

Managerial style and attitudes of managers and teachers regarding education affects on students' academic motivation

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Abstract: Aim of this research, the survey of Managerial style and attitudes of managers and teachers regarding education affects on students' academic motivation at Sufian education zone (Iran). This study was a descriptive survey. The questionnaire in this study is made by the researcher, is designed based on the theoretical framework and literature review of the study with initial studies cronbach's alpha of the total questionnaire equals $\alpha=80/0$ which demonstrated high reliability. According to the findings of this study: managerial style affects the development of students' academic motivation. Attitudes of managers regarding education have no significant impact on motivation achievement of students. Types of teaching-learning activities affect improvement of students motivation. Teachers' attitudes towards education affect the advancement of academic motivation.

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1. Introduction

Intrinsic motivation to learn and teach is seen in the words of the great teachers such as Rousseau (1911) and Dewey (1913). Important educational outcomes is achieved in light of intrinsic motivation which include the approval of experimental research, its effect on scores' variable and their academic achievement (Gottfried, 1990), the extent and scope of the study (Field and Gaty Whigs, 1997) recognition and recalling the issue (Ringer and Vazinak, 1985), comprehension (Ryan O'Connel and Plant, 1990), creativity (Costner, Ryan, Bernie Yeri and Holt, 1984), positive emotions (Kargarfard, Arizi and Bahaduran, 2004) as well as positive emotions in school (Patrick, Skinner, and O'Connel, 1993). Motivation in education and its role in the achievement of educational are of interest of psychologists since long ago. Teachers as one of the best growth or destruction factors of creativity and motivation of students have a special place in the education system. Therefore researchers have focused on the role of teacher (Fariru Collins 1991, Torrance 1972, Gallagher 1985, Getzler and Jackson 1962, Hosseini 2002).

Review of the Related Literature

Students need to enjoy the content in order to have intrinsic motivation of the lesson. To achieve the goal, the teacher should provide course content pleasantly. DB et al (1991) concluded that intrinsic motivation towards an activity is enjoyable due to the nature of the task, even if there is no outer reward or strength for a person.

Two important conceptual variables affect inner motivation. One is the motivations identified by the

person who is the subject indicating selection by the participant (Cordova, Liper 1996, Ryan and Grolink 1986) and educational materials that is meaningful to the person and thus makes inner motivation of his own (Anand & Ross 1987, Cordova, Liper 1996) and promoting perceived competence by giving positive feedback (Valrand and Reed, 1984) and optimal challenge levels (Harter, 1978). Whenever the teacher provides you a meaningful lesson, students see their choices of importance and their points of view defining, providing the content much beyond or inferior to his ability, be challenging and student receive appropriate feedback from teachers after correct responses, their inner motivation increases (Patrick, Hazel and Kampler, 2000). Motivation is an extensive discussion in psychology is and many studies have been carried out in processing theories of motivation. Some theories are derived from animal studies, some of the research that has been done on children during their play and some of the theory and research in clinical and industrial psychology. Eight cognitive theory of motivation in education are namely the theories of advancement needs, expectation, value, goal orientation, competence motivation, self-worth, self-efficacy, attribution and intrinsic-extrinsic motivation (Abde Khodai et al, 2006).

1). In most theories and models of motivation provided in education in recent decades, roots of the need to develop theories and presuppositions are observed. The effective factor affecting the tendency in approaching the task is the need to develop. Individuals in need for advancement has features such as tendency to be dominant, demanding of

excellence and achievement, hardworking for success and prosperity, the effort to achieve excellent goals and doing more difficult things consistently and continuously.

2). value expectation theorists argued that choice, following, performance and motivation of individuals affected by their beliefs about the expected success in doing homework and the importance of assignments has? for them (Whigs field; Akles, 2000). According to Petri (1991), the expectation- value theory lies on cognitive representation and impact of goals.

3). Astipk (1988) believed discussion about the motives regardless of objectives is difficult. Miher (1995, quoted in Brin, Dekoy and Mien, 2003) defined aims as cognitive purposes which exists in advance position. In recent years, cognitive theories have a special emphasis on the role of goals in motivation achievement.

4). One of the concepts that are important in many cognitive theories of motivation in learning and plays an important role is ability perception and motivation competence. The basic idea of the motivational attitude is students' attitude of performance capability which is underlying of motivation.

5). According to Kovington (1984, cited in Astipk, 1988), self value pointed out self assessment of individuals value which is a similar concept to self-esteem. Fundamental assumptions of self-value is that people will naturally try to maintain their value. Theory of value, on one hand is base on, how to create value and on the other on its impact on motivation and, consequently, the performance and success and failure. Theory of value itself, knows maintaining or increasing self-value as one of the most effective incentives in educational activities (Sifert, 2004).

6). Another incentive structure which has been raised to unrest and students' success and in the past three decades considerable attention has been devoted from researchers of education and training, is the concept of self-efficacy (Walker, Green, and Mansl, 2005; Usher and Pajarz, 2006). In areas of learning and teaching, student self-efficiency refers to self-evaluations of competence to practicing the task. It means they have the ability to succeed in that task or not (Bandura, 1977 and 1982, according to Astipk, 1988). Usher (2006) and shank (2005) expressed that self-efficacy plays a complete role in learning motivation, beliefs of students, learning, and advancement.

7). Among cognitive theories, theories of how people think about the causes of success and failure are considered as the main determinants of

motivation. In the field of education, the student which succeeds or fails the test knows which factor responsible for the success or failure? Therefore this document refers to as an outcome because it is perceived and is an individual's explanation cause of various events or occurrence of an event (Syfirt, 2004, Weiner, 1992). Emil Taydo and Sauna (2003), defined the intrinsic motivation a motivation which is derived from motivational factors, such as interest or curiosity. According to the definition and Ryan and Desi (2000), intrinsic motivation is natural inclination to seek and conquer challenges as personal goals and personal interests.

2. Materials and Methods

This study was a descriptive survey. The questionnaire in this study is made by the researcher, is designed based on the theoretical framework and literature review of the study with initial studies. In this questionnaire, 36 closed questions - answers of Likert type associated with demographic factors of administrators and teachers, type of teaching activities, managerial styles, teachers' and managers' attitudes toward education associated with improvement in students' motivation and how to motivate the students was adjusted and views of individuals were collected. For determining the reliability of a test, re-test method was used. Thus the first 25 samples were selected from several schools and 25 questionnaires were performed preliminary, and were collected after questionnaire completion. After an interval of two weeks the same questionnaire was distributed among them and was collected after answering Cronbach's alpha of the total questionnaire equals $\alpha=80/0$ which demonstrated high reliability.

The study population consisted of all students of Sufian schools in the academic year 2011-2010 with the total of 458 people. Therefore the sample of this study was 210 people based on Morgan's table. In the study, sampling method was of classified sampling type.

3. Results

Managerial style effects the development of students' academic motivation

According to the results obtained from the Leven test (Table 1), the variance between the two groups is significant. Therefore the results of t-test assuming equal variance of the two groups are interpretable.

As can be observed t value equals 82/2 and its significance level equals 007. Therefore, the null hypothesis is rejected and it can be said with confidence of more than 99% that the average of students' motivation is different regarding managerial styles and the management style is effective in improving students' academic motivation.

Table 1: Results of t-test for comparison of students' motivation based on managerial style

Sig	T-test		Leven test for equation of variances		Descriptive indicators			
	T	Sig	F		SD	Average	Number	Students' Academic motivation
0.007	2.91	0.003	8.47	Assuming Equal Variances	3.82	15.31	178	High
0.007	2.82			Assuming Unequal Variances	3.05	11.18	32	Low

Managerial attitudes towards education affect the development of students' academic motivation. According to the results obtained from the Leven test (Table 2), the variance between the two groups is significant. Therefore the results of t-test assuming equal variance of the two groups are interpretable.

As can be observed t value equals 0/942 and its significance level equals 0.289. Therefore, the null hypothesis is not rejected and it cannot be said that students' motivation average is different regarding managerial attitudes and in other words managerial attitudes towards education does not affect the development of students' academic motivation.

Table 2: t-test for comparison of managerial attitudes to education in terms of student motivation

Sig	T-test		Leven test for equation of variances		Descriptive Indicators			
	T	Sig	F		SD	Average	number	Students' Academic Motivation
0.326	9.9	0.002	9.88	Assuming Equal Variance	2.32	18.68	178	High
0.289	9.4			Assuming Unequal Variance	2.29	17.83	32	Low

Teachers' teaching-learning activities affect students' motivation. According to the results obtained from the Leven test (Table 3), the variance between the two groups is significant. Therefore the results of t-test assuming equal variance of the two groups are interpretable.

As can be observed t value equals 8.02 and its significance level equals 0.0001. Therefore, the null hypothesis is rejected and it can be said with confidence of more than 99% that the average of students' motivation is different regarding teaching-learning activities and teaching-learning activities is effective in improving students' academic motivation.

Table 3: t-test results for comparison on the basis of academic motivation in teaching – learning activities regarding teachers

Sig	T-test		Leven Test for Equation of Variances		Descriptive Indicators			
	T	Sig	F		SD	Average	Number	Students' Academic Motivation
0.001	12.8	0.03	4.67	Assuming Equal Variances	1.11	9.37	178	High
0.001	8.02			Assuming Unequal Variance	1.53	6.62	32	Low

Teachers' attitudes towards education affect the advancement of students' academic motivation. According to the results obtained from the Leven test (Table 4), the variance between the two groups is significant. Therefore the results of t-test assuming equal variance of the two groups are interpretable.

As can be observed t value equals 0/0001. Therefore, the null hypothesis is rejected and it can be said with confidence of more than 99% that the average of students' motivation is different regarding teachers' attitudes and in other words teachers' attitudes is effective in improving students' academic motivation.

Table 4: t-test results for comparison on the basis of academic motivation in regarding teachers' attitudes

Sig	T-test	Leven Test for			Descriptive Indicators			
	T	Sig	F		SD	Average	Number	Students' Academic Motivation
0.001	.692	0.07	3.46	Assuming Equal Variance	2.94	43.35	178	High
0.001	.562			Assuming Unequal Variance	1.67	35.63	32	Low

4. Conclusion

If the teacher, manager and school can make educational environment a vibrant atmosphere for learning and research, the people who are members of such a society, will identify and strengthen the learning and academic achievement. On the contrary, if the social and cultural environment does not have such features for a scientific progress of people cannot be hoped. One of the fundamental problems in scientific and standard education environments are that is no such a powerful environment for the development of deep learning and knowledge creation. It is very important that students, teachers and administrators believe in themselves and their profession and with all their means know themselves as members of a scientific community know. Supporting the independence of students after teachers' enthusiasm has the greatest impact on student intrinsic motivation. Other variables such as awareness of the issue and how to provide transparent subject affect intrinsic motivation and vitality of children.

According to the Findings of this Study:

Managerial style affects the development of students' academic motivation.

Attitudes of managers regarding education have no significant impact on motivation achievement of students. Types of teaching-learning activities instructions affect improvement of students' motivation. Teachers' attitudes towards education affect the advancement of academic motivation.

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