The Study of the Relationship between Achievement Motivation of Principals and Teachers and Organizational Effectiveness at High School Level in Aran and Bidgol City

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Abstract: It is obvious that the concept of motivation for achievement as a significant concept has displayed positive influence in different levels and dimensions of organizational activities. One of research dimensions is organizational effectiveness. It is supposed that there is a relationship between the concept of effectiveness with organizational development and success in different fields, especially the goal attainment. Therefore, the present study represents the relationship between the achievement motivation of principals and teachers with the organizational effectiveness at high school level in Aran and Bidgol. The present research is field-survey study. The data analysis has been carried out by descriptive and inferential statistics with Mini TAB software. Regarding the achievement motivation of principals and teachers with the organizational effectiveness at high school, there is a relationship among male principals and there is no significant relationship in other cases. Meanwhile, comparing motivation for achievement with effectiveness, there is no meaningful relationship between motivation for achievement with the criteria for goal attainment except in male principals. There is also no significant relationship between motivation for achievement with school integration variable in all cases except in female principals. Finally, there is a significant relation between motivation for achievement and legitimacy and endurance at school among male principals and teachers in some cases.
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1. Introduction

Regarding the fundamental significance and the role of motivation in individual and organizational behaviors, one of the determining factors in organizational success and motivation, especially educational organizations is motivation for achievement. There are a variety of definitions about motivation for achievement such as an stimulus for overcoming others, achieving success, paying attention to the specified criteria and trying for successful attainment (Rabinse , 1983). People having a strong tendency for development are inclined to overcome in different competitions because it makes a considerable effectiveness and performance. Research evidence represents that there is a direct relationship between people's motivation for achievement and high performance and the achievement of motivation of those who having an excellent job was higher than that of people with average job position (Shoarinezhad, 1999).

There are some definitions about motivation such as "motivation is something which gives the human behavior both direction and intensity" (Moghadam, 1995).

Another concept in motivation theory, according McClelland, which includes the internal force of a person is " motivation for achievement". He concluded that motivation for achievement for successful attainment in different occupations in average is higher than other cases. The methods people select for development in their successful arise from their culture and occupation. (Herbert, et al., 1976).

Motivation for achievement is a stimulus for overtaking others , attainment for development with regard to specified criteria to attain success.

It is obvious that the concept of motivation for achievement as a significant concept, displays its positive influences in different dimensions and levels of organizational activities which can be regarded as one of the research dimensions about organizational effectiveness.

There is a close relationship between organizational effectiveness and organizational purposes and goals. Therefore, this research investigates the significant role of motivation for achievement in promoting organizational effectiveness on secondary level in Aran and Bidgol.

2. Theoretical Foundation
2.1. Theory of achievement motivation

McClelland believes that people, in term of their society culture, have specific requirements. These requirements are the learned requirements of the events experienced in childhood. One of the social significant motivations influencing individual behavior is achievement motivation. (Abbaszadegan, 2000, p 157). He intends to specify methods to make motivation to work more and answer to this question whether it is possible to motive the person intends to work or not. McClelland expresses four needs which are acquired through a person's learning as follow including need for achievement, need for power, need for affiliation, need for autonomy

These needs are considered as individual inclinations influencing on a person's view toward the occupation

Need for achievement: It means "challenging behavior of a person to achieve an excellent level ". In other words, a person's desire to achieve his goal or carry out an affair more effective than before. McClelland has taken two characteristics into account for persons who need to be successful including:

1) An intense desire to take individual responsibility in order to solve the problems or carry out an affair.
2) An intense tendency to correct response in relation to the work having been done.
3) A tendency to determine quite difficult purposes for a risky job.
4) The only purpose in their mind is to carry out the affair.(Abbaszadegan, ibid).

The following figure is related to the characteristics of those individuals tending to achieve success. People tend to success are intended to select roughly difficult purposes and adopt risky decisions. This group likes to know about their performance result immediately. Another characteristic of this group is that they like their job, think about their job in every aspect and finally they take responsibility.

McClelland guesses that only 10 percent of people in a society need to achieve success. Therefore, he believes that adequate training can improve a person's need to achieve success to a high level (Mourhed,1995, p. 100)

When a person needs to achieve more success is given a repetitive and tedious jobs, he/she does not have a motivation to be achieved because there is no reason to expect the person to carry out extravagant performance. (Abbaszadegan, 2000).

Need to power: It is indicative of the need for controlling the environment, inmosing on others' behavior and taking responsibility toward them. McClelland believes that those who need power have some characteristics including:

- They tend to guide and control others
- They are interested in having a relationship between leader and follower

In his research, he shows that a person who needs power a lot tends to carry out something better, get a higher position, is able to lead everything well in others' point of view. According to him, power-oriented persons spend a lot of time to think about some approaches which can impress and control others through some techniques such as reward and punishment, argue and dispute, or direct confront (Abbaszadegan, 2000).

McClelland has differentiated these two needs from each other including:

- A need for expressing personal power on the part of a person who abuses merely to satisfy individual inclinations. This need is not successful in management.
- A need to social power which is regarded as the positive aspect of power.

This power is a requisite to success in management and leadership. Successful principals are able to take responsibility in others' behavior and they carry out this with the sense of social responsibility toward organizational purpose not toward individual purposes.

Need to affiliation: This need represents attraction of others in order that a person feels a security by which he has been accepted by others. People need a high affiliation and interaction with others to maintain an amicable relationship. McClelland has considered the three following features for this kind of need:

- They tend to be parallel to others' desires while they are being pressed by those whose friendship is worthwhile
- They tend to be confirmed extremely by others
- They have a genuine interest toward others' feelings

Those having a high need for affiliation prefer to work with others. They tend to get the job whose feature is to have interpersonal communications such as being salesman teacher, counselor, etc.

The main reason behind this is that the person needs a high affiliation because of difficult job in such an environment is able to meet his requirements.

Need to autonomy: This need means tendency to lack of autonomy. Those having such a need like to work individually and prefer to control their own environment alone. The study represents individuals need to high autonomy do not tend to undertake organizational purposes and optimal performance unless they are allowed to participate in determining the tasks pertinent to their jobs (Abbaszadegan, 2000).

According to Boroumand (2003), principals can be divided into 3 groups with respect to this need including develop-oriented, power-oriented and association-oriented. He contends that power-oriented principals, especially those who need to individual power are more adequate principals because they provide an appropriate formal construction and necessary support to organizational development.

2.2. Definition of effectiveness

Chester Barnard was the first person who makes a distinction between the concept of effectiveness and efficiency. Barnard believes that efficiency is to achieve cooperation purpose and consider it as an individual aspect (Alagheband, 2002).

Fiddler raised the leadership theory about effectiveness and believes that effectiveness is the relationship between principals and colleagues, the amount of predetermined affair, the amount of power a manager acquires from his position (Mirkamali, 1996).

Peirow (1984) defines effectiveness according to the following:

If we imagine an organization as an active and purposeful system, it is common that we take into account the amount of achievement as an appropriate index for effectiveness (Kimz and David, 1983).

Peter Draker defined effectiveness as carrying out accurate affairs in order to be relevant to the goal exactly. In other words, the result of effectiveness and efficiency is profit. Different factors can be effective in organizational effectiveness. Different scholars have provided different viewpoints. From Parhizkar's point of view, some factors which increase morale as well as achievement of effectiveness and efficiency include individual factors such as including physical health, mental health in job environment, dissatisfaction for the amount of salary, etc, social factors such as achievement, job promotion, prestige and position (Parhizkar, 1996).

In order to have more effectiveness, output should be more than input. Organizational effectiveness can be a criterion to determine the quality of an organization with its environment. It is possible for an organization not to have effectiveness although it is efficient. On the other hand, an organization may not be effective although it is efficient. However, there is always a transition between efficiency and effectiveness. (Herbert, et al., 1997).

There have been provided a variety of models (samples) in 1980s which have focused on organizational effectiveness. Here, we refer to Talcott Parsons:

Parsons model considers specified tasks through which a social system containing a society or an organization should have for development and survival. These tasks include adaptation, goal attainment, integration, and legitimacy

According to Moehr and Klieer (1981), those groups needing a high achievement mostly tend to activities which lead to growth and development of country.

Alagheband has surveyed a research about the relationship in the characteristics of effective manager according to teachers and parent's point of view. He concluded that a manager is effective if he is able to lead the teachers, help the students, control the school affairs by effectiveness, behave well toward parents and teachers.

According to parent's view, a manager is effective if he is able to communicate well and have a useful relationship with the students' parents and consider the significance of students and acquaint well with their parents (Hersey Blanchard theory).

Another research considers the investigation of relationship between the motivations of managers' development with the organizational effectiveness on secondary school in Boushehr and Borazjan and the result displays that there is a direct relationship between the motivation of the managers with organizational effectiveness.

It means the more increase the achievement motivation of managers, the more increase organizational effectiveness and the more the number of principals with high motivation regarding the effectiveness dimensions including integration, goal attainment, and legitimacy (Farokhnezhad, 1998).

3. Methodology

The main purpose of this research is to consider different theories and relationship between two concepts. Meanwhile, this research has taken survey study into account for studying the topic, collecting information and data analysis. In survey researches, the researcher will use questionnaire and interview to discover their beliefs and thoughts (Avanz,1992)

In the present research, questionnaire is used to gather information and inferential statistics methods are used to process information in order to analyze data from statistical indices such as mean, standard deviation and test of mean comparison and T-test. Research variables include motivation for achievement as an independent variable and organizational effectiveness as a dependant variable.

3.1. Participants

The participants include principals and teachers at secondary school in Aran and Bidgol and all secondary schools, because of restriction in the number of school in this city, have been chosen but teachers were selected randomly because of a large number of them. According to the following table, the

number of participants were represented regarding gender.

Table 1. Number of Participants according to gender

Gender	Principal	Teacher	Number
Male	11	96	107
Female	9	56	65
Total	20	152	172

Reference: Education and Training office in Aran and Bidgol

3.2. Statistical sample

As it was mentioned, participants include 20 principals and 152 teachers. Therefore, the number of sample regarding to the level of significance (P= 0/05) is equal to 140 principals and teachers at school and it contains 81 percent of research community.

Table 2. Number of whole population and percentage

Gender	Statistical population	Sample	Percentage of selected sample to whole population	Percentage of selected sample to whole sample
Male	107	84	٪78	٪60
Female	65	56	٪86	٪40
Total	172	140	٪81	٪100

3.3. Instruments

Two questionnaires were used in this study. It has 30 questions about achievement motivation and 35 for effectiveness. Each of these questionnaires had some components After collecting and consulting to instructors, five components among achievement motivation and four among effectiveness questionnaire were selected, which was set based on Likert scale and finally given to the sample.

Table 3. The characteristics of questionnaires

Questionnaire	Items	Number of items	Questions
Achievement motivation	Mastery in doing job	5	5-4-3-2-1
	Competition in doing job	6	-15-14-13-12 17-16
	Taking risk and selecting average purposes	6	-28-27-26-25 30-29
	Being recognized from good performance	6	-10-9-8-7-6 11
	Doing job very well	7	-21-20-19-18 24-23-22
Effectiveness	Adaptation	9	-11-4-3-2-1 24-23-19-18
	Goal attainment	8	-20-13-12-11 35-32-31-21
	Integrity	9	-26-25-17-16 -30-29-28-27 34
	Legitimacy	9	-10-9-8-7-6-5 33-15-14

The achievement motivation questionnaire of Helmerich and Spencer and its combination with Hermanas questionnaire was used for the purpose of this study. The reliability of these questionnaires were 70% and 89%, respectively.

To determine the validity of questionnaire about achievement motivation, the questions selected according to the purpose of questionnaire in detail. Furthermore, the questions were analyzed and modified by advisor and counselor.

After modifying them, the final version included 30 questions. Cronbach Alpha coefficient was used for reliability. In posttest, the questionnaire was distributed among 20 principals and 120 teachers at school and it was distributed among them after 2 weeks.

The correlation among scores was calculated, which was r = 0/72 at 0/05 level of significance. Therefore, index had an adequate reliability and Cronbach Alpha was 0/81.

$$r_\alpha = \frac{j}{j-1}(1 - \frac{\sum S_j^2}{S^2})$$

$$r_\alpha = \frac{j}{j-1}(1 - \frac{\sum S_j^2}{S^2}) = 0/81$$

The method was used for the validity of effectiveness questionnaire. This questionnaire has 50 questions which was decreased to 35 questions when the instructor checked them and was accepted by advisor and counselor . For reliability, Cronbach Alpha was also used for this questionnaire. Thereafter, questionnaire was distributed among 20 principals and 120 teachers at school. Then, it was distributed among them after 2 weeks. Correlation calculated was r = 0/82 in the meaningful level of p<0/05. Therefore, the index had enough reliability and Cronbach Alpha in this questionnaire calculated to be 0/69 representing the consistency of questionnaire.

The reliability of effectiveness questionnaire

$$r_\alpha = \frac{j}{j-1}(1 - \frac{\sum S_j^2}{S^2}) = 0/69$$

4. Results and Discussion

To analyze statistical data, Minitab software in referential and descriptive statistical index was used. To analyze data, by considering the relationship among two variables, eight models were taken into account for further study:

1) Data analysis for the achievement motivation of male manager
2) Data analysis for the achievement motivation of female manager

3) Data analysis for the achievement motivation of male teacher

4) Data analysis for the achievement motivation of female teacher

5) Data analysis for the effectiveness of male manager

6) Data analysis for the effectiveness of female manager

7) Data analysis for the effectiveness of male teacher

8) Data analysis for the effectiveness of female teacher

To analyze data, some tables were provided which was the first step to determine how to normalize the data. To accept the normality, NPP (Normal Prolablity Plot) test in Minitab software was used. If p value is more than 0/05, participants are normal and t-value is used and if it was not normal, one-sample sign test is used in non-parametric method.

Table 4. Achievement motivation of female principals

Total score	Mean	SD	T table	Calculated T	H0 or H1	P	α
2520	6/61	0/54416	1/98	16/17	Rejection of H0	0/234	0/05

The obtained results in the above table shows that t=16.17 is higher than calculated t, which is equal to 1.98, leading to the rejection of null hypothesis. Therefore, there is no meaningful difference between achievement motivation of female principals.

Table 5. Achievement motivation of female teachers

Total score	Mean	SD	T table	Calculated T	H0 or H1	P	α
2520	5/96	0/69429	1/98	7/6	Rejection of H0	0/436	0/05

The result of the above table indicates that calculated t was higher than the t table and with regard to α = 0.05, the null hypothesis was rejected. Therefore, there is no significant difference between achievement motivation of female teachers. Then, the the achievement motivation of male teacher was effective in this study.

Table 6. Achievement motivation of male principals

Total score	Mean	SD	T table	Calculated T	H0 or H1	P	α
1680	6/53	0/75486	1/99	11/08	Rejection of H0	0/277	0/05

Results in table 6 indicate that the calculated t used in this method is equal to 11.08 and is higher than t table which is equal 1.99. By considering the level of confidence of 95% and measurement error (α =0.05), the null hypothesis was rejected which shows that the achievement motivation of female manager was effective.

Table 7. Achievement motivation of male teachers

Total score	Mean	SD	T table	Calculated T	H0 or H1	P	α
1680	6/71	0/71549	1/99	13/06	Rejection of H0	0/54	0/05

According to table 7, the calculated t was equal to 13.06, which is higher that the amount in t table (t= 1.99) with the measurement error of α =0.05 and 95% level of confidence. Therefore, the null hypothesis was rejected showing that achievement motivation of female teacher development was effective among the sample and there is no meaningful difference among them.

Table 8. The effectiveness of male principals

Total score	Mean	SD	T table	Calculated T	H0 or H1	P	α
2940	6/02	0/7207	1/98	8/41	Rejection of H0	0/001	0/05

According to the above table, the result showed that the calculated t was 8.41 and t table was 1.98 with 95% level of confidence and probable error (α =0.05. On the other hand, because p-value is equal to 0.001 and was lower than α =0.05, the distribution was not normal and one sample method was used. Then, the null hypothesis was rejected and there is no meaningful difference among the effectiveness of male principals and the criteria for the effectiveness of male manager has been taken into account in this study

Table 9. The effectiveness of male teachers

Total score	Mean	SD	T table	Calculated T	H0 or H1	P	α
2940	6/05	0/74596	1/98	8/3	Rejection of H0	0	0/05

The result of table 9 indicated that the calculated t was equal to 8.3, t table was 1.98 with 95% level of confidence and probable error of α =0.05. On the other hand, because of normality in statistical sample, nonparametric method was used. Because p- value is zero and is lower than α =0.05, the null hypothesis was rejected and the criterion of effectiveness among male teachers was effective.

Table 10. The effectiveness of female principals

Total score	Mean	SD	T table	Calculated T	H0 or H1	P	α
1960	6/43	1/0941	1/99	7/72	Rejection of H0	0	0/05

As it is clear from the table 10, p--value is zero and confidence error of α =0.05. Therefore, the null hypothesis was rejected and we can prove the criterion for effectiveness in female manager as effective.

Table 11. The effectiveness of female teachers

Total score	Mean	SD	T table	Calculated T	H0 or H1	P	α
1960	6/76	1/0683	1/99	9/76	Rejection of H0	0	0/05

The result in the above table represents that p-value is zero and is lower than α=0.05. Therefore, the null hypothesis was rejected and we can prove the criteria for effectiveness among female teachers.

5. Conclusion

Progress in each society depends on the kind of activity carrying out at the schools of the society. Even though all managements are worthwhile, educational management is quiet distinctive with other managements and none of them are comparable with educational management with regard to their importance (Mirkamali, 1994).

Principals in each organization, especially in educational institution, have world significance and can be taken into account as the most worthwhile capital in each organization. The effectiveness of educational principals includes the effectiveness of the system. Principals with high motivation in educational system can achieve to their goal with higher quality. In this research, the relationship between acchievement motivation among principals and teachers with organizational effectiveness were taken into account on secondary level. In the review of literature, McClelland (1992) believes principals with high achievement motivation permanently want to carry out a job in a better and successful manner and efficient principals have a high motivation of development.

He contends that people with strong need for progress tend to motive in competitive success and this leads to a considerable performance and there is also a direct relationship between the achievement motivation and high performance.

According to Moeher and Kilber (1981), principals with high achievement motivation tend to be active in activities such as competition and dominance on affairs. According to Jei Hal and his colleagues, principals with high achievement motivation pay attention to all activities such as participating in decision-making, consulting with persons having lower levels and have had a better performance in comparison to those principals having lower level .

Overall, research findings indicate that there is a meaningful relationship between the achievement motivation and organizational effectiveness of female principals and we can conclude that principals and teachers with high achievement motivation (male and female) are not interested in adapting the organization with the environmental changes. In addition, in the review of literature, male and female principals and teachers with high achievement motivation in educational organizations are interested in achieving the goals except male principals. Also, male and female principals and teachers with high motivation of development consider integration except female principals. According to the present research, male and female principals and teachers with high achievement motivation are sequentially consider permanent education through legitimating in educational organization such as loyalty to organization, motivation toward the job and institution. Therefore, it is suggested that the methods of manager selection for this sensitive job based on competences and abilities can be carried out. According to Macdonald (1992), it is recommended some in-service courses held for the principals in order to improve educational organizations and more effectiveness. In addition, schools should hold some careers for employees and students in relation to the achievement motivation to improve an appropriate atmosphere and increase the sense of motivation for achievement among principals and employees.

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