Family and
health

Investigating the role of teachers' job motivation in the emergence of a healthy family structure: A qualitative study

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Abstract

Introduction: One of the main sources of intrinsic motivation is having positive and constructive relationships with colleagues, parents, students and finally a healthy family structure in terms of students' academic achievement, which on the one hand motivates students and on the other hand motivates teachers. The aim of this study was to investigate the role of teachers' job motivation in the emergence of a healthy family structure in primary school in Tehran.

Methods: This research was conducted qualitatively with a systematic data theory approach based on the Strauss and Corbin model. The statistical population included primary school teachers in Tehran in 1398. By targeted snowball sampling method, 30 people were selected as the sample until saturation. Semi-structured interviews were used to collect data. Data were analyzed through open, axial, and selective coding based on the data theory of the Strauss and Corbin systematic foundation using MAXQDA software.

Results: A total of 19 categories and 116 concepts were identified and extracted. In this study, the category of "job motivation" was selected as the central category. In this study, five categories related to causal factors including: "social interactions", "work environment", "work equipment", "incentive system" and "workplace ethical behavior" as causal conditions, as well as contextual factors such as "conditions "Family", "Working Conditions", "Welfare Conditions", "Teaching and Research", "Economic Conditions" and "Organizational Culture", and finally intervening factors such as "Teacher Individual Characteristics", "Learner-Related Factors" and "Ability Students' finances were assessed.

Conclusion: Both intervening categories and causal factors have consequences that some of them are willing and some are unwanted. Interfering factors indirectly affect motivation and can affect behavioral motivation by influencing intervening factors.

Keywords: elementary school, foundation data analysis, job motivation, teachers, family

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Introduction:

In previous decades, only individual (non-working) life was emphasized, while proponents of the healthy quality of life theory sought new systems and programs to help employees balance work and family life with the phenomenon of life. Work and family life have reciprocal and aggravating effects on each other: A person who has many problems in his family and personal life, these problems definitely affect his concentration, motivation to work, productivity and vitality in the work environment and vice versa. Problems arising from working conditions also affect the quality of family life. According to experts, societies need optimal and optimal education for their members in order to continue education, which makes education important among other social systems and plays an important role in strengthening and nurturing family members. With effective and desirable leadership Perform the assigned tasks in line with the general goals of the community and the organization. This is not possible without the help of all members, and in the meantime, teachers, as the most effective people, play a key role in the success or failure of the family in educational goals. Properly fulfilling the role of a teacher requires managers to know how to motivate them and link them to organizational goals. The ability and skill to motivate and motivate employees to participate in achieving organizational goals is one of the most important tools of good management. Managers make it possible to achieve goals by understanding the needs, ideas, expectations and motivations of teachers and providing favorable environmental conditions (2). Education is one of the organizations whose success depends on benefiting from highly sustainable and motivated forces. Teachers and students spend at least a quarter of their daily time at school and their impact is reflected in the family, and effective communication between them improves their sense of each other and school-related events and processes, and this changes the quality of education and to be learned. Teachers are the most effective and important forces in education, and support programs and measures are implemented to maintain and motivate them enough to survive. Teachers 'motivation is one of the important factors affecting the quality of education, students' health and calm family towards their child's education. (3-5). According to Sinderman, motivation has two dimensions; A) Health factors: include the environmental characteristics of the job and its external aspects such as: supervision, salary, interpersonal relationships, working conditions and situations, and b) motivating factors: in fact, factors related to duties, job content and its internal aspects and include aspects such as: Giving importance to progress, responsibility and growth. The second common concept about the definition and concept of motivation is derived from two questions; A) How much are you currently motivated by your job? And b) How motivated do you want your job to be? Thus, the difference between what one currently has and

what one is looking for can be an indicator of motivation. In other words, motivation is an act of coordination between the needs and values of one's profession and the work-enhancing system (11).

Luke defines motivation as a kind of evaluation process and it is a pleasant and positive emotional state that results from a person's job evaluation or work experiences. Robbins assesses motivation as the difference between the rewards a person receives and the number of rewards, he or she thinks he or she should receive. Thus, a person with a high level of motivation has positive feedback about his job, but a person without motivation has negative feedback about his job. Lucier considers motivation to be the feeling of the fulfillment of needs and wants, and believes that a person's judgment of what is happening in the job affects his motivation for the job (12).

Among the new and emerging theories in the field of job motivation is the theory of self-determination, which focuses on different types of motivation in individuals instead of its amount and considers human motivation based on basic psychological needs, autonomy, competence and sense of belonging (13).

In line with the above, the motivation of educational and school staff is one of the themes that reveals the line of thought that governs the culture of our society and the mental health of students in the peace of families in the process of education. Naili considers the basis of motivation in education in the emotional context of educational administrators (14). Herzberg and Alderfer's research suggest that the more motivated educational staff are, the greater the interest, job satisfaction, motivation, attitude of teachers, and academic achievement and the desire of their students to continue their education (15). Research was conducted by Brown and Hoggs (2018) on the subject of principal and teachers' perceptions of internal and external motivation. The results indicate that for teachers, internal motivational factors such as a sense of self-esteem resulting from work, having positive relationships in the workplace, professional growth, participation in decision making, having the materials needed and knowing what is needed are important. The main sources of intrinsic motivation are having positive and constructive relationships with colleagues, parents, students, and finally a healthy family structure in terms of their students' academic achievement, which on the one hand motivates students and on the other hand motivates teachers in particular.

This research was conducted qualitatively with the approach of data foundation theory based on systematic model (Strauss and Corbin). Semi-structured interviews were used to collect data. The statistical population included primary school teachers in Tehran in 1398. Using the snowball technique, 30 people were selected as a sample until saturation was achieved. To analyze the data from open, axial and selective coding based on data theory, the Strauss and Corbin systematic foundation was created with the help of Maxqda software.

Table 1: Categorization of concepts and categories

Row of concepts Row of concepts	Row of concepts Row of concepts	Row of concepts Row of concepts	Row of concepts Row of concepts
Life expectancy	٢	Interaction with the international community	١
Love and passion for work	٤	Learners interact with teachers	٣
Hope for the future	٦	Social organizations in schools	٥
Efficacy	٨	Interaction between colleagues	٧
Self-opening	١٠	Work with family	٩
Pay attention to the family	١٢	Sympathy	١١
Spiritual Intelligence	١٤	Allocation of green space	١٣
Religiosity	١٦	Geographical area of schools	١٥
Self-actualization	١٨	Allocation of a gym	١٧
Power of speech	٢٠	Architecture tailored to schools	١٩
Innovation and creativity	٢٢	Physical facilities available in schools	٢١
Self-control	٢٤	Convenient workspace	٢٣
Perform extracurricular programs with learners	٢٦	Convenient library	٢٥
Student respect for the secretary	٢٨	Applied classrooms	٢٧
Learners' behavior	٣٠	Organization Equality	٢٩
Motivate learners	٣٢	Cooperation	٣١
Learners' quest	٣٤	Constructive competition	٣٣
Learners and graduates' feedback	٣٦	Non-political behavior	٣٥
Employment of learners and graduates	٣٨	Reduce corruption	٣٧
Strengthen the financial capacity of learners	٤٠	Pay attention to the family	٣٩
Love and passion for work	٤٢	Interaction with the international community	٤١

Provide welfare facilities to learners	۲	Relax in the family environment	۱
Nutrition	٤	Appropriate family relationships	۳
Provide amenities	٦	Family fun	٥
Provide travel conditions	۸	Support from family members	۷
Free treatment	۱۰	Organizational rules	۹
Applied lesson plan	۱۲	Organizational support	۱۱
Availability of research facilities	۱٤	Job security	۱۳
Possibility of publishing scientific articles	۱٦	Hierarchy of powers	۱٥
Participation in research activities	۱۸	The perfect platform for personal growth and development	۱۷
knowledge management	۲۰	method of leadership	۱۹
Possibility of applied research	۲۲	Organizational vision and mission	۲۱
The use of teachers in national research	۲٤	Floating and flexible working hours	۲۳
Material benefits	۲٦	Proper scheduling of classes	۲٥
Economic security	۲۸	Facilitate administrative procedures	۲۷
Citizenship behavior	۳۰	Balance between work and family life	۲۹
Job commitment	۳۲	Decentralization	۳۱
Job Satisfaction	۳٤	Free flow of information	۳۳
Organizational Commitment	۳٦	Feedback system	۳٥
Job conflict	۳۸	Prevalence of positive thinking culture	۳۷
Psychological ability	٤۰	Transparency	۳۹
Managerial support	٤۲	Freedom of expression	٤۱
School performance	٤٤	Freedom of action	٤۳
Reduce absenteeism	٤٦	Tolerate differences of taste	٤٥
Reduce teacher turnover	٤۸	Identity and similarity	٤۷
Reputation of schools among teachers	٥۰	Comprehensive communication	٤۹

Reputation of schools among learners	٥٢	Career advancement	٥١
Cheerful work	٥٤	Meritocracy	٥٣
Attention to teachers	٥٦	Appreciation and thanks to the teachers	٥٥
Satisfaction	٥٨	Provide facilities	٥٧
Creating the necessary opportunities for growth	٦٠	reward	٥٩
mental health	٦٢	free time	٦١
talent management	٦٤	Free education opportunity	٦٣
Diversifying the school atmosphere	٦٦	Self Confidence	٦٥
Retirement services	٦٨	Self-esteem	٦٧
Establishment of a psychological and legal counseling office	٧٠	Being social	٦٩
Holding positive thinking courses	٧٢	خودباوری	٧١
Reengineering of school structures and processes	٧٤	انگیزه کاری	٧٣

In this study, a total of 19 categories and 116 concepts were identified and extracted, which is presented in Table 1, the classification of concepts in the main categories.

In this study, the category of "job motivation" has been selected as the central category. As mentioned, the traces of this category can be seen throughout the data and are mentioned in almost all interviews and play a pivotal role. In other words, other categories are grouped around job motivation. Respondents cited concepts such as "citizenship behavior", "job commitment", "job satisfaction", "organizational commitment", "job conflict", "psychological ability to create family health" and "managerial support" in various quotes and narratives. they had.

In this study, five categories of "social interactions", "workplace space", "work equipment", "incentive system" and "workplace ethical behavior" have been considered as causal conditions.

Background conditions

In this study, the categories of "family conditions", "working conditions", "welfare conditions", "teaching and research", "economic conditions" and "organizational culture" have been considered as context conditions.

Interfering conditions

In this study, "individual characteristics of teachers", "factors related to learners" and "students' financial ability" are considered as intervening conditions.

In this study, "creating motivation for job motivation" is known as a strategy to achieve "motivation in the organization." This category includes "Talent Management", "Diversifying the School Climate", "Retirement Services", "Establishing a Psychological and Legal Counseling Office", "Holding Positive Thinking Courses for Families" and "Re-engineering School Structures and Processes".

In this study, the consequences of "job motivation" can be classified as "school reputation", "increasing school efficiency" and "reducing burnout". In this study, the central category is called "job motivation". Because a large part of the interviewees' quotes were about the components they intended to increase their attractiveness and how to develop them, which becomes clear by choosing this title for the central category. In the following, based on the concepts and categories extracted from the previous stages, the job motivation pattern of teachers is described.

Discussion and Conclusion:

In this study, with the aim of investigating the role of teachers' job motivation in the emergence of a healthy family structure, the category of "job motivation" has been selected as a central category. This is because the traces of this category can be seen throughout the data and it is mentioned in almost all interviews and plays a pivotal role. In other words, other categories are grouped around job motivation. Interviewees in different quotes and narratives to concepts such as "citizenship behavior", "job commitment", "job satisfaction", "organizational commitment", "job conflict", "teacher's psychological ability to start a healthy family" and "managerial support" Many believe that one of the most important factors that can increase productivity in an organization is to pay attention to motivation and inject it into employees. Concerns about teacher motivation forced the researcher to create a model that can be used to explain the effective elements in motivating school teachers and examining the role of teachers' job motivation in creating a healthy family structure. The model presented in this research consists of different parts, but before introducing other parts of the model, it is necessary to introduce the variable that has been selected as the pivotal and key element.

If an organization can create a vibrant environment for its employees, the organization itself can reap the benefits of this increased productivity and be more successful and effective. Baker believes that teachers 'motivation motivates students and in this way calms parents towards their children's correct purposefulness and improves their performance. In fact, teachers' motivation is the starting point of a process that increases the quality of their teaching and ultimately Motivation and positive performance of students and their mental health in the emergence of a healthy family structure; Also, in the research of Herzberg and Alderfer (1959), teachers 'motivation was considered as an introduction to students' motivation and in fact a clear way for students to continue their education. In this regard, it can be argued that according to Brown and Hoggs (2018) research, one of the main sources of intrinsic motivation is having positive and constructive relationships with colleagues, parents, students and finally a healthy family structure in terms of

students' academic achievement. On the one hand, it motivates students and on the other hand, it motivates teachers in particular. In another argument, according to Sinderman (2015) research, it can be stated that the second factor in motivating employees and teachers is motivational factors such as giving importance to progress, responsibility and growth, which is one of the main motivational factors. Luke also stated that motivation creates a positive emotional state in teachers and in this regard in students, which in turn is an important factor for positive communication.

Causal conditions are events, happenings and events that lead to the occurrence or expansion of the phenomenon in question or events that are chronologically ahead of the phenomenon in question. In my proposed model, five categories of "social relations", "workplace space", "work equipment", "incentive system" and "workplace ethical behavior" are considered as causal conditions. Social relations were introduced by promoting informal relationships at school, interacting with the international community, interacting with students, social organizations at school, interacting with colleagues, collaborating with other organizations, and finally empathizing. One of the studies that originated after the causal situation is the study of Koga and Bryant (2017), which considered the main focus on job security and personal development, and these two categories can be the main motivation because the discussion of job security with Income and job security are intertwined, which is crucial in any job.

"Workplace space" consists of the concepts of "allocation of suitable green space for school", "geographical area of school", "allocation of gymnasium in schools" and "architecture appropriate to school". In order to increase motivation among teachers in the workplace, special attention should be paid to the workplace environment.

"Work equipment" is reinforced by "physical facilities in the workplace", "suitable work space", "suitable library", "practical classrooms" and "availability of educational facilities".

The incentive system is basically all that is given to teachers to appreciate their performance as a reward for their work. "Career advancement", "meritocracy", "appreciation of teachers", "provision of facilities", "reward" and "possibility of free education" are the factors that make up this concept, and finally "work ethic" with "equality" "Organizational", "Cooperation", "Constructive Competition", "Non-political Behaviors" and "Reducing Corruption" are introduced and analyzed.

If we consider the series of special conditions in which strategies and interactions take place to manage, control and respond to the phenomenon, as bed conditions, "family conditions", "working conditions", "welfare", " "Teaching and research conditions" and "economic conditions" and organizational culture provide motivation in education and school and influence behaviors and actions. In this way, having positive and constructive relationships with colleagues, parents, students and ultimately a healthy family structure in terms of their students' academic progress, which on the one hand motivates students and on the other hand motivates teachers in particular. Elsewhere in the research of Taheri et al. (2012), the underlying factors of the job and the space in

which the teacher works are also highly emphasized and defined as an important factor in motivating teachers (24, 25).

Interfering conditions are factors that facilitate or interfere with causal conditions. In other words, the interventionist condition itself does not lead to behavior alone, but can be caused by causal conditions.

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