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Investigating the Factors Affecting Job Motivation of School Counselors in Tabriz

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A B S T R A C T

The present research has been conducted in an attempt to identify and investigate factors effective on career motivation of school counselors in the city of Tabriz in 2010-2011 academic year. The statistical population of this research is all school counselors in the city of Tabriz in Iran, which consist of 312 people. Using Morgan and Jersey table and by the way of relative categorical randomized sampling, 175 people separated (98 male, 77 female) and were selected as a sample volume. The present research is practical in purpose and it is a descriptive and survey study in terms of data gathering. Research tools, Neo and Basher standard motivational questionnaire, and researcher questionnaire are made. A single-sample t-test was used to investigate the influential factors on career motivation and the following results obtained: Appropriateness of physical situations in the job environment, good quality of equipment's employed in it, and safety of job are considered as influential physical factors on career motivation. Fitness of received payment with performance of workers, incentive leaves, monetary incentives and rewards by officials, non-monetary punishments and rewards by them and also facilities like insurance and pension were characterized as welfare as well as financial factors effective on career motivation. Job nature, job plan, organizational structure, performance evaluations and organizational relations and communications all are considered as psychological factors effective on career motivation. Capability, value, and attitude, social requirements and need for progress and development were identified as individual factors effective on career motivation. To measure the presence or absence of difference in career motivation between male and female groups, an independent t-test was used and there was no significant difference between male and female groups in terms of career motivation. In order to explain the degree of career motivation, predictors of age, job background, educational level, gender, and marital status were employed and multiple-regression test was conducted. The results showed that age and job background variables were [good] predictors for changes in career motivation; thereby the former predicts the career motivation inversely, and the later directly.

Keywords: Job Motivation; School Counselors, Job.

INTRODUCTION

Success in any organization depends on the proper allocation and use of tools, equipment, money, raw materials and human resources of the organization in its programs (Chrusciel & Field, 2006). And this will be possible if these organizations can use the skills, abilities and individual

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and collective characteristics of their employees in line with the goals of the organization. The educational staff as one of the input components of the educational system and one of the key elements of the structure of the educational system has played an effective and fundamental role in promoting and improving organizational performance, which ultimately leads to the growth and development of human societies.

From the four sources at the disposal of the organization's management, namely capital, information, equipment and manpower, the results of research emphasize the attention of managers to manpower as the most important resources of the organization ([Kyyrönen, 2017](#)).

At present, schools have an important cultural ([Goh, Wahl, McDonald, Brissett, & Yoon, 2007](#)) and social ([Cheng & Lam, 2013](#); [King, McInerney, & Watkins, 2013](#)) role and impact, because they represent an important type of investment in human resources that provide social knowledge, attitudes and skills needed by employees in various fields, to social development Cultural and economic help ([Branco, 2012](#); [Fairbanks & Ariail, 2006](#); [King, Ganotice, & Watkins, 2014](#)).

The educational staff is the main pillar of any school and is one of the main and important pillars of the educational system ([Amirtash, 2000](#)). A closer look at this reveals that the efficiency and effectiveness of schools depends to a large extent on motivated staff. Therefore, paying attention to the characteristics of their work environment is of special importance ([Alavi & Jahandari, 2005](#); [Mohebbifar, Kiaei, Khosravizadeh, & Mohseni, 2014](#)).

Job motivation is significantly vital for the continued growth of education systems around the world ([Claudia, 2015](#)). In addition to job motivation, items such as professional knowledge, basic skills and competencies, educational resources as well as educational strategies play an essential role in educational performance and success ([Andriani, Kesumawati, & Kristiawan, 2018](#); [Sumantri & Whardani, 2017](#)).

Although the subject of job motivation has been the focus of scholars for many years, scientific research in this field began in the late nineteenth and early twentieth centuries. Despite the many studies that have been done in this field, this concept is still obscure due to its complex nature. If we pay close attention to the evolution of job motivation studies, we will see that various researches have been done on the physical ([Anjomshoa, Esmailzadeh, & Keshtidar, 2020](#); [Moreira, Fox, & Sparkes, 2002](#)), mental ([Grammatikopoulos et al., 2013](#); [Kotera, Adhikari, & Van Gordon, 2018](#); [Price & Vinokur, 2014](#)) and emotional characteristics ([Niessen, Weseler, & Kostova, 2016](#)) of employees, but the issue that has attracted much attention in recent years is the factors affecting job motivation. And how organizational health and employee motivation can be brought about by resorting to organizational, environmental, and occupational factors ([Fry & Matherly, 2006](#); [Pio & Tampi, 2018](#); [Samul, 2019](#)).

Identifying the factors affecting job motivation has an important role in the effectiveness of organizations, including schools, and since school management as one of the important determinants of organizational behavior is always faced with problems such as lack of job motivation and subsequent absence of dissatisfied employees Experts face a decrease in optimal performance, staff dissatisfaction and in general a decrease in performance. Examining the motivational status of employees and recognizing the factors affecting it in today's schools is something that needs to be thoroughly investigated. What is important is that schools are faced with mature staff who are no longer motivated to meet basic needs, but who want to work meaningfully, purposefully, and create work environments to nurture their creativity and talents. Therefore, in order to motivate them, one must seek to meet the transcendent needs.

Lack of acceptable job motivation can have a major impact on their job performance, given the major role and position that school counselors have in advancing the educational goals and missions of schools and, more broadly, the growth and development of society. Therefore, it is necessary to conduct more comprehensive and in-depth studies in this regard. Although few studies on job motivation have been conducted separately, but no serious study has been done on the study of job motivation of school counselors. Therefore, in this study, in order to identify the job motivation of school counselors, several factors affecting job motivation are investigated.

METHODOLOGY

The aim of this study was to identify and investigate the factors affecting the job motivation of school counselors in Tabriz in the 90-91 academic year. Therefore, the present study is an application in terms of purpose, which aims to identify and investigate the factors affecting the job motivation of school counselors.

Statistical Society

The statistical population of this study consists of all high school and middle school counselors in Tabriz who were working in the academic year of 2011-2012 as the organizational position of school counselor. The statistical population of the present study has the following features:

-School counselors are selected from the fields of guidance and counseling, psychology with all tendencies, and educational sciences with the orientation of educational management.

-Counseling is only for secondary schools and will be organized in the middle schools if there is a surplus force.

Accordingly, the number of school counselors in the five districts of education is 312.

The sampling method in this study is relative stratified random sampling. First, we selected one of the five education districts of Tabriz according to each school in each district (floor) of the school, and then we listed the girls 'and boys' schools in each district and extracted the number of their counselors. Finally, according to the ratio of the number of male and female counselors in each education area, according to the Jersey and Morgan table, we selected 175 people (98 male and 77 female counselors).

The choice of the type of tool is a function of various factors, including the nature of the research and the research method (Khaki, 2005). In this research, in order to collect information, according to the theoretical foundations and its background, two questionnaires have been used as follows:

A) Questionnaire to assess the factors affecting job motivation (researcher-made).

B) Job motivation questionnaire (standard).

In this study, to classify and analyze the collected data from descriptive statistical methods such as (frequency distribution, mean, standard deviation, tables and graphs) and inferential statistics (one-sample t-test and independent t-test and analysis of variance) Used.

Using SPSS software, the data obtained from the questionnaires were analyzed at both descriptive and inferential levels. LISREL software was also used to assess the validity of the research tool.

RESULTS

To investigate the factors affecting job motivation, we use a one-sample t-test. In this test, the sample mean is compared with the hypothetical mean of the population. The results of this test are as follows:

Table 1. Results of one-sample t-test regarding physical factors affecting job motivation

Items related to welfare and financial factors	t	DF	P	M	SD
Salary increases	2.51	174	0.013	3.17	0.872
Proportionality of salary received with performance	-25.42	174	0.000	1.53	0.764
Incentive leave	-11.50	174	0.000	2.11	1.025
Rewards and material incentives from the authorities	-1.53	174	0.000	3.53	0.764
Appreciation of officials for valuable work	-3.68	174	0.000	2.67	1.171
Avoid applying personal opinions of superiors	-1.28	174	0.202	2.90	1.062
Rewards and immaterial punishments by the authorities	3.64	174	0.000	3.25	0.913
Facilities such as insurance, pensions	-3.45	174	0.001	2.71	1.115

Findings from the one-sample t-test on physical factors affecting the job motivation of school counselors show that the factors are "appropriate to the physical conditions of the workplace"; "Good quality of equipment used" and "safety of work" are considered as factors affecting the job motivation of school counselors. The terms "having a good work room in the school" and "having the right work facilities and equipment in the school such as computers and internet line" are not statistically significant and cannot be considered as physical factors affecting the job motivation of school counselors.

The results of welfare and financial factors affecting the job motivation of school counselors are given in Table 2.

Findings show that at the 95% confidence level, the items "salary is commensurate with performance"; "Incentive leave"; "Material rewards and incentives from the authorities"; "Immoral rewards and punishments by the authorities"; And "the existence of facilities such as insurance, pensions, etc." are considered as welfare and financial factors affecting the job motivation of school counselors. Other items cannot be considered as factors affecting job motivation due to lack of significance.

In terms of the nature of the job, with the exception of the items "creativity in the job" and "job responsibility", other items can be considered as factors affecting the job motivation of school counselors. Regarding the career plan dimension, all items can be considered as factors affecting the job motivation of school counselors. Regarding the organizational structure dimension; All items except the item "appropriateness and specificity of the organizational hierarchy" can be considered as factors affecting the job motivation of school counselors.

Regarding the performance evaluation dimension, the findings show that the items "control and supervision of superiors" and "compliance between personal and organizational goals" among other items, cannot be considered as factors affecting the job motivation of school counselors. To be taken. Findings from the one-sample t-test show that all the identified items for the dimension of communication and organizational relationships can be considered as factors affecting the job motivation of school counselors.

Table 2. The results of one-sample t-test on psychological factors affecting job motivation

Psychological dimensions	Items related to psychological factors	t	DF	P	M	SD
job nature dimension	Challenging and job dynamism	-5.89	174	0.000	2.54	1.027
	High variety of jobs	3.38	174	0.001	3.22	0.872
	Job security	-13.51	174	0.000	1.89	1.085
	Creativity in the job	1.50	174	0.135	3.11	0.956
	Job responsibility	-.16	174	0.870	2.99	0.922
	Value and credibility of the job	-12.32	174	0.000	2.16	0.902
	Social status of the job	-20.64	174	0.000	1.59	0.905
	Success rate at work	16.60	174	0.000	3.70	0.560
	Ease and simplicity of the job	-3.13	174	0.002	2.78	0.915
career plan dimension	Job complexity	5.43	174	0.000	3.27	0.654
	Defining career goals	-5.48	174	0.000	2.60	0.965
	Specific job descriptions	7.63	174	0.003	3.10	0.631
	Feedback on the results of job operations	-4.19	174	0.000	2.70	0.936
	Supervise staff operations	-15.70	174	0.000	2.02	0.823
Organizational structure dimension	Freedom and independence at work	-7.86	174	0.000	2.45	0.932
	Clarity of the rules and regulations of the organization	-10.92	174	0.000	2.27	0.885
	Change in the organization of the organization	3.43	174	0.001	3.18	0.704
	Job stability and non-relocation in jobs	4.18	174	0.000	3.23	0.740
	Appropriate and clear organizational hierarchy	-0.19	174	0.842	2.99	0.758
	Delegation of authority and responsibility by superior officials	-16.45	174	0.000	1.90	0.882
	Participation and influence of subordinates in organizational decisions	-11.58	174	0.000	2.19	0.920
	Structure supporting promotion and promotion	-10.41	173	0.000	2.28	0.910
Performance evaluation dimension	Flexible structure (for example, providing continuing education for employees)	14.82	174	0.000	3.68	0.607
	Control and supervision of superior officials	-0.17	174	0.863	2.99	0.877
	Actual performance appraisal by superiors	5.82	174	0.011	2.05	1.825
	Timely notification of performance after each activity	-5.17	174	0.000	2.60	1.023
	Matching personal goals with organizational goals	0.37	174	0.711	3.02	0.816
Organizational Communications	Observe justice in the evaluation of the performance of oneself and colleagues by superiors	10.01	174	0.000	3.55	0.725
	Support managers and supervisors when a problem arises	9.28	174	0.000	3.47	0.668
	Humane and appropriate treatment of superior officials	-14.90	174	0.000	2.03	0.857
	Good working relationships with co-workers and a friendly work environment	8.26	174	0.000	3.38	0.613
	Accepting constructive opinions and applying them by superior officials	-9.00	174	0.000	2.34	0.974
	Respect for the dignity and status of employees and their jobs	3.43	174	0.001	3.21	0.814

The results of one-sample t-test on individual factors affecting job motivation are given in

Table 3.

Table 3. Results of one-sample t-test on individual factors affecting job motivation

Psychological dimensions	Items related to psychological factors	t	DF	P	M	SD	decision
Ability dimension	Challenging and job dynamism	-13.8	174	.000	1.98	.974	Proof H1
	High variety of jobs	-22.2	174	.000	1.65	.801	H1 proof
	Job security	-24.3	174	.000	1.57	.776	H1 proof
	Creativity in the job	5.941	174	.000	3.33	.738	H1 proof
value and attitude dimension	Defining career goals	-34.7	174	.000	1.41	.607	H1 proof
	Specific job descriptions	-17.6	174	.000	1.83	.880	H1 proof
	Feedback on the results of job operations	-15.8	174	.000	2.99	.884	H1 proof
	Supervise staff operations	-.171	174	.864	1.90	.923	H1 reject
social needs dimensions	Clarity of the rules and regulations of the organization	8.32	174	.000	3.42	.663	H1 proof
	Change in the organization of the organization	-30.4	174	.000	1.37	.707	H1 proof
	Job stability and non-relocation in jobs	-38.8	174	.000	1.30	.580	H1 proof
	Appropriate and clear organizational hierarchy	2.781	174	.006	3.18	.843	H1 proof
Need to grow	Control and supervision of superior officials	-25.4	174	.000	1.35	.634	H1 proof
	Actual performance appraisal by superiors	-33.6	174	.000	1.55	.756	H1 proof
	Timely notification of performance after each activity	-17.87	174	.000	1.34	.650	H1 proof

Findings from the test of individual factors affecting job motivation showed that:

In terms of ability, all factors can be considered as factors affecting job motivation of employees. In terms of value and attitude, all items with the exception of "employee operations monitoring" can be considered as factors affecting employee job motivation. In terms of social needs, all items are statistically significant and therefore can be considered as factors affecting job motivation of employees.

The findings of the one-sample t-test on the dimension of growth needs indicate that in this dimension, all items are statistically significant and therefore can be considered as factors affecting job motivation of employees.

Habibi (1997) also found in his research that personal factors and characteristics have a significant relationship with job motivation and job performance.

In order to evaluate the job motivation of school counselors by gender, first the job motivation was obtained using t-test and it was found that 102 people (58.28% out of 100%) expressed their job motivation at a very high level. Have had. Of these, 54 were male (54.94% of 100%) and 48 were female (47.05% of 100%). Since the statistical value of chi-square is not statistically significant, so the difference between the two groups is not statistically significant.

Step One: Measuring Job Motivation:

Table 4. Job motivation of school counselors by gender

Gender	Job motivation				Total
	Too Much	Much	Medium	Low	
Male	54	24	12	7	97
Female	48	20	3	7	78
total	102	44	15	14	175
T2 amount	4.10				

Findings show that 102 subjects (58.28% out of 100%) expressed their job motivation at a very high level. Of these, 54 were male (54.94% of 100%) and 48 were female (47.05% of 100%). Since the statistical value of chi-square is not statistically significant, so the difference between the two groups is not statistically significant.

Step 2: Significant study of job difference between men and women:

To measure the presence or absence of significant differences in job motivation between the two groups, we use the independent t-test. The results of this test are as follows

Table 5. The results of independent t-test on the study of job motivation differences between women and men counselors

Leuven test to check homogeneity of variances		Independent t-test to compare two groups				Mean of two groups	
F	P	t	df	P	Mean difference	Men	Women
0.699	0.4.04	-1.25	173	0.211	-0.175	3.30	3.47

The calculated t value is less than the critical t. accordingly; there is no significant difference between men and women counselors in terms of job motivation. Findings show that at 95% confidence level there is no significant difference between the two groups in terms of job motivation. Since the significance level is more than 0.05 and the value of t obtained at the 95% confidence level is less than 2. Therefore, the assumption of differences between the two groups in terms of job motivation is rejected. However, the results of Chi-square test showed that the frequency and percentage of job motivation are higher for men than women. But both chi-square and t-test results are not statistically significant.

Step 3: Assessing the level of job motivation in terms of components of job motivation:

To measure the significant difference between the components of job motivation between women and men counselors, we use the independent t-test as follows.

Table 6. Job motivation in terms of components of job motivation

Job Motivation Components	Leuven test to check homogeneity of variances		Independent t-test to compare the two groups				Mean of two groups	
	F	P	T	df	P	Mean difference	Mean	women
Job Insights	0.005	0.942	-0.012	173	0.990	-0.073	3.67	3.74
Occupational identity	2.132	0.146	-0.862	173	0.390	-0.207	2.69	2.90
Job flexibility	1.288	0.258	-1.490	173	0.138	-0.001	3.27	3.27

The calculated T value for all dimensions of job motivation is less than the critical T. Accordingly; there is no significant difference between men and women in terms of job motivation dimensions. Findings show that at 95% confidence level there is no significant difference between the two groups in terms of three components of job motivation. Since the significance level is more than 0.05 and the value of t obtained at the 95% confidence level is less than 2. Therefore, the assumption of differences between the two groups in terms of job motivation is rejected.

Also, to measure the presence or absence of significant differences in job motivation between the two groups, independent t-test was used and it was found that although the results of t-test showed that the frequency and percentage of job motivation for men is higher than women. ; But both chi-square and t-test results are not statistically significant. Therefore, there was no significant difference between men and women in terms of job motivation.

Then, in order to accurately measure job motivation between men and women, the main

dimensions of job motivation were tested and it was observed that there is no significant difference between women and men in terms of job motivation dimensions.

Motivational factors were also tested by gender and it was observed that there is a significant difference between men and women in terms of individual and welfare factors affecting job motivation. Findings showed that at 95% confidence level there is no significant difference between the two groups in terms of physical and psychological factors affecting job motivation. Therefore, the hypothesis of differences between psychological and physical factors affecting job motivation between men and women was not confirmed.

Table 7. The results of independent t-test regarding the factors affecting the job motivation of men and women school counselors

Job Motivation Components	Leuven test to check the homogeneity of variances		Independent t-test to compare two groups				average of two groups	
	F	p	t	df	p	Mean difference	Men	Women
Physical Factors	1.328	.25	.55	173	.58	.070	3.08	3.01
Welfare Factors	1.026	.31	-1.97	173	.04	-.30	2.46	2.77
Psychological Factors	.762	.38	.70	173	.48	.087	3.06	2.97
Individual Factors	1.674	.30	2.19	173	.02	.088	3.59	3.50

The amount of T calculated for welfare and individual factors affecting job motivation is higher than critical T. Accordingly; there is a significant difference between men and women in terms of personal and welfare factors affecting job motivation. Findings show that at the 95% confidence level, there is no significant difference between the two groups in terms of physical and psychological factors affecting job motivation. Since the significance level is more than 0.05 and the value of t obtained at the 95% confidence level is less than 2. Therefore, the assumption that there is a difference between psychological and physical factors affecting job motivation between the two groups of men and women school counselors is rejected.

To explain job motivation, predictors of age, work experience, education level, gender and marital status were used and multiple regression tests were performed. The results showed that the two variables of age and work experience predict the changes in job motivation and the age variable inversely and the work experience variable directly predicts job motivation.

Table 8. Regression coefficients and prediction of variables affecting job motivation

regression model		Non-standardized coefficients		Standardized regression coefficients	t	P	Independence error check statistics	
		B	SE	Beta			Tolerance	VIF
Model 1	Constant	2.240	.207	-.071	10.79	.000	-	1.20
	Age	-.051	.058	.074	-3.87	.028	.82	1.22
	Level of Education	.060	.064	.281	.925	.356	.83	1.01
	work experience	.48	.063	.088	3.820	.000	.98	1.25
	marital status	-.067	.066	.102	1.67		.84	1.28
	Gender	.073	.082	-.071	1.77	.067	.86	1.20

The value of Watson camera statistics should be between 1.5 and 2.5 (Momeni, 2008). The value of the Watson (DW) camera is 2.28, and since this value is between 1.5 and 2.5, then the assumption of no correlation between errors (error independence) is not rejected and regression can be used. The value of multiple correlation coefficients for the model is 0.30. The coefficient of determination is used to explain the rate of change of the criterion variable. The value of the coefficient of determination for the model is 0.09, which means that for each unit of change in

the predictive variables (independent variables), the criterion variable (job motivation) is explained as 0.09. Accordingly, the predictability of motivation variable by predictor variables by significant variables of age and work experience is 0.09.

Another condition for using the regression model is that the model is linear. Therefore, regression analysis of variance (F-statistic) was used to investigate the certainty of the existence of a linear relationship between variables. Since the significance level is less than 0.05 (sig = 0.001), the linearity assumption of the model is confirmed.

In the second output and in column B, the regression coefficient and the constant value are presented, respectively, and therefore the regression equation is as follows:

$$(0.058 * \text{age}) + (0.281 * \text{work experience}) + 2.24 = \text{job motivation}$$

The importance of job motivation factors (both internal and external factors) in the eyes of Tabriz school counselors has a high role and importance. All sections of the education system, including school counselors, have cited external factors to increase their activity and efficiency. A similar study was conducted. But the school counselors of Tabriz had mentioned the internal factors (psychological factor) as more important.

CONCLUSION

The results of this study are not in line with the results of Herzberg's research, because he believes that health (external) factors are necessary in their presence and their absence causes problems, but does not motivate people to work, but motivational (internal) factors cause motivation. Success and advancement in work and feeling of job satisfaction are examples of these factors. According to the researcher, the difference in the relative importance of factors in creating job motivation for counselors and other jobs can be considered due to differences in the economic, social and cultural conditions of societies and the time situation that requires additional studies.

The factor of salary among internal and external factors has been introduced as the most important factor in creating job motivation that is consistent with the results of others. They were satisfied with the number of salaries and benefits paid. However, while school counselors in Tabriz have stated that low salaries and incomes are one of the most important factors that reduce the job satisfaction and motivation of counselors.

Remuneration can be seen as a strong incentive, but if remuneration is not measured fairly under a job classification scheme, remuneration policy can become a source of persistent dissatisfaction. However, the reason for choosing the salary factor by consultants, as the most important motivating factor, due to economic problems and their expectations in comparison with other jobs in society and lack of welfare facilities can be considered. According to the researcher, at present, the effect of salary on the quality of work of school staff and their job satisfaction cannot be ignored.

With age, the importance of job motivation has decreased. A study of volunteers in teacher training schools has shown that job motivation and age are directly related.

According to the findings of the present study, officials should pay more attention to the importance of effective factors in creating job motivation of school counselors. Appreciating the consulting profession, creating diversity in the job, appreciating consultants on different occasions and proper communication with consultants, make the consulting job more productive and provide opportunities for better performance. In this regard, attention to solving economic,

employment and other problems. The conditions of the work environment and the creation of diversity in the job and their timely appreciation provide them with inner motivation and prevent stagnation in their education and research and their professional duties in general.

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