



# A Qualitative Study of teachers Motivation in District 2 of Rasht

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**Abstract:** *The purpose of this study was to qualitatively study the motivation of teachers in Rasht District 2. This research is a field study. An interview was conducted to identify and rank the factors influencing the motivation of the teachers in the district 2 of Rasht. The population consisted of university professors and school teachers in the district 2 of Rasht. Sampling Method In the present study in the first stage for school selection was purposeful sampling method and simple random sampling was used to select teachers. In the second stage, for the selection of professors, snowball sampling was used. The data collection tool was interview. Finally, the data obtained from semi-structured interviews were analyzed using thematic analysis and MAXQDA12 software. The results of the analysis showed that the highest and lowest averages calculated according to experts' opinion are related to leadership and facilities and amenities, respectively. The highest scores on these themes were related to group factors, organizational support, the nature of work, and leadership, respectively.*

**Keywords:** *Motivation, Personality Factors, Personal Factors, Organizational Factors, Leadership Factors.*

## INTRODUCTION

Today, education is considered as one of the most productive organizations and one of the fundamental pillars of educational, cultural, economic and social development of any society (Ebrahimi et al., 2016; Ebrahimi et al., 2017). It is imperative that any community that is considering development should put its education at the forefront of its programs. Teachers as the most important element of the education system play an important role in the development of students, who are the future leaders of society and his motivation to work can have a major impact on achieving the goals of the education system (Zhao, 2019). Teachers can play a key role in the development of schools and ultimately the development of communities (Goller, 2019). The outcomes of employees who have a job motivation and those who have no motivation to continue their work have always been discussed by experts (Lee, 2017). Motivation is a generic term that sometimes refers to people's needs, desires, or inner strengths (Richter, 2019). The motivation of man, whether conscious or unconscious, is due to his needs (Janke, 2019). Motivation is one of the important concepts in human resource development in many organizations (Abós, 2018). Usually, motivation for an employee is a specialty and increases his performance. Motivation is one of the main factors influencing human behavior (McLean, 2019). Motivation affects not only cognitive factors such as learning but also the overall performance of the individual in the organization (Zhang, 2019). Motivation is the tendency to apply high levels of effort to achieve organizational goals that continue with the effort and ability to meet one's needs (Liou, 2019). In a

study, Lai (2017) used the theory of self-determination and the theory of MOA (motivation-opportunity and ability) to examine the role of motivation, ability, and opportunity among university lecturers. His findings showed that intrinsic and extrinsic motivations are the main predictors of teachers' continuous use intention of the flipped teaching method (Lai, 2018). This teaching method is a new form of in-person classroom. In these classrooms, activities that are traditionally done in the classroom, such as teaching basic content, each lesson is done at home by students. In this way, the instructor provides students with pre-prepared slides, videos, and other lesson content before the class, until they are familiar with the content of the new lesson before class and learn it from the resources provided. In other words, flipping learning is to change the classroom from the classroom to the individual learning space and to provide extracurricular content. The acquisition of new information and home-schooling and homework assignments takes place at university (Sanaghou, 2016). MOA theory acknowledges that the occurrence of specific behaviors is primarily influenced by individual characteristics (motivation or ability) and the external environment (opportunity). In this theory, motivation reflects behaviors derived from one's beliefs and values and the ability refers to behavioral decisions that are limited by available resources and knowledge and opportunity refers to behaviors that are limited to the external environment (Lai, 2018). Rothschild (1999) states that although one's behavior is determined by motivation, the environment can facilitate behavior and create opportunity. Conversely, ability refers to behavioral skills or knowledge. According to the MOA theory framework, motivation directly influences the occurrence of one's behaviors and the ability and opportunity has a mediating effect on behaviors. Self-determination theory (SDT) is also used more in discussions of motivational behavior. Intrinsic and extrinsic motivation is the primary force responsible for encouraging one's creativity and willingness to engage in specific activities that lead to different behaviors and outcomes. Studying one's motivational behaviors can help to explain and predict behaviors. The more motivated a teacher, the more effective can be the classroom (Lee, 2017). In his studies, Poursammed (2016) showed that teachers of three divisions of Dehdasht, male and female, were mostly interested in teaching profession and stated that the most important factor is due their love of teaching and their most dissatisfied was their low social status and lack of proper evaluation. They also said that salary was a lower factor as a cause of dissatisfaction. Also, there is no difference between teachers of different levels of education in terms of motivation to teacher job. He also indicated that there was no difference between male and female teachers in terms of their motivation for teaching. The effort to provide factors affecting employee motivation in organizations especially schools that have high-work hard teachers, has an effective role to improve their performance (Yuan, 2017). From an organizational point of view, motivation is an internal force that can shape movements and pursue organizational goals (Heatly, 2019). Motivation is one of the variables that influence the success or failure of an organization and can be wasted if ignored. Studies show that 20 percent effort and 80 percent employee motivation are key factors to success in any organization (Whitaker, 2018). According to studies, some of the factors that can be considered as causes of motivation are: inequality in increasing salaries, inequality in promotion, lack of job skills, inadequate management style, job dissatisfaction, insecurity occupation, disrespect for staff and privacy and lack of staff in their specialties (Lai, 2018).

As schools become more responsive and more sophisticated, teachers and school administrators are expected to carry out their activities on a much broader level than ever before. As it has been observed that the enthusiasm and motivation that already existed among the teachers of Rasht have diminished, and sometimes teachers were not able to plan properly or discriminate among students and some other problems that can be seen, the need for this research was felt. Therefore, in this study we intend to answer the question: what are the reasons for the decrease of teachers' job motivation?

## **Theoretical Framework**

Using a conceptual model can explain the interrelationships between variables. The formulation of such a conceptual framework helps us to examine and test specific relationships to improve our understanding of the situation dynamics.

Lai (2017) used the theory of self-determination and the theory of MOA (motivation-opportunity and ability) to examine the role of motivation, ability, and opportunity among university lecturers. The results of his findings showed that intrinsic and extrinsic motivation is the main predictors of teachers' continuous use intention of the flipped teaching method. In the present study, various factors influence cultural motivation. So, the following questions can be asked:

## **Research questions**

1. What are the factors that influence the motivation of the education workers in Rasht District 2?
2. What is the ranking of the factors influencing the education workers in Rasht District 2?

## **Factors Influencing Motivation**

The manifestation of education is the training of dedicated, expert and skilled forces. Human resource study shows that advanced communities have the highest quantitative and qualitative efficiency. They spend a large portion of their budget and income each year for training (Whitaker, 2018). Experience and research suggest that countries that seek to achieve higher levels of growth have achieved this goal through education and change in the education system (Zhang, 2019).

Community leaders, especially education officials and managers, must believe that the best plan for reforming and rebuilding education will fail if the teacher is not sufficient and experienced. The problem of teacher education is a fundamental issue in every respect, and its solution takes precedence over other issues. Therefore, the motivation of teachers is very important (Eren, 2019).

Despite the constructive role of teachers in reforming the education system, lack of attention to their basic needs and lack of proper and acceptable criteria in recruiting and employing them have led many people to choose teachers professionally without any prior interest or motivation. Unfortunately, our educational system has not been able to provide a favorable environment for their motivation to grow and develop. The consequence of this is the enormous moral, social, cultural, economic, and political problems that plague society and in turn impede the country's growth and development. So, recognizing the factors that increase teachers' motivation and interest can be a step in removing potential barriers and taking effective measures to attract efficient staff to this field. Above all, finding effective benchmarks to increase teacher motivation and utilization will help managers maintain and consolidate committed, efficient, and tracked forces. Researchers believe that coaching is the primary motivation for teachers to experiment and teach that ultimately results in social support and meeting their personal needs. On the other hand, job evaluation, appropriate salaries, job security, providing areas of improvement, teachers' abilities, job independence and the importance of personal differences in personal and social needs are among the factors that contribute to greater desire and interest in education and coaching and it will lead to more job satisfaction and productive work (Tracy, 2017). Teachers' sense of self-efficacy is one of the main motivational beliefs influencing teachers' professional behaviors. Research has shown that teachers' early motivation to teach increases their job engagement and inspires their professional development (Collie, 2017).

Researchers evaluate teachers' motivation in both internal (student point of view) and external (external factors such as physical working conditions, good management practices, etc.). They believe that even if internal factors are to the satisfaction of teachers but external factors are not desirable, teachers lose motivation to teach well. With reference to the Maslow model, it addresses the basic needs of teachers, such as salaries, job security, self-esteem, and so on and they consider these factors to be effective in motivating (Fontán, 2019).

Given that motivating and directing work is one of the constructive tools in the proper use of human resources and identifying the motivations of individuals in any organization is effective in controlling, predicting and directing their behavior, so a number of ways to increase motivation for education and more interest in work are expressed from the teachers' point of view (Eren, 2019).

The seven important factors in increasing teacher motivation are:

- Evaluate how it works and consider its results
- Creating areas of career success and career growth
- Physical working environment
- A sense of job responsibility
- Job security
- Optimal management and supervision practices
- Formulating goals for teaching

### **Reverse theory**

In 1976, Michel Eppler proposed reverse theory. Findings of a reverse theory with an analysis of everyday experiences show that a normal person will have different personalities at different times. That is, he experiences the world and its action in different ways at different times. These different types of personality are motivational styles that are each based on a basic motivation or training such as development, control, or freedom (Lai, 2018). According to reverse theory, we may see the same activities in different ways at different times. The activity may be constant, but because your motivation changes, your response to that activity may change as well. Reverse theory is based on the belief that we use a dual perception to change our experiences. This theory focuses on personal experience. Inverse theory holds that man is naturally in instability. Staying in a state may be harmful to the person. Reverse theory recognizes the duality and paradox of human behavior and it suggests that people are aroused into seriousness and pursue their goals. At the same time, it is also possible that people may be inclined to humor, risk-taking and emotion-seeking. People are also motivated on the one hand to conform, on the other, to challenge. Each of these situations is the way we view the world. We may see the same activity in different ways at different times. The activity may be constant, but as our motivation changes, our response to that activity also changes (Horowitz, 2018).

### **Research Background**

Soltani (2018) studies and identifies the effect of effective motivational factors in decreasing job satisfaction of Mobarakeh Steel Company employees. In order to prepare a proper questionnaire, 79 employees (10 managers and responsible, 17 experts and 52 operators) were interviewed in person. Then, the content validity and reliability of the questionnaire were determined. The research showed that in most of the components (individual - motivational, managerial, occupational and financial) the agreement level of the employees is above %90.

Lai (2018) examines the role of motivation, ability and opportunity on the intention of university teachers to continually use reverse education. To test the research model, a questionnaire was distributed among 169 university lecturers. The results showed that intrinsic and extrinsic motivation is important predictors of teachers' continued intention to use reversed teaching.

Abos (2018) examines teachers' motivation for interpersonal psychic performance and style with respect to the person-centered approach. The present study shows how teachers' motivation is related to burnout and participation, training style and job satisfaction. 584 secondary school teachers completed the questionnaires. Results showed that highly motivated teachers showed the most favorable performance pattern, whereas, highly motivated teachers showed the opposite pattern. However the risk of burnout was higher among them, teachers with a highly controlled motivation were more involved in their work.

## Research Method

The purpose of this study was to determine the qualitative study of motivation of the education teachers in the district 2 of Rasht. This study has been conducted using content analysis theory. The population of this study included experts with high academic backgrounds and professors. The sampling method in the present study was purposive sampling in the first stage. Five schools were selected. They were then randomly selected from each teacher's school. In the second stage, the professors were selected by snowball method. The instrument of the present study was semi-structured interview. The data obtained from semi-structured interviews were analyzed using thematic analysis and MAXQDA12 software. After the theme analysis process, 30 sub themes were extracted from the concepts extracted from the interviews. Themes included personality factors (resilience, commitment, tenacity, self-esteem), individual factors (expertise, intellectual growth, job satisfaction, responsibility, work conscience and emotional intelligence), organizational factors (job security, social status, and dignity, rights and benefits, organizational justice), group factors (mutual respect, relationships with colleagues, trust and attraction of parent support, teacher participation), facilities and amenities (educational space, recreational and sports space, cultural space), Organizational support factors (organizational policies, organizational culture, incentive and punishment system), factors of work nature (welcoming challenging activities, interesting and attractive jobs, significant Jobs) and leadership factors (transformational leadership and spiritual leadership).

All topics extracted from the interviews are presented as follows:

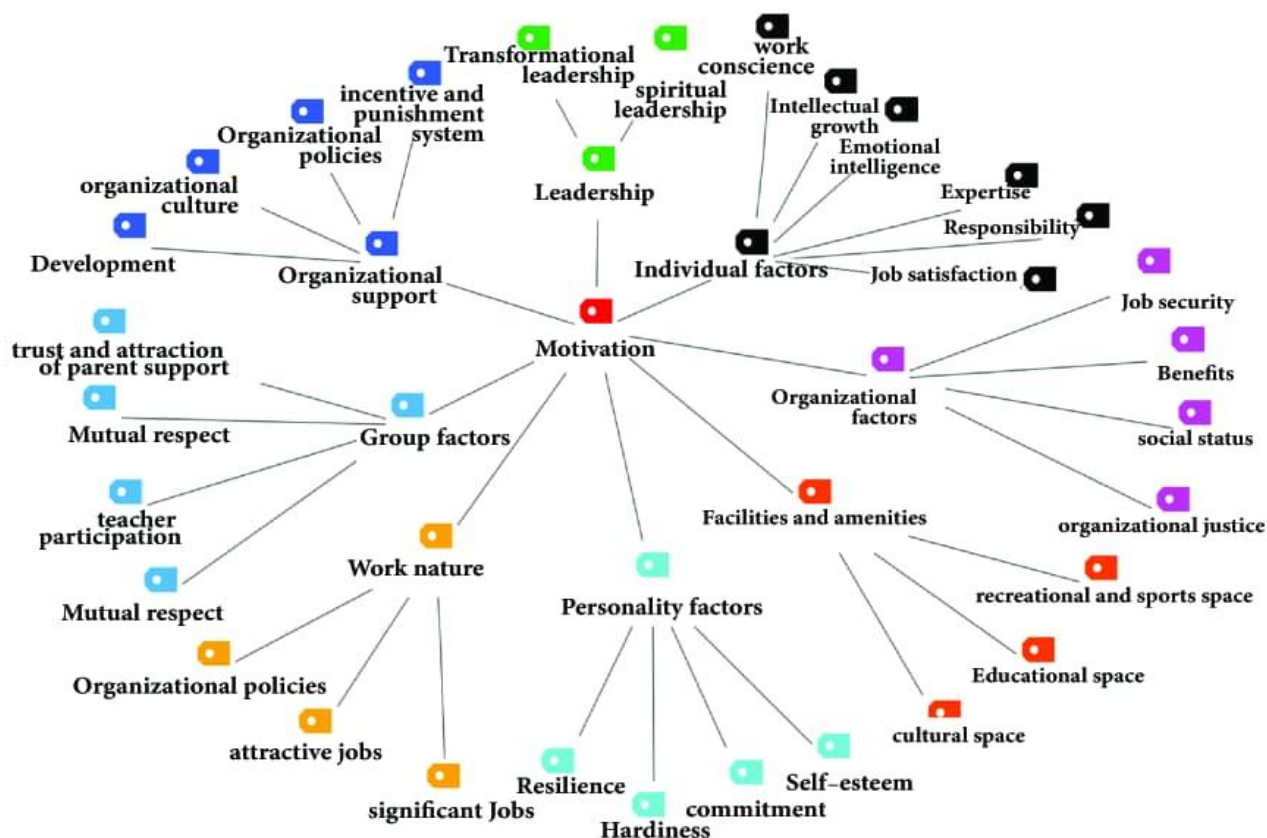


Figure 1. Qualitative model of the present study

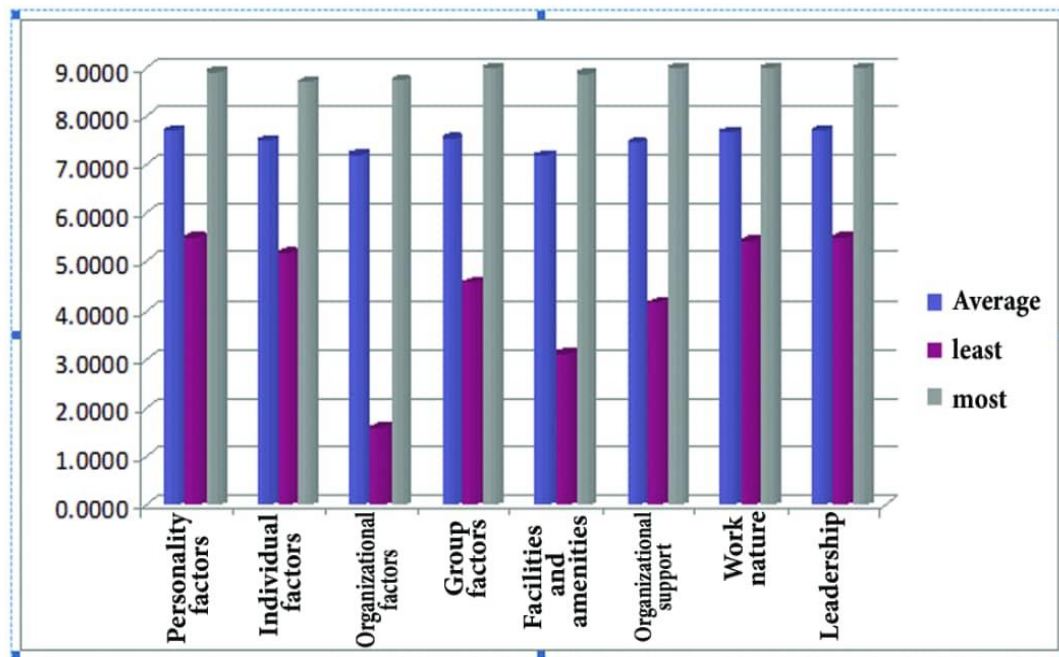
## Ranking the factors influencing motivation

Given that the second purpose of the present study is to evaluate and rank the factors influencing the motivation of the education teachers in the district 2 of Rasht, this is done in two steps. The first step is

trying to explain the level of these themes from the perspective of experts using descriptive statistics. In the second step, the statistical significance of factors will be evaluated and evaluated using statistical test.

**Table 1.** Describe the main themes based on the expert opinion

	Average	Standard deviation	Variance	Lowest	Highest
Personality factors	7.706	0.897	0.805	5.5	8.917
Individual factors	7.515	0.877	0.769	5.176	8.706
Organizational factors	7.229	1.293	1.673	1.583	8.75
Group factors	7.539	1.096	1.202	4.583	9
Facilities and amenities	7.194	1.348	1.818	3.111	8.889
Organizational support	7.449	.925	0.855	4.167	9
work nature	7.682	0.964	0.929	5.444	9
Leadership	7.713	0.996	0.991	5.5	9



**Diagram 1.** Describe the main themes based on the expert view

According to the above table and chart, it can be concluded that the highest and lowest averages calculated according to the experts' opinion are related to leadership, facilities and amenities, respectively. Also, the most points that these themes receive are related to group factors, organizational support, nature of work, and leadership, respectively.

**Table 2.** Prioritize all sub themes based on the Friedman test

Variable	Average rating	Priority
Self-esteem	21	1
Mutual respect	20.306	2
Ethical Leadership	20.167	3

Interesting and attractive job	19.722	4
Meaningful Jobs	19.111	5
Resilience	19.056	6
Specialized teachers	18.417	7
Work conscience	18.278	8
Relationship with colleagues	17.847	9
commitment	17.819	10
Emotional Intelligence	17.808	11
system of encouragement and punishment	16.597	12
salary and benefits	15.972	13
Organizational Culture	15.778	14
Promotion	15.139	15
Social status and dignity	15.056	16
Transformational Leadership	14.431	17
Involvement of teachers	14.361	18
Educational environment	13.972	19
Job security	13.444	20
Teacher Responsibility	13.153	21
welcoming challenging activities	12.514	22
Organizational Policies	12.292	23
Intellectual growth	12.167	24
cultural atmosphere	12.167	
Job Satisfaction	12.111	25
Recreational and sports space	12.083	26
Hardiness	11.653	27
Organizational Justice	11.403	28
trust and attracting the support of the parents	11.278	29
Number	36	
Chi-square	135.707	
Degrees of freedom	29	
Sig level	0.000	

Since the level of significance obtained is less than 0.05, the prioritization was based on the mean difference of the variables. The priority of each is shown in the table above.

## Results

Question 1: What are the factors affecting the motivation of the education teachers in the district 2 of Rasht? Based on the interviews, 8 sub-themes were extracted from 30 sub-themes, which shows that the highest and lowest averages calculated according to the experts are related to leadership and facilities and facilities,

respectively. Also, the most points they receive are related to group factors, organizational support, the nature of work, and leadership, respectively.

Question 2: What is the ranking of the factors that influence the motivation of the education teachers in the district 2 of Rasht?

Based on the score given by the experts to the main themes, the analysis of the findings shows that among the sub-themes related to personality factors, the highest and the lowest mean is related to self-esteem and tenacity, respectively. This is in line with research by Soltani (2018), Derakhshandeh (2016) and Lai (2018).

Based on the score given by the experts to the themes, the analysis of the findings shows that among the sub-themes related to individual factors, the highest and the lowest mean is related to work conscience and job satisfaction, respectively. This is in line with research by Hosseini Nasab Gelroubari (2018), Danaeifar (2016) and Lai (2018).

Based on the score given by the experts to the themes, the analysis of the findings shows that among the sub-themes related to organizational factors, the highest and the lowest mean is related to social status, and dignity and organizational justice, respectively. This is in line with research by Nematian (2017), Soltani (2018) and Abos (2018).

Based on the score given by the experts to the themes, the analysis of the findings shows that among the sub-themes related to group factors, the highest and the lowest mean is related to mutual respect and trust and attraction of parent support, respectively. This is in line with research by Mohebbi (2016), Derakhshandeh (2016) and Durksen (2017).

Based on the score given by the experts to the themes, the analysis of the findings shows that among the sub-themes related to facilities and amenities, the highest and the lowest mean is related to educational space and recreational and sports space, respectively. This is in line with research by Soltani (2018), Nematian (2017) and Gorozidis (2014).

Based on the score given by the experts to the themes, the analysis of the findings shows that among the sub-themes related to organizational support, the highest and the lowest mean is related to incentive and punishment system and organizational policies, respectively. This is in line with research by Soltani (2018), Derakhshandeh (2016) and Lai (2018).

Based on the score given by the experts to the themes, the analysis of the findings shows that among the sub-themes related to work nature, the highest and the lowest mean is related to significant Jobs and welcoming challenging activities, respectively. This is in line with research by Mohebbi (2016), Derakhshandeh (2016) and Durksen (2017).

Based on the score given by the experts to the themes, the analysis of the findings shows that among the sub-themes related to leadership, the highest and the lowest mean is related to spiritual leadership and transformational leadership, respectively. This is in line with research by Hosseini Nasab Gelroubari (2018), Danaeifar (2016) and Yeol Son (2011).

According to the prioritization of personality factors sub-themes by Friedman test, the significance level is less than 0.05. Therefore, the prioritization based on the mean difference of the variables was confirmed. This is in line with research by Danaeifar (2016), Soltani (2018) and Blaskora (2014).

According to the prioritization of individual factors sub-themes by Friedman test, the significance level is less than 0.05. Therefore, the prioritization based on the mean difference of the variables was confirmed. This is in line with research by Hosseini Nasab Gelroubari (2018), Danaeifar (2016) and Yeol Son (2014).

According to the prioritization of organizational factors sub-themes by Friedman test, the significance level is more than 0.05. Therefore, the prioritization based on the mean difference of the variables is not confirmed. This contrasts with research by Soltani (2018), Derakhshandeh (2016) and Lai (2018).

According to the prioritization of group factors sub-themes by Friedman test, the significance level is less than 0.05. Therefore, the prioritization based on the mean difference of the variables was confirmed. This is in line with research by Soltani (2018), Derakhshandeh (2016) and Lai (2018).



According to the prioritization of facilities and amenities sub-themes by Friedman test, the significance level is more than 0.05. Therefore, the prioritization based on the mean difference of the variables is not confirmed. This contrasts with research by Nematiyan (2017) and Blaskora (2014).

According to the prioritization of organizational support sub-themes by Friedman test, the significance level is less than 0.05. Therefore, the prioritization based on the mean difference of the variables was confirmed. This is in line with research by Hosseini Nasab Gelroubari (2018), Danaeifar (2016) and Yeol Son (2014).

According to the prioritization of work nature sub-themes by Friedman test, the significance level is less than 0.05. Therefore, the prioritization based on the mean difference of the variables was confirmed. This is in line with research by Mohebbi (2016), Derakhshandeh (2016) and Durksen (2017).

According to the prioritization of leadership sub-themes by Friedman test, the significance level is less than 0.05. Therefore, the prioritization based on the mean difference of the variables was confirmed. This is in line with research by Soltani (2018), Nematiyan (2017), Abos (2018) and Lai (2018).

Overall, prioritizing of sub-themes based on the Friedman test shows that the highest and lowest averages calculated according to the experts are related to leadership, facilities and amenities, respectively. Also, the most points they receive are related to group factors, organizational support, the nature of work, and leadership, respectively.

### **Recommendations**

1. In terms of personality factors, it is recommended that classes be organized to build human relationships and pay attention to the individual differences of teachers and how to motivate them, as well as in-service training for principals on leadership styles.
2. In terms of individual factors, it is recommended that school principals should be optimistic and enthusiastic about encouraging the use of transformational leadership style and increasing teachers' motivation about the future and what needs to be done.
3. In terms of organizational factors, it is recommended that principals feel satisfied and encouraged when teachers reach their goals and objectives. They need to help their teachers develop their abilities. They must emphasize the importance of a sense of teamwork about the mission of the organization.
4. In terms of group factors, it is recommended that mutual trust between parents and educators be established as well as appropriate communication between teachers and school administrators.
5. In terms of facilities and amenities, it is recommended that, given the low facilities and amenities, forms of non-salaried support, in addition to salaries and cash payments, may increase teachers' incentives. (Such as in-service training to support teachers in their duties, teacher guidance system, other non-cash incentives such as food, extra housing, improved working conditions).
6. In terms of organizational support factors, it is suggested that managers use political behaviors (such as exercising power or influence, authority, etc.) optimally.
7. In terms of work nature, it is suggested that managers support teachers who are interested in implementing innovative and creative research projects. Welcome teachers to challenging activities (innovative activities and ideas).
8. In terms of leadership factors, it is suggested that principals do the school visioning with the participation of teachers. And welcome teachers who have clear ideas and concepts for school activities. The existence of decent and encouraging leadership can enhance the motivation of teachers. It is also suggested that managers establish a relationship of trust and honesty with teachers.

### **Limitations and Suggestions for Future Researchers**

One of the limitations of the present study was that the statistical population of the study was selected exclusively from female teachers and the interviews were conducted solely with female teachers. It is

therefore suggested that future research on male teachers or a combination of male and female teachers be interviewed. The present study was a qualitative study of the motivation of the education teachers in the district 2 of Rasht, so we could select teachers of all levels (elementary, first and secondary high school) as the statistical population. But in this study, only elementary teachers were interviewed. Therefore, it is recommended that future research be conducted on teachers of all educational backgrounds in the district 2 of Rasht. Also cultural factors could individually influence teacher motivation. It is therefore suggested that future research will also measure cultural factors in terms of teacher motivation. According to the experts, it was better to initially separate the factors into physical and environmental categories. So, it is suggested that in future research, the factors will initially be divided into physical and environmental categories and then, consider the components for them and use them in the interview.

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