficacy pre-school teachers.

Significance level	The correlation coefficient	Standard deviation	Mean	Number	Variables
0/001	0/28	6/65	41/87	161	Efficacy
		17/35	127/61	161	Job Satisfaction

Job satisfaction and self-efficacy ($r = 0/28$, $P < 0/001$) coaches preschool centers is a significant positive correlation. Those educators have greater self-efficacy also have higher job satisfaction. ($P < 0/05$)

Fourth hypothesis: Self-efficacy beliefs, motivation and job satisfaction Coaches can pre-schoolers to predict.

Table 4: Simultaneous multiple regression to determine the effect of job motivation and self-efficacy beliefs on job satisfaction of teachers in preschool.

Significant	t	FactorBeta	Factor B	P	F	R ²	R	Variables
0/001	3/33	0/26	0/68	0/001	7/52	0/09	0/30	Efficacy
NS	1/21	0/10	0/25					Job Motivation

Can be seen that the only variable predictive power of self-efficacy, job satisfaction is a pre-school teachers, According to, $R^2 = 0/09$, $F = 7/52$ is a significant linear relationship; this relationship indicates that 9% of the variance in job satisfaction could be explained by this variable. The motivation was a strong predictor of job satisfaction.

Discussion and Conclusion:

According to Table 1, which is substantially motivated by career self-efficacy in pre-school teachers, has a significant positive correlation that educators have greater job motivation also have higher self-efficacy beliefs. The race studies Farsi Nejad, (2004), the AbbasinFard, *et al* (2010), Kardomas (2005) showed a positive correlation between job motivation and self-efficacy is consistent. These results can be explained as the result of job motivation and mastery of difficult tasks better than others and colleagues to act And also to follow the high standards of excellence, in addition to having a passion is creating incentives for individual job And forced him to make maximum use of its power to reach that goal and then achieves a high level of efficacy. On the other hand believed that self-efficacy plays an important role in the motivation of the people. However, due to the bilateral relationship, the correlation coefficient may be admitted that beliefs also lead to greater self-motivation. According to Table (2) can be seen between job motivation and job satisfaction ($P > 0/05$ and $r = 0/15$) a significant relationship was observed between pre-school teachers. Research results Varesi and colleagues (2009), Behsajesangoan (2010), Jahani (2005) and Nourbakhsh and colleagues (2005) showed that A significant positive correlation between job satisfaction and job motivation is inconsistent. However Saatchi *et al* study (2008) to study the relationship between job motivation, job satisfaction and organizational commitment, and the conclusion reached that the relationship between motivation and job satisfaction and commitment, there is no significant Coordination. Concerning outcome and lack of alignment with some previous studies it can be concluded several factors are involved in creating job satisfaction and motivation is just one of those factors. Factors in this study have not been investigated, Received as salary, type of employment, working conditions, each of which can affect job satisfaction or dissatisfaction. So we cannot have a job or lack of motivation as factors in job satisfaction and other Due to the lack of a significant correlation between bilateral relationship means that employees may work motivation, job satisfaction have And are not employees and job satisfaction, job motivation, or do not enjoy Accordingly, based on these results, it can be admitted that job satisfaction may be a higher correlation with other factors. Also in Table 3 can be seen that job satisfaction and self-efficacy ($P < 0/001$, $r = 0/28$) coaches preschool centers is a significant positive correlation that educators have greater self-

efficacy also have higher job satisfaction. The results of the research results Asghari (2008), Bahrololum *et al* (2002), Gomes (2009) and Zahedi *et al* (2009) showed that there is a direct relationship between self-efficacy and job satisfaction is consistent Research and Mozaffari (2011) do not match. In explaining these findings, we can say that individuals with higher self-efficacy in performing its duties, responsibilities and enjoy greater commitment and are trying their best to perform tasks And better interaction with colleagues and managers in the workplace are the problems and deficiencies and their environment better than they solve or tolerate As a result, satisfaction with co-workers and managers, leading to better attract attention and confidence, even to encourage and reward From their supervisors are more satisfied with their own problems in this population creates So what have higher self-efficacy of teachers have more satisfied too. It also seems to believe that his ability could create for them a sense of satisfaction. This is the factor which will do a better job that may lead to the inside or outside of reward. Results in Table (4) showed that self-efficacy is only one step in the equation is due to the $F = 10/97$, $R^2 = 0/09$ is a significant linear relationship This relationship indicates that 9% of the variance in job satisfaction, self-efficacy in adolescents could be explained by Variables to predict job satisfaction and motivation among pre-school teachers is not ($P > 0/05$). These research finding Asghari, (2008), Bahrololum *et al* (2002), Gomez (2009) and Saatchi *et al* (2008) is consistent with research Mozaffari (2011), Varasi and colleagues (2009), Nourbakhsh, *et al* (2005) do not match. employees who have suffered abuse of efficacy are not functioning They are high-spirited and better working conditions and higher levels of motivation and satisfaction of their activities are more fun Their job duties more vigorously carry out the passion and motivation to transfer its partners are And thus more job satisfaction they feel in their environment. However, only 9% of the variance is determined by the efficacy and this represents the fact that a small percentage of the variance in job satisfaction can be identified by self-efficacy. More variance in job satisfaction could be explained by other factors in this research is in order. These factors, as mentioned in the interpretation of the third assumption can be numerous, and among them may be able to receive salary, type of employment and working conditions noted.

ACKNOWLEDGMENT

This article is extracted from my thesis under the title of “The relationship between job motivation and self-efficacy belief with job satisfaction in teachers of preschool centers of Eghlid Province”. Hereby, I extend my sincere appreciation to Islamic Azad university of Arsanjan for the efforts and supports they provided to me.

REFERENCES

- AbbasianFard, Mehrnoosh, Bahrami, Hadi, 2009. Relationship with achievement motivation and self-efficacy. Growth, a school counselor, VI, Number One.
- Asghari, Arezoo, 2008. The relationship between self-efficacy and empowerment on job satisfaction of teachers, Master Thesis, ShahidBeheshti University.
- Akrami, Mahmoud, 2002. Controlling position with respect to the management style of government centers. MSc Thesis, Tehran: Center for Public Management Education .
- Bhaesajsanguan, Sanguansak, 2010. *The Relationships among Organizational Climate, Job Satisfaction and Organizational Commitment in the Thai Telecommunication Industry.*
- Bahrol-olum, Hassan, Amyrtash, Ali Mohammed, M.A. Khabiri, F. Shorthand, 2002. The relationship between organizational culture and job satisfaction of physical education specialists working in Tehran. Year, 10(1 & 2): 94-83.
- Farsi Nejad, Masomeh, 2004. Investigate the relationship between self-identity and social health of male and female students Second grade school of Tehran, MS Thesis, Educational Psychology, Tehran University.
- FalahMehneh, Toraj and Asadian, Mohammad, 2005. investigated the factors influencing job satisfaction and provide a model. Peugeot hash of Education, Islamic Azad University, Bojnoord fifth number.
- Faheli, Ebrahim, and Maher, Farhad, 2008. The effect of locus of control on job motivation of teachers in the Hamedan province. MA thesis.
- Husseini, Daranjany, Jalal aldin, 2009. The relationship between self-empowerment and job satisfaction of high school principals Shiraz, MA thesis, University Marvdasht.
- Hazavehei, Syed Muhammad Mahdi, Samadi, Ali, 2005. Factors affecting the province motivated staff. Journal of Mental Health, seventh year, 25-26: 26-13.
- Jahani, Reza, 2005. Study of job satisfaction of secondary school teachers in Damghan city based on Herzberg's theory. Thesis, Department of Education, Teacher Training University, Tehran.
- Kardemas. E.C., 2005. *Self – Efficacy ,Social support and well – bing the mediating role of optimism.* Personality and individual differences, 40(6): 1281-1290.
- Keramati, Hadi, 2001. Examine the relationship between self-perceived third-year students and their attitudes toward math and their math achievement. Master's thesis, TarbiatMoallem University of Tehran.

Mohammadi, Taleb, 2004. The relationship between management style and job satisfaction of teachers in high school administrators Kurdistan. Master's Thesis in Educational Administration, Tehran University.

Naderi, Farah, 2010. The relationship between flexibility, proactive, positive and negative affect, self-efficacy and job satisfaction in Ahwaz municipal employees. *New findings in the Journal of Psychology*, 24-7.

Nourbakhsh, Mahvash, MyrnaderyAliAkbar, 2005. Examine the relationship between organizational climate and job satisfaction of secondary school physical education teachers in Ahwaz. *Olympic Quarterly*, Year 13(1): 18-7.

Schiestel, C., 2007. *Job satisfaction among Arizona adult nurse practitioners*. *J Am Acad Nurse Pract*, 19(1): 30-4.

Saatchi, Mahmoud, Ghasemi, Nooshad and Namazi, Somayyeh, 2008. Examine the relationships between managers' job motivation, job satisfaction and organizational commitment (editors) Marvdasht city high school. *New approach in Educational Administration Quarterly*, 2: 174-153.

Warsi, Sundas:Fatima, Noor and Sahibzada, A. Shamim, 2009. *Study on Relationship between Organizational Commitment and its Determinants among Private Sector Employees of Pakistan*. *International Review of Business Research Papers*, 5(3): 399-410.

Wild, P., V. Parsons, E. Dietz, 2006. *Nurse practitioner's characteristics and job satisfaction*. *J Am Acad Nurse Pract*, 18(11): 544-9.

Yusuf.Muhammed, 2011. *Investigating relationship between self-efficacy, achievement motivation, and self-regulated learning strategies of undergraduate Students: A study of integrated motivational models*.

Zahed, Adel, Namvarr, Yosef and Noubakht, Shahram, 2008. the relationship between job satisfaction and teacher efficacy Meshkinshahr city. *Education*, second year, 8.