

Motivating Lecturers in Iran Teacher Education Centers

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Abstract: Motivated, healthy, happy, productive, knowledgeable and skillful lecturers increase efficiency in Teacher Education Centers. The main purpose of this research is to survey and represent methods of motivating lecturers. The goal of this study is to examine and to improve method of motivation. Also correlation and comparison are used to indicate rate of links and differences between study variables. The statistical society of this study was all teachers of Teacher Education Centers. Samples were selected non-randomly from each state, which 30% of this sample was examined randomly. Tools for this study were Mazlow's Hierarchy Questionnaires, Maslach Exhaust Questionnaire, and teachers' poll. An ordinal scale was used. The questionnaires were distributed in Teacher Education Centers by the executor et al. Also related documents were used. Descriptive and inferential analysis were used for data analysis. Regarding to five levels of Mazlow's Needs, average of 3.13 was obtained for motivation. This means that lecturers mostly desired "social belong." Average of motivation rate (exhaust rate) was 55.47 (31.69%). This means that lecturers exhaust rate is good with respect to maximum exhaust of 175 (100%). There is no difference for inferential analysis of data between male and female lecturers' view. Motivation level difference between men and women is meaningful, and difference of needs between skillful and unskilled lecturers is meaningful. There are correlations between age and record, age and education, age and exhaust, and record and education. Proposed strategies to improve lecturers' motivation are: 1. increment of salary (15.5%), 2. meritocracy (11%), and 3. appending Teacher Education Center to Ministry of Sciences, Researches, and Technology (10.8%). [Zohreh Mirsepasi, Saeed Sanei, Mona Mirsepasi. Motivating Lecturers in Iran Teacher Education Centers. Journal of American Science 2011;7(8):496-503]. (ISSN: 1545-1003). <http://www.americanscience.org>.

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1. Introduction

Our country experienced many political, economical, and social problems during recent years, especially during 8 years of Holy Defense. Naturally, human resource was affected more than others. A significant part of these damages is observed in lecturers of Teacher Education. Respect to needs and motives have turned notice of researchers as a style to protect non-motivation, inability, and psychic stress, and hence exhaust and balance. Researches show that notice of needs and high readinesses have a large effect on removal of exhaust and preserve of psychic health. Improvement of psychic health of work environment is one of the tools to improve human resources in organizations. Motivated, healthy, creative and knowledgeable human resource must be used because it has an important effect to develop efficiency level of organization. Notice of psychic needs in educational environments is essential, and useful strategies must be used to improve motive and psychic needs of lecturers that tolerate most work load. Teacher Education Centers are subsidiaries of educational organizations to offer scientific-application trainings. The aim of this study is to

investigate styles for improvement of motivation of lecturers of Iran Teacher Education Centers.

The results of studies show that psychic stresses are related to the following factors:

- Individual, organizational, and extra-organizational features: Those individual features that cause psychic stress are motive decrement, vocational dissatisfaction, teaching, role opposition, age, and weakness. Those organizational and extra-organizational features that cause psychic stress and exhaust are low time and much work, excess of students, less support by management, no participation of individuals in decision-making, and lack of a systematic strategy (Henri et.al., 2003).
- Khalaji and Shafizadeh (2001) found the following in a research for relation of motivation and physical education and scientific knowledge of male sport teachers. Motivation is one of the most important areas of sport psychology and has an effective factor in teaching, exercise and rival. Analysis of data showed that there was no significant relation between motivation

and physical readiness and skills of male sport teachers, but there is a significant relation between motivation and scientific test [1].

- Musavi (2001) found the following results in his study, by a sample of 905 persons:
 1. Psychic stress of athletic staff was less than non-athletic ones in physical, behavioral, cognitive and exciting responses, but this difference was not significant between female teachers in $p < 0.05$.
 2. Psychic stress diminished by increment of exercise sessions, but this difference was not significant between female teachers in $p < 0.05$.
 3. Psychic stress of those staff with more than 20 years in athletic activities was less than other in $p < 0.05$ in physical, cognitive and exciting responses.
- Henri et al (2003) showed that analysis method is used to recognized priority of effective factors on human resources according to AHP technique or hierarchical analysis process. Eight main components of this study are: motivation, organizational promise, power, organizational protect, job recognition, validity, performance feedback, and environmental compatibility, which motivation has the most share in staff performance [6].
- Sadeghi Borujerdi (2003) found the following results in his thesis: His society of 215 persons was under psychic stress and exhaust even they were in a desired level by psychic-physical measure. High psychic stress in members of scientific board, exhaust of PhD employees, anxiety in promissory employees, less psychic-corporal health of females than males, problems of management system, and status of scientific board, all were from those problems for which proposed strategies must be applied. This study showed that correlation between stressful job factors, exhaust, and psychic-corporal health is high and stress in each one can affect the others (Sadeghi Borujerdi, 2003).
- Sanei (2004) found the following results in his thesis:
 1. Regarding to statistical analysis of averages for physical readiness and exhaust, the results showed that there was a significant and inverse relation between these two variables in 0.002 level. Consequently, exhaust level would decrease by increment of physical readiness. But in $p < 0.05$, there was no significant relation between physical readiness and psychic health. There was a significant relation between exhaust and psychic health in 0.001 level.
 2. Regarding to statistical analysis of averages for physical readiness and exhaust, the results showed that the group with higher physical readiness (83 scores against 17) had lower exhaust (53 scores against 62).
 3. Statistical analysis for prediction of variables showed that there was a significant and inverse relation between physical readiness and exhaust in 0.002 level, so exhaust can be estimated by physical readiness and some of its subsets like hearth strength and body fat. The regression equation obtained from this study is
 Predicted mark = -0.16 (physical readiness + 68)
- Etnier et al (1997) suggested that exercise can speed up blood flow and consequently increment of Nur-epinephrin and Dupamin that cause permanent changes in brain structures of animals. Some of these changes can affect oxygen supply of brain that consequently increases memory power and cognitive performance.
- Frew (1988) studied efficiency improvement and job consent through training programs for staff. The results showed that, after a training period and exercises, efficiency and job consent increased. Finally, he suggested that managers can increase job consent and hence staff efficiency by sport and recreational activities with a trivial cost.
- Kirkby et al (1999) showed that internal incentives to participate in sport activities would increase. They studied 280 Australian and 103 Chinese. Motivation factors for Australians were recreation and reward and for Chinese was a good body.
- Bowman et al (2001) suggested that the most important motive of athletes to direct toward sport are: learning new skills, improving previous skills, enjoyment of physical activities, eagerness of competition, and earning fame and rank.

- Coetzee et al (2002) showed that the most important motive of participant in sport activities were learning, improvement of skills, and progress.

Generally, regarding to the studies of Ministry of Science in the form of some projects, theses, Ministry of Education, and Ministry of Health, we conclude that motive and power variables transact with behavioral skills so that improvement of motive and power by physical situation will improve happiness and hence teaching method of teachers. In contrast, teaching consent will balance chronic stresses. However, there are many factors affecting this process that must be studied.

2. Material and Methods

The goal of this study is developmental, and study method is descriptive and geodesic, which study motive level among lecturers of Teacher Education Centers by field and library questionnaires. Spearman Correlation Method was used to determine the relation between study variables in subjects. The society of this study was all lecturers of Iran Teacher Education Centers. Samples were selected at first by state and certain centers non-randomly. Then the desired volume was selected randomly according to estimation criteria (30% of lecturers of each center).

- Tools of this study were:
 1. A general questionnaire including: sex, age, record, education, program, and site.
 2. Teacher poll about ways of motive increment, in the form of interview and questionnaire. Validity of this questionnaire was accepted by simultaneous retest by researcher.
 3. A questionnaire for Mazlow Needs Hierarchy by Jones and Fifer (translated by Moghimi) was used, which examines type and motive level of subjects (in form of a triangle that is ordered from base as: 1. life need, 2. safety, 3. social belong, 4. personality, 5. self-prosperity). This questionnaire has been validated and used in country.
 4. Maslach Exhaust Questionnaire with 25 questions that examines rate of motive in subjects by ignoring method. Questions 1-9 examine rate of emotional and corporal exhaust, questions 10-17 rate of performance decrement, and questions 18-25 rate of self-release. Lickert wealth spectrum was used to score questions. The score domain of this questionnaire was from 25 for least exhaust to 175 for most exhaust.

This questionnaire has been validated and used in country.

- Measurement scale of this study is ordinal.

Descriptive statistic (frequency table and chart) and inferential statistics (Spearman correlation factor and Chi square) with SPSS and Excel were used to analyze data, and Power Point was used to display the results. The questionnaires were distributed by executer and et al in different Teacher Education Centers. Also related documents, review of different training periods, interview and poll were used.

3. Results

3.1. Sociodemographic data

According to our findings, Sex of subjects, age distribution, Job records, and their education level is shown in tables 1-3.

Table 1. Sex of subject

Sex	Quantity	Percent
Male	185	75.2%
Female	61	24.8%
Total	246	100%

Table 2. Age distribution of subjects

Age	Quantity	Percent
< 30	7	2.8%
31-40	79	32.2%
41-50	139	56.7%
> 51	20	8.2%
Total	245	100%

Table 3. Job records of subjects

Record	Quantity	Percent
< 10	7	2.4%
11-20	80	32.5%
> 21	157	63.8%
Total	243	100%

Table 4. Education of subjects

Education	Quantity	Percent
Bachelor	8	3.3%
Master	197	80.7%
PhD	39	16%
Total	246	100%

3.2. Motivation level of lecturers (Needs Hierarchy)

Observations of fig. 1 show the average of motive level (regarding to Mazlow's Need Hierarchy) was 2.7 among 246 teachers. This means teachers are mostly desired to "social belong." It must be mentioned that regarding to fig. 2, the average of motive level of females in social item is 3.32, and

regarding to fig. 3, that for males is 3.07. After satisfaction of life and safety needs, social security needs or belong are predominant. After that, persons generally like to become more than apparent belong.

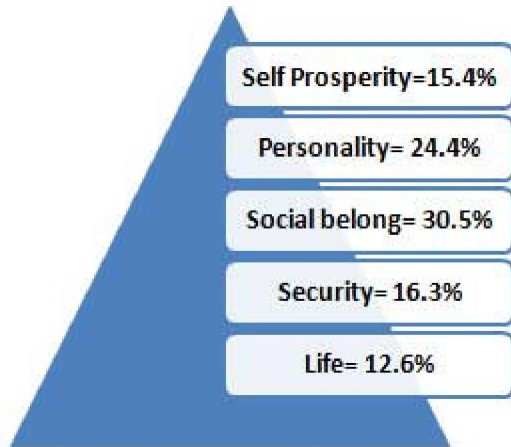


Figure 1. Testes needs hierarchy

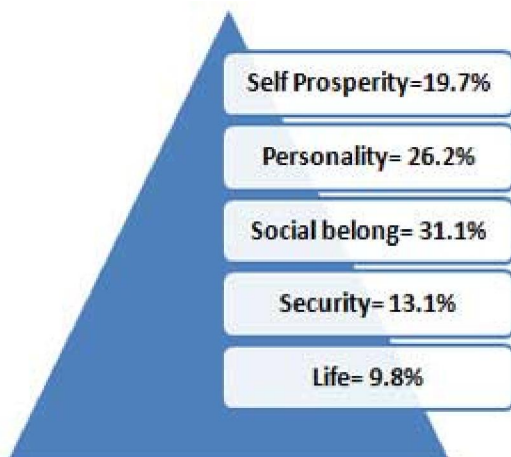


Figure 2. Female lecturer's needs

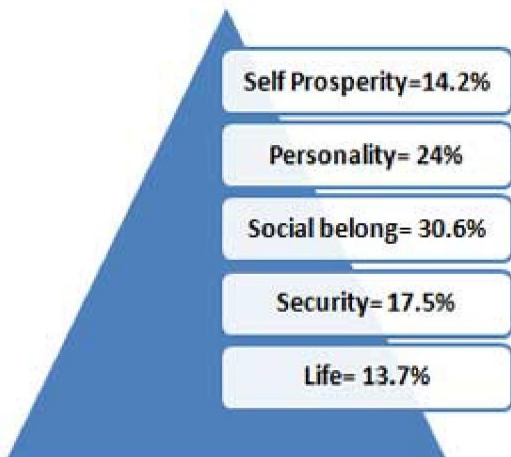


Figure 3. Male lecturer's needs

3.3. Motive rate of lecturers (exhaust)

Regarding to figs. 1 and 3, the average of motive rate (exhaust rate) is 55.47. This means that exhaust rate (emotional and corporal burnout, decrement of performance, self-release, etc) are good regarding to exhaust 175 (100%). In other words, motive rate of lecturers is acceptable. Also, the average of motive rate for females is 52.88 and for males is 56.33.

Table 5. Average of motive rate (exhaust rate)

	Average	Percent
Exhaust	55.47	31.69%
Female exhaust	52.88	30.21%
Male exhaust	56.33	32.18%

3.4. Correlation of variables

Correlation of variables is shown in table 6.

3.5. Comparison of motive level (need) and motive rate (exhaust)

The variables are compared in table 7. Observations of table 7 show that average of motive level (regarding to Mazlow's Needs Hierarchy) is 3.13 among 146 teachers. This means teachers are mostly desired to "social belong." This is similar for males and females.

3.6. Difference level of some variables

This is seen in table 8. Regarding to observations of table 8, difference of motive level (need) for male lecturers with sig=0.001 is more than females with sig=0.048, this shows diversity of needs of males is more than that of females.

Table 9 shows difference of motive rate (exhaust) between males and females. Regarding to observations of table 9, difference of motive rate (exhaust) for male lecturers with sig=0.001 is observable by themselves, but in females with sig=0.048, this has no significant level. This means males' exhaust is more than that of females.

Table 10 shows difference of motive level (need) with respect to teaching record. Regarding to observations of table 10, difference of motive level (need) for low-record lecturers with sig=0.043 is observable. However, in high-record lecturers this has no significant level. This means need diversity for low-record lecturers is more than that for high-record lecturers. Table 11 shows difference of exhaust level with respect to teaching record. Regarding to observations of table 11, difference of exhaust level for teaching record of lecturers is not significant. This means that job record has a low effect in exhaust.

Table 6. Correlation of variables

	Need	Sex	Age	Record	Educations	Exhaust
Need	–	–	–	–	–	–
Sex	–	–	–	–	–	–
Age	–	–	V	R=0.89 P=0.001	R=0.57 P=0.001	R=0.15 P=0.02
Record	–	–	R=0.89 P=0.001	–	R=0.39 P=0.001	–
Education	–	–	R=0.57 P=0.001	R=0.39 P=0.001	–	–
Exhaust	–	–	R=0.15 P=0.02	–	–	–

Observations of table 6 show that there is a significant relation between age and record (Spearman $R=0.89$) with $p=0.001$ or $\alpha=1\%$. This means lecturers' records will increase with their ages.

There is a significant relation between age and educations (Spearman $R=0.57$) with $p=0.001$ or $\alpha=1\%$. This means lecturers' educations will increase with their ages.

There is a significant relation between age and exhaust (Spearman $R=0.15$) with $p=0.02$ or $\alpha=5\%$. This means lecturers' exhaust will increase with their ages.

There is a significant relation between record and educations (Spearman $R=0.39$) with $p=0.001$ or $\alpha=1\%$. This means lecturers' educations will increase with their record.

Motive rate for females has similar situation, and it is also better than males.

Table 7. Comparison of motive level and motive rate

Number of subjects	Motive level	Females' motive rate	Males' motive rate	Motive rate	Females' motive rate	Males' motive rate
346	X=3.13	X=3.32	X=3.07	X=55.47	X=52.88	X=56.33
	S=1.24	S=1.32	S=1.24	S=13	S=11.07	S=13.50
	R=1-5	R=1-5	R=1-5	R=31-105	R=33-80	R=31-105
	R=1-5	R=1-5	R=1-5	R=25-175	R=25-175	R=25-175

Table 8. Difference of motive level (need) between males and females

	Females	Males
$X^2 =$ Chi square	9.574	19.104
df = tolerance	4	4
sig = significance level	0.048	0.001

Table 9. Difference of motive rate (exhaust) between males and females

	Females	Males
$X^2 =$ Chi square	21.033	93.940
df = tolerance	35	55
sig = significance level	0.970	0.001

Table 10. Difference of motive level (need) with respect to teaching record

	Low record	High record
$X^2 =$ Chi square	9.8	11.7
df = tolerance	4	4
sig = significance level	0.043	0.20

Table 11. Difference of exhaust level with respect to teaching record

	Low record	High record
$X^2 =$ Chi square	5.267	6.733
df = tolerance	22	18
sig = significance level	1	0.992

3.7. Views of lecturers for recognition and prioritize ways of motive increment

A questionnaire made by the researcher was used to examine views of lecturers for recognition and prioritize ways of motive increment. This questionnaire had a multi-option close question and an open question. The results are shown in table 12.

Most lecturers voted to "salary increment" to increase motive of lecturers, and "meritocracy", "appending Teacher Education to Ministry of Sciences" followed that. It seems that "correct planning" is in suitable level.

4. Discussions

4.1. Motive level examination

Regarding to fig. 1, most frequency belongs to social belong and least frequency belongs to life level. This is similar for males and females. After satisfaction of life and safety needs, there are supply of social needs or belong. In this structure, since human is a social creature, he needs belong and desires to be accepted by various groups. When social needs predominate, human tries to find significant relations with others. After commencement of belong needs, persons want to be a member of a group officially and more than an apparent belong. Hematinejad et al in a similar

study in 2001 propounded self-prosperity and social needs as first and second priorities.

Table 12. Poll to recognize and prioritize ways of motive increment

Priority	View	F	F%
1	Increment of salary	143	15.5%
2	Meritocracy	102	11%
3	Appending Teacher Education Center to Ministry of Science	100	10.8%
4	Efficient management	86	9.3%
5	Jog security	83	9%
6	Respect to lecturers	81	8.7%
7	Suitable training space	60	6.4%
8	Efficiency and efficacy	59	6.4%
9	Participation in decision-making	54	5.8%
10	Peripheral facilities	36	3.9%
11	Delegation	27	2.9%
12	Diversity of teaching	22	2.3%
13	Respect to precedent	18	1.9%
14	Job independence	18	1.9%
15	Environment health	14	1.5%
16	Improvement of evaluation system	10	1%
17	Correct planning	8	0.8%
		N=921	N=100%

Sanei et al in 2001 have propounded social belong and first priority. Regarding to average of motive level index (needs hierarchy), 30.5% of lecturers showed their desire to "social belong". As human essentially desires to make relation with others, lecturers also need mutual understanding of organization and them. In contrast, regarding to job nature of teaching, communications and social belong must be predominant. Probably weakness of meritocracy, inefficient management, unsuitable encounter without respect, weakness of efficiency and efficacy, or lower share of lecturers in decision-making may encouraged this need.

4.2. Examination of exhaust rate

Table 5 shows exhaust level of 31.69%. This means that exhaust rate is low and motive rate is acceptable. Regarding to high age average and record of subjects and direct relation of age and record with exhaust rate, their motive rate should be preserved. Obviously, directors must effort to keep this situation. In a similar study, Sadeghi Borujerdi in 2003 showed that the above statistical sample had a significant exhaust which its main cause was job stressful factors.

4.3. Examination of teaching record

Table 3 shows average of records of subjects (63.8%) above 21 years old. This shows that there are

high record lecturers in the centers, and this situation has opportunities and threats. Opportunities are mature, high experience, and low exhaust level. Threats are lack of support and early retirement.

In a similar study, Sane'ei et al in 2001 showed average of 167, which is a power point to plan quality improvement. Also Nurbakhsh in 1997 observed a significant difference between teaching record and hygiene-motivation factors.

4.4 Comparison of motive level, teaching record and exhaust rate

As showed in table 7, there is no difference between two female and male lecturers for motive level and motive rate variables. In a similar study, Nurbakhsh in 1997 observed a significant difference between teaching record and hygiene-motivation factors. Also, Karimi Kalimani in 1998 claimed that F test with $\alpha=5\%$ shows that except job record, there is no difference between motives and personal features. Regarding to findings and study records for above variables, it is probable that male and female view, needs, and desires be similar. Consequently, sex is the next priority in macro planning for males and females, and the first priority is removal of needs for both. In table 8, difference of motive level (need type) of males and females is significant. This means that diversity of needs of females is more than that of males. Therefore, it is recommended that planners notice needs of males and females and Maslow's Needs in short-time plans. In table 9, difference of exhaust level of males is significant. Therefore, it is recommended that planners notice diversity of different aspects of job, social, economical and cultural differences and problems for males, which this is because of responsibility of males in their individual and family lives. Table 10 shows difference of needs of low record lecturers. This shows extent of needs of young lecturers in their first years of service, which directors must notice to this aspect, because their needs is noticeable because of low salary and formation of family. Table 11 shows difference of exhaust level of low record lecturers with high record lecturers is not significant. Consequently, difference of record had no significant role in exhaust level of subjects.

4.5. Correlation of study variables

Table 6 shows that there is not a significant relation between motive level of teaching record and exhaust rate. Also, there is a significant correlation between age and record with $R=0.89$, $P=0.001$ and $\alpha=1\%$. Also, there is a significant correlation between age and education with $R=0.57$, $P=0.001$ and $\alpha=1\%$.

There is a significant correlation between age and exhaust with $R=0.15$, $P=0.02$ and $\alpha=5\%$. Finally, there is a significant correlation between education and record with $R=0.39$, $P=0.001$ and $\alpha=1\%$. The results show that increment of age has a strong relation with record, education, and exhaust, because increment of record provides opportunity for these situations. Also, there is a strong relation between increment of record and education level, but threats

like increment of exhaust level and expectations will also be created. In a similar study of Kurosh Mafakheri in 2002, knows values as a determinant factor of motivation factors. He knows self-preservation as the most essential factor, and celestial love and the highest motivation. Also, Sadeghi Borujerdi in 2003 suggests exhaust and psychi-corporal health as an important factor on both cases.

Table 13. Brief of findings and proposed styles to improve motive in subjects

Brief of findings	Proposals
<ul style="list-style-type: none"> - 75.2% of subjects are male. - 56.7% of subjects are above 41. - 63.8% of subjects have more than 21 years record. - 80.7% of subjects have master degree. - Exhaust level of subjects is 31.69%. - Exhaust level of female lecturers is 30.21%. - Exhaust level of male lecturers is 32.18%. - Social belong (30.5%) and personality (24.4%) are main needs of subjects. - Social belong (31.1%) and personality (26.2%) are the most important needs in females. - Social belong (30.6%) and personality (24%) are the most important needs in males. - There is no difference for motive level and rate variables in males and females. - Difference of motive level between males and females is significant in their groups. - Difference of needs between low record and high record lecturers is significant. - There is significant correlation between age and record, age and education, age and exhaust, and record and education. - The most important views: <ol style="list-style-type: none"> 1. Increment of salary (15.5%). 2. Meritocracy (11%) 3. Appending Teacher Education to Ministry of Sciences (10.8%). 4. Efficient management (9.3%). 5. Job security (9%). 6. Esteem to lecturers (8.7%). 7. Suitable training space (6.4%). 8. Efficiency and efficacy (6.4%). 9. Participation in decision-making (5.8%). 10. Peripheral facilities (3.9%). 11. Delegation (2.9%). 12. Diversity of teaching (2.3%). 13. Considering job record (1.9%). 14. Job independence (1.9%). 15. Environment hygiene (1.5%). 16. Improvement of evaluation system (1%). 17. Correct educational planning (0.8%). 18. Improvement of motives of lecturers by Integral System of Training Education specially by article 8 of Training Education System considering "service motive" for a good teacher. 	<ul style="list-style-type: none"> - Do not accept early retirement request of lecturers. - Participation management is the best option to make relation with lecturers (regarding to priority of social belong need). - Complete execution of uniform system of salary payment. - Formation of a database of lecturers. - More attention to research and removal of obstacles and challenges of study in Teacher Education Centers. - Rewarding active lecturers in special days like Teacher Week and Research Week. - Regular examination of mental and corporal health of lecturers. - Provision of sport and recreational plans for leisure time of lecturers. - Evaluation of lecturers situation in each educational term. - Forming SWAT Committee in each center to analyze weakness and strength points, opportunities and threats affecting on lecturers: <ul style="list-style-type: none"> Strength Weakness Opportunity Threat - Determination of level, rate, and direction of needs of lecturers and deciding to remove them. - Removal of culture of "one prescription for all" and replacing culture of "one prescription for one". - More notice to low record and young lecturers. - Notice to problems of male lecturers if they are head of a family. - Notice to differences of needs of males and females. - Regarding to this that most lecturers have master degree and low exhaust, this is the best opportunity for directors to use them in managerial activities.

4.6. Views of lecturers for recognition and prioritize ways of motive increment

Table 12 shows there is 17 priorities for motive improvement of lecturers, which the most important ones are salary increment (15.5%), meritocracy (11%), and appending Teacher

Education Centers to Ministry of Sciences. The first priority, namely salary increment, may be because of uncompleted execution of uniform system of salary payment in comparison with other ministries including Ministry of Sciences. Since student of Teacher Education Centers enter to university

through global Konkur examination of Ministry of Sciences, and naturally syllables of teaching for lecturers are similar to that of university professors, therefore subjects expect there is no discrimination. On the other hand, the peripheral bonus for professor of Ministry of Sciences does not exist for lecturers of Centers (including membership in Scientific Board, science environment of universities, research-orientation, improvement of educational level, welfare affairs like residence, high speed internet, publications, diminish of work hours, welfare of family, university independence, short-term, mid-term, and long-term study opportunities, facilities to participate in exhibitions, scientific camps, authoring lesson books, strong structure, etc). Need to meritocracy also may be cause of inefficient selection of directors. In a similar study, Sane'ei in 2004 suggests first to third priorities.

4.7. Styles of motive improvement in lecturers of Teacher Education Centers by main variables, poll, theoretical record and study record

Result of poll of lecturers shows that they have answered the questionnaires regarding to their needs, desires and inadequacies. It means each proposal comes from a limited group, and it is not a major problem of Teacher Education. Consequently, this is duty of directors and planners of Teacher Education to contrive strategies through gathering queries.

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