The Relationship between the Needs of Secondary Schools Principals and Teachers

Maryam Armandi, Abbas Khorshidi and Batoul Faghih Aram

Department of Educational Administration in Faculty of Educational Sciences, Islamic Azad University of Islamshahr Branch, Iran

ABSTRACT

The aim of the present study was to investigate the relationship between the needs of principals and teachers in secondary schools of Hashtgerd city in order to provide desirable motivational strategies. The research is a descriptive study that was done by correlation. Population including all secondary schools teachers and principals of education of Hashtgerd city (476 people) in academic year 2013-2014 were employed at the school. To select the sample a simple random sampling technique was used and Bula formula for determining sample size was employed to determine sample size that based on this, 308 people (20 principles, 288 teachers) were selected as sample. Data were collected using Maslow questionnaire that its validity was approved using exploratory factor analysis method and Cronbach's Alpha ($\alpha=0.89$). For data analysis, independent t-test, Pearson correlation coefficient and Friedman test were used. The results showed that with the exception of the need for self-actualization of other needs (physiological needs, safety, social, esteem) there was a significant positive correlation between the needs of principals and teachers. Also, among the safety, social and self-esteem needs of men and women, difference is significant, while there is no difference between the levels of these needs with each other.

KEYWORDS: Need, Hierarchy of Needs, Job Satisfaction, Motivation

1. INTRODUCTION

In a world full of change and development, nowadays motivation and maintenance of human resources is as one of the main strategies to achieve human capital and investments positively to changing conditions. Therefore its situation and strategic importance has been shown in survival and the development of the organization. It is clear that the activity like any other organizational activity requires correct and principled planning and correct and principled need assessment is the first step in this regard. What is certain is that organizations administration within the arid and lifeless rules, regardless of the people who are in charge of the organization jobs at different levels cannot be a sponsor to realize the goals of the organization and management, so can bravely say that all scientists of organization and management have called Human Resource Management as the most important factor in the efficiency of organizations and attention to the factors have known necessary to achieve the objectives of the organization to the extent that Taylor knows organization from mankind. So, one of the most important task of the management in any organization is attention to the needs of employees and it should be seeking in the organizations specialty Abolqasemi [1].

Decenzo and Robbins [2] in a systematic and strategic approach four process of recruitment and staffing, education and thriving, motivation and maintaining introduced as a main component of human resource management system. The process of recruitment and staffing include functions of job analysis, human resource planning, employee selection and hiring process, the process of learning and thriving including the functions of orientation, socialization of employees, training and development and career directions, motivation process including the functions of the job planning, assessment and management of staff performance, reward systems and compensation employee services and benefits and finally the process of maintaining human resources including functions of health and safety programs of the organization, communication of human resource management and employee relations and collective bargaining, that the main framework of this research is employee motivation process with an emphasis on identifying and accommodating the needs of principals and teachers.

Robbins [3] considers the motivation as the external behaviors and believes that not satisfied needs lead to desires and demands lead to stress and stress leads to action and action leads to dissatisfaction in the person. The Nwanchukwu [4] sees training as organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the function for which it was hired. According to Bankajo [5] Development in relation to the process of helping managerial employees who perform non routine job to improve their management administrative and decision making abilities and competence. Cascio and Sibley [6] suggested a improved performance in turn, implies that there have been measurable changes in knowledge, skills, attitude and/or social behavior. Therefore, one of the important tasks of managers in organizations, identifying employees' potential talent and providing growth and prosperity of their context that prepares promoting productivity.

*****Corresponding Author:** Abbas Khorshidi (Prof. Dr.). Department of Educational Administration in Faculty of Educational Sciences, Islamic Azad University of Islamshahr Branch, Iran; Email: a_khorshidi40@yahoo.com

Management development is concerned with developing the skill of the manager over his or her carrier with the firm. Management development is a dynamic process, and ideas and practices are constantly being challenged. It is only continually rethinking and re-examining management development, provision that standard can be maintained [7]. Kohen in this area suggests whatever the gap between an individual's personal needs and its perceptions or attitudes towards potential capabilities of job to satisfy this need be lower the satisfaction will be also higher. Existence of motivation on the job is essential to continue working and if a person is not interested in his job and not pursued in performing its duties would be tedious to continue her career [8]. Ware and Williams [9] as well as on-task behavior [10].Teacher enthusiasm has seldom been found to produce significant differences in students' achievement as measured by unit exams over material presented by either enthusiastic or non-enthusiastic teachers [11] but Stewart [12] recently showed that teacher enthusiasm can interact with students' learning activities, such as note taking, to produce differential outcomes on unit exams. Thus, in the long run teacher enthusiasm could be associated with students' course grades. Finally, teacher enthusiasm is frequently found to relate significantly and directly to student evaluations of instruction Feldman [13]; McKinney et al. [14] several studies of late have established significant relationships between teacher immediacy and perceived cognitive learning [15-17]. That is, in each of those studies cognitive learning was operationalized in terms of students' perceptions of the extent of learning they had acquired in a course. Such measurement is based on the argument that grades are subject to too many other influences which may confound any relationship between grades and immediacy. Relatedly, at least one recent study found perceived amount of learning to be better predicted by SEI than was expected grade [18]. Bello [19] also believed that open relationship between the school and community could bring about high opportunities that will allow community resources to be optimally utilized for the school improvement.

The rationale for this study is that if there is a mutual understanding between the school and community in secondary schools of Kwara State what impacts will it have on the variables of administrative effectiveness of principals such as infrastructural facilities, school discipline, teachers job performance students academic performance and school discipline of secondary school, especially in Kwara State. Suleiman [20] also stated the importance of having community-school relations so as to enhance effective goals achievement of the schools. According to Suleiman, the school are established for the purpose of the immediate community. On the other hand the community needs to monitor and supervise the schools to see to their needs problems and progress towards the education of their children.

Generally, the presented theories on the requirements, in terms of individual and organizational context can be divided into two general categories.

A) Tiny Model Theory Involving the theories of needs and cognitive theories and is more in connection with what the person brings to the workplace. In these theories it is assumed that whatever satisfaction of the internal and cognitive needs be higher he will be more productive and satisfied. Among the most important theories in this field is concerned, the theory of hierarchy of needs of Maslow, Alderfer, Mc Kllnd is equality and expectation.

B) In large model theories, which Lawson and Shen [21] believe in these theories, in addition to the individual, also places great importance on of the organization context and in this regard can be noted to the Frederick Herzberg's Health– Motivation Theory, attribution theory, goal setting theory and satisfaction and productivity theory. Each of the proposed theories has the potential benefits for management and can be used them in an integrated model. Subscription of these theories, suggest that the task of manager is to create a work environment that is responsive to the needs of individuals. This enforces directors to form the internal and external environment governs on organization to select appropriate objectives to meet the needs of employees and take steps to motivate employees. For motivation, it is necessary to identify the needs and to try to satisfy them. One of the main challenge of organization is to create a balance between the general and specific objectives of the organization and the personal values of employees, so motivation is outcome and the product of a partnership and interaction of a person with the position in which a person is placed on it. Thus, the purpose of this study is that with a focus on hierarchy of needs theory, with determining the relationship between the need for principals and teachers, the process of doing an action and decision-making guides so that the organization's expectations to be matched with the individual needs, as a result of this, to provide field of organizational excellence and health. Therefore, determining the relationship between the levels of principals and teachers needs is the main problem of the research.

2.   MATERIAL AND METHODS

Population, sample and sampling method

Considering that the aim of this study was to examine the relationship between the needs of teachers and school principals of Hashtgerd city to provide desirable motivational strategies. The present study is descriptive -applied that is done by correlation. Population of the study consisted of all principals of secondary schools of Hashtgerd city (476 people) in the academic year 2013-2014 who were employed in the Hashtgerd city. To select a representative sample group also increased the measurement accuracy the simple random sampling method was used on the basis of the Bula formula for determining sample size [22] and 20 principals (10 male and 10 female director) and 288 teachers (136 masters and 152 mistresses) were chosen and finally the data from the 308 questionnaires were analyzed.

Research tools and methods of data collection

Maslow questionnaires were used in this study, the questionnaire consists of five components (physiological, safety, social, esteem and self-actualization needs) and 60 questions that has been set based on a 5-point Likert. Cronbach's Alfa of the test has estimated (α= 0.89) and the value have been reported for physiological component (64%), safety (62%), social (61%), self-esteem (63%) and self-actualization (64%). Also to assess the validity of the test, exploratory factor analysis method was used.

3. RESULTS

A) Descriptive findings

Table 1 clearly shows that the need for self-esteem and psychological needs with the average of (4.91) and (4.84) respectively have the highest average account. Also the findings suggest that average of physiological needs, safety needs, social needs, esteem needs and self-actualization needs in women is more than in men.

B) Inferential results

Research Hypothesis: there is a relationship between the needs of secondary schools principals and teachers. To test this hypothesis a Pearson correlation test was used and the results have been reported in Table 2. As shown in Table 2 it is cleared that the relationship between physiological, safety, social and self- esteem needs among middle school principals and teachers in the Hashtgerd city is significant and positive at the level of 0.001, i.e., by increasing the range of needs among principals, teachers need to handle the demand increases and vice versa. While the relationship between principals and teachers need for self-actualization is not meaningful. In fact, we can say that managers and employees in the categories of needs are different from each other. As well between the needs of teachers by gender and level of needs, independent t test was used.

Results of Levin's Test (F) indicates that the two groups are homogeneous and the default of using t-test is observed. As the value of t is significant at the level of 0.001 for safety needs, it can be said there are significant differences between safety, social and self-esteem needs of men and women. As the t-value is not significant in any of the needs it can be said there is no significant difference between the levels of teachers' needs together in terms of gender. To prioritize the needs of the principals and teachers the Friedman test was used and the results have been reported in the following tables.

Based on Table 5 among the male teacher, the needs priority in male teachers as physiological needs, self-discovery, social, self-esteem and social needs, respectively, and in female teachers physiological needs, self-discovery, self-esteem, safety and social needs, respectively, and in the male principals self-discovery needs, self-esteem, psychological, social and safety needs and in female principals self-discovery needs, self-esteem, physiological, safety and social needs, respectively are addressed as priorities of first to fifth.

Table 1. Descriptive indicators relevant to the needs of managers by gender

Row	Components	Sex	Statistical Indicators			
			Average	Standard deviation	Minimum	Maximum
1	Physiological needs.	Man	4.44	1.03	2.36	5
		Woman	4.46	0.21	2.09	5
		Total	4.84	1.1	2.65	5
2	Safety requirements	Man	4.31	1.07	2.17	5
		Woman	4.42	1.13	2.85	5
		Total	4.35	1.01	2.78	5
3	Social needs	Man	3.41	1.45	2.86	5
		Woman	3.46	1.14	22.14	5
		Total	4.26	1.33	2.96	5
4	The need for self-esteem	Man	4.46	1.33	2.98	5
		Woman	4.51	1.17	3	5
		Total	4.91	1.32	2.40	5
5	The need for self-actualization	Man	4.78	1.52	1.80	5
		Woman	4.84	1.22	2.2	5
		Total	4.18	1.51	2.80	5

Table 2.

Variable		The correlation coefficient	Significance level
Needs of principals and teachers	Physiological needs	0.51	0.001
	Safety needs	0.43	
	Social needs	0.46	
	The need for self-esteem	0.38	
	The need for self-actualization	0.12	0.13

Table 3. Results of t-test for differences in the needs based on gender of teachers

The dependent variable	F	Significance level	t	Degrees of freedom	Significance Level
Physiological needs	2.35	0.126	1.93	286	0.101
Safety requirements	0.05	0.812	3.23	286	0.001
Social needs	2.6	0.108	2.23	286	0.033
Self-esteem needs	3.79	0.053	2.14	286	0.041
Needs of self-discovery	5.79	0.017	1.63	286	0.114

Table 4. T test results to determine the needs of teachers by gender

The dependent variable	F	Significance level	t	Degrees of freedom	Significance Level
Physiological needs	3.43	0.108	1.93	8	0.613
Safety needs	2.25	0.312	2.13		0.101
Social needs	3.6	0.101	1.03		0.147
Self-esteem needs	4.71	0.032	2.04		0.121
Needs of self-discovery	6.79	0.01	1.03		0.206

Table 5. Result of Friedman test to prioritize the needs

Row	Components	Sex	Principals	Teachers
1	Physiological needs	Man	4.44	4.74
		Woman	4.46	4.86
2	Safety needs	Man	4. 31	4.11
		Woman	4.42	4.81
3	Social needs	Man	3.41	3.71
		Woman	3.46	4.23
4	The need for self-esteem	Man	4.46	4.42
		Woman	4.51	4.91
5	Need for self-actualization	Man	4.78	4.71
		Woman	4.84	4.83

4. DISCUSSION AND CONCLUSION

Since, managers' data is the only tool that assists managers in making the right decision, the directors with receive accurate information about the employees needs in both individual and organizational aspects can be easier to diagnose the problem and take the most appropriate decision. Therefore, in the study we believe that any necessary planning and organizing needs and identify the needs, so we seek to recognize the need for managers and employees to communicate between them to steer the act and decision – making so that the organization's expectations are matched to fit individual needs. Based on the results of this study, the physiological needs are the most important needs and are considered as basic needs and meet these needs provides future needs establishment (safety, social, self- esteem and self-actualization) and is approved the first step of needs hierarchy theory and noted that economic necessity is considered as a basis or foundation that other needs are based on it. In addition, the findings suggest that there is a significant positive relationship between the levels of physiological, safety, social and self-esteem needs, while there was not observed a significant relationship between need for self-actualization of secondary schools principals and teachers in the Hashtgerd city.

It is also noted that the difference among safety needs, social and self-esteem of masters and mistresses was significant while no significant difference was observed among the levels of these needs together. Hence, the results of this study is consistent with the studies of Bello [19]; Suleiman [20], Moeedfar and Zahani [23], Hoseinian et al. [24] and has approved them.

REFERENCES

1. Abolqasemi A. 2010. The relationship between Maslow's hierarchy of needs and the direction of development in wrestlers participating in the second Iranian sports Olympiad, the Olympic Quarterly, No. 3.
2. DeCenzo D.A. and Robbins S.P. 1996. Human Resource Management. (5thed.)pp.237-252. New York:. John Wiley & Sons Inc.
3. Robbins, S.P. 1998. Organizational Behavior concepts, controversies, and applications (8th ed), Upper Saddle River, NJ: Prentice Hall.
4. Nwachukwu C.C. 1987. Management: Theory and Practice, Onitsha, Aficana Feb Publishers Ltd, p. 218-241
5. Banjoko, S.A. 1996. Human Resource Management: An expository Approach, Saban Publishers Lagosp. 7
6. Cascio W.F. and Sibley, V. 1999. Utility of Assesment Center as selection device. Journal of Applied Psychology. 64: 107-118
7. Isiaka S.B. 2011. Motive for training and management development in the Nigerian Banking Industry. Asia Social Science. Vol. 7, No 3, March 2011

8. Saatchi, M. (1993). Creativity and innovation to solve problems. Journal of Management Studies, Allameh Tabatabai University. No. 2.

9. Ware, J.E., Jr., and Williams, R.G. 1977. Discriminant analysis of student ratings as a means for Identifying lecturers who differ in enthusiasm or information-giving. Educational and Psychological Measurement, 37, 627-639.

10. Bettencourt, E.M., Gillett, M.H., Gall, M.D., and Hull, R.F. 1983. Effects of teacher enthusiasm training on student on-task behavior and achievement. American Educational Research Journal, 20: 435-450

11. Burts, D. C., McKinney, C. W., and Burts, B. L 1985. Effects of teacher enthusiasm on three- and four-year-old children's acquisition of four concepts. Theory and Research in Social Education, 13, 19-29

12. Stewart, R.A. 1989. Interaction effects of teacher enthusiasm and student notetaking on recall and recognition of lecture content. Communication Research Reports, 6:84-89.

13. Feldman, K.A. 1976. The superior college teacher from the students' view. Research in Higher Education, 5, 243-288.

14. McKinney, C. W., Robertson, C. W., Gilmore, A. C., Ford, M. J., and Larkins, A. G. 1984. Some effects of three levels of teacher enthusiasm on student achievement and evaluation of teacher effectiveness. Journal of Instructional Psychology, 11: 119-124.

15. Gorham, J. and Christophel, D.M. 1990. The relationship of teachers' use of humor in the classroom to immediacy and student learning. Communication Education,39,46-62.

16. Gorham, J. and Zakahl, W.R. 1990. A comparison of teacher and student perceptions of immediacy and lerning: Monitoring process and product. Communication Education, 39, 354-368.

17. Richmond, V.P., Gorham, J.S., and McCroskey, J.C. 1987. The relationship between selected immediacy behaviors and cognitive learning. In M. McLaughlin (Ed.),Communication Yearbook 10 (pp. 574-590).Beverly Hills, CA: Sage

18. Johnson, R.L. and Christian, V.K. 1990. Relation of perceived learning and expected grade to rated effectiveness of teaching. Perceptual and Motor Skills, 70, 479-482

19. Bello, T.O. 2011. public – private partnership infrastructural development and academic goals achievement of universities in the south-west unpublished PhD thesis University of Ilorin.

20. Suleiman, N.D. 2001. Role of parent – teachers association on school plant provision and maintenance in Ijumu local government area, Kogi state Unpublished M.Ed Project.

21. Lawson, R.B., and Shen, Z. 1998. Organizational psychology: Foundation and applications. New York,NY: Oxford University Press.

22. HS Bola evaluation of plans and programs to develop the translator Khudayar Abeli,(1996),, International Institute of Adult Education.

23. Moeedfar, S., Zahani Gh.A. 2005. The study of teachers' job dissatisfaction and social factors affecting it. Case study: Teachers in Neyshabour. Journal of Sociology

24. Hoseinian H, Amiri Aand Rajabi G. 2010. Impact of Performance Appralisal Human Resources Development in The IRI Police headquarter page(s): From 547 To 562.