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European Journal of Sports and Exercise Science, 2012, 1 (4):117-125
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The relationship between motivation needs and creativity of physical education experts' of education and training department of Mazandaran province

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ABSTRACT

The aim of this study was to investigate the relationship between motivation needs and creativity of Physical Education departments' experts of Mazandaran province. The population of the study is formed from all experts in Physical Education departments in Mazandaran province. Number of samples was equal to population of study and in total they were 127 patients (92 men and 35 women). The way researching was descriptive and correlational. Gauges research has been Maslow's hierarchy of needs, motivation and creativity questionnaire. The internal reliability of the questionnaire has taken from Cronbach's alpha test sequence Motivational needs Maslow 81/0 and creativity 76/0. In order to analyze data, Kolmogrov – Smirnov test, Kaydo and Spearman correlation coefficient was significant ($p < 0.01$) and ($p < 0.05$) was used. The results showed that motivational needs of physical education specialists are not hierarchical and there is a significant relation between the physiological needs, safety, respect, self-actualization, experience and education, with creativity but there is no significant relationship between social needs and creativity. Between the needs of male and female motivation and creativity of them there was a significant difference. The results showed that there is no significant relation between the creativity with experience and education of experts. According to the results of the research It seems that the presence of creative people and create a dynamic atmosphere in education is essential.

Key words: Motivational needs, Maslow, Organizational Creativity, Physical Education Experts

INTRODUCTION

Contemporary world with amazing speed is in the mutation and change. This mutation surely has evolutionary nature and progress is important characteristic of human. Although world always has been in the evolution but today either in terms of evolution or speed is unprecedented. The role of human resources is creative, productive and dynamic [1].

Principally engaged workforce with specialized capabilities in an office package can increase productivity. There is consensus about productivity in the workforce is moving around. From the four factors that affect productivity: Organizational system, Facilities, Technology and Staff; Humans are the dominant factor that this factor can be based on the capabilities, knowledge and attitudes in each stage of the activity, other factors change and is working

to increase productivity [2]. People are usually willing to satisfy their needs and to be a part of this organization in order to satisfy these needs and it's natural that with establish a rational relationship between the individual and his time in power exchange will satisfy the specific needs of the organization And identify this needs is prerequisite of satisfying the requirements [3]. Robbins (1991) in their definition of creativity states that creativity means the ability to combine ideas in a unique way or to create continuity between the ideas. Also Lutzan define the creativity to create a fusion of ideas and approaches to individuals or groups in a new way [4]

Naderi Nasab (2007) in a study entitled "Evaluation of Physical Education in Tehran officials' motivational needs" showed that self-actualization needs and social needs as first and second priority is more important than others. Needs of the research community are not hierarchical and there is significant difference between hierarchy of needs of the research community and Maslow's hierarchy of needs. Motivational needs of individuals with different features, has a significant difference and was observed that there was a significant difference between the rewards of the job and the needs of the research community and also between the evaluation of the job and the needs of the research community, meanwhile there was a significant difference between the obtaining of higher job and maximum effort in work and different needs of research's people and between damaging the morale and motivation and failure to fulfill the needs of the research community [5].

In many organizations, research has been conducted to identify the needs and motivation of staff and due to the need of organizations for such research, department of Education as an organization in need of such research is recommended. Finding the factors that are motivated by physical education specialists and it is effective in creativity has selected as the subject of this research and with the title "The relationship between motivational needs with the creativity of physical education experts of departments in Mazandaran" Based on Maslow's hierarchy theory has attempted to do, with showing the current status motivational needs of physical education experts and its relationship with the creativity, able to give suggestions for its improvement. In this study, the researcher intends to answer the following key questions.

Why some people are very active in organizations and some low-Men? What is the reason for the interest in the job and indifference? Do motivational needs have effect on the creativity of experts? All these questions and many others associated with motivation and response to them can be sought in motivation and employee motivation.

MATERIALS AND METHODS

This research is descriptive and its subject is the relation between Motivational needs and creativity of physical education experts of Education department of Mazandaran province. To collect information, Maslow's hierarchies of needs questionnaire and creativity questionnaire of Rendsip have been used and questions related to personal attributes have been added to the questionnaire. Statistical community involves all physical education specialists and authorities' forum and Male and female clerks of Education departments of Mazandaran province.

(165 person) have an associate degree, bachelor, master's degree or higher in the academic year 2012. Because the study population was limited, so the questionnaires were distributed among all members of the research community and statistical measure of sampling adequacy were Individuals who have completed and returned the questionnaires. In addition 127 person took part in this research (35 women and 92 men).

RESULTS

Table1. Average motivational needs in terms of gender *Gender*

Needs Subjects	Physiological	Safety	Social	Respect	Self-actualization
Woman	2.23	2.52	2.49	2.48	2.83
Man	2.29	2.43	2.43	2.57	2.78
Total	2.27	2.46	2.46	2.54	2.79

According to the above table and chart you can get that motivation responds to the needs of self-actualization is the highest need in the average male and female respondents, respectively, 83/2 and 78/2 is. Comparison between the sexes in the motivational needs indicate that three safety and social needs and self-actualization was more in female respondents and physiological needs and respect was more in male respondents.

Table 2. Levels of creativity in physical education specialists of Education department in Mazandaram province

Variable	Levels of creativity									
	Non-creative		Below average		Average		Above average		Very creative	
Subjects	Abundance	Percent	Abundance	Percent	Abundance	Percent	Abundance	Percent	Abundance	Percent
Woman	21	60	12	34.3	1	2.9	1	2.9	0	0
Man	51	55.4	16	17.4	12	13	4	4.3	9	9.8
Total	72	56.7	28	22	13	10.2	5	3.9	9	7.1

Motivational needs of physical education experts are not hierarchical.

According to Table (3), Self-actualization need is as the first and the most important need and physiological needs are as the last and the least important need of physical education experts and based on the Friedman test was significant at the 99% confidence level ($p=0.000$) prioritization results from this test can be considered valid. Therefore, it is concluded that motivational experts Physical needs are not hierarchical.

Table 3. Friedman test's results

Reputation			Statistics	
Needs	Average Rating	Priority		
Self-actualization	4.11	First	Statistics Value	100.779
Respect	3.10	Second	Degree of freedom	4
Safety	2.98	Third	Significance level	0.000
Social	2.46	Fourth	Number of valid	127
Physiological	2.33	Fifth		

The second hypothesis: There is no significant relationship between physiological needs and creativity of physical education experts.

According to Table (4), between physiological needs and creative professionals in physical education, there is a significant correlation at 99% confidence level ($p=0.001$). The correlation coefficient of this relationship is 0.283 that represents a direct relationship and moderate. Thus the physiological needs of physical education specialists increases; the amount is added to their creativity.

Table 4. The relationship between physiological needs and creativity of physical education specialists

Variable	Statistics	Creativity
Physiological needs	Spearman correlation coefficient	0.283
	Significance level	0.001
	Number	127

The third hypothesis: There is no relationship between safety requirements and creativity of physical education specialists.

According to Table (5), significant relationship between safety requirements and creative professionals in physical education, there is 99 percent confidence level ($p=0.000$). The correlation coefficient of this relationship is -0.372 that represents the inverse relationship and moderate. Thus as experts in the safety needs of physical education decreases, the amount is added to their creativity.

Table 5. The relationship between safety requirements and creativity of physical education specialists

Variable	Statistics	Creativity
Safety requirements	Spearman correlation coefficient	-0.372
	Significance level	0.000
	Number	127

The fourth hypothesis: There is no significant relationship between social needs and creativity of physical education experts.

According to Table (6), significant relationship between social needs and creativity of physical education experts, there is a 95% confidence level because the significance level ($p=0.282$) of test is greater than 0.05.

Table 6. The relationship between social needs and creativity of physical education specialists

Variable	Statistics	Creativity
Social needs	Spearman correlation coefficient	0.096
	Significance level	0.282
	Number	127

The fifth hypothesis: there is no significant relationship between the need to respect and creativity of physical education specialists.

According to Table (7), there is a significant correlation at 99% confidence level between respect needs and creativity of physical education experts ($p=0.00$). The correlation coefficient of this relationship is 0.673 that represents a direct relationship and much stronger. Thus as respect needs of physical education specialists increases, the amount is added to their creativity.

Table 7. The relationship between respect needs and creativity of physical education specialists

Variable	Statistics	Creativity
Respect needs	Spearman correlation coefficient	0.673
	Significance level	0.000
	Number	127

The sixth hypothesis: there is no significant relationship between the self-actualization needs and creativity of physical education specialists.

According to Table (8), there is a significant correlation at 99% confidence level between self-actualization needs and creativity of physical education experts ($p=0.000$). The correlation coefficient of this relationship is -0.445 that represents a direct relationship and moderately strong. Thus as self-actualization needs of physical education specialists decreases, the amount is added to their creativity.

Table 8. The relationship between self-actualization needs and creativity of physical education specialists

Variable	Statistics	Creativity
self-actualization needs	Spearman correlation coefficient	-0.445
	Significance level	0.000
	Number	127

The seventh hypothesis: There is no significant difference between the motivational needs of female and male physical education specialists.

According to Table (9), motivational needs of any significant difference between male and female physical education specialists at the 95% confidence level were not observed, because the independent T-test significant at all levels needs is more than 0.05, thus, the above hypothesis is confirmed.

Table 9. Motivational needs of the independent T-test between male and female physical education specialists

Variable	Gender	Average	Standard deviation	Value of T	Degree of freedom (df)	Significance level (sig)
Physiological needs	female	2.23	0.49	-0.632	125	0.534
	male	2.29	0.42			
Safety requirements	female	2.52	0.28	1.454	125	0.148
	male	2.43	0.33			
Social needs	female	2.49	0.26	0.856	125	0.394
	male	2.43	0.52			
Respect needs	female	2.48	0.14	-1.809	125	0.073
	male	2.57	0.38			
self-actualization needs	female	2.83	0.28	0.850	125	0.398
	male	2.78	0.36			

The eighth hypothesis: There is no significant difference between the motivational needs and work experience of physical education specialists.

According to Table (10), from the motivational needs of all levels, there is a significant correlation at 95% confidence level between psychological and social needs of physical education experts ($p < 0.05$). So that psychological needs have direct relationship and the moderately low level with work experience and social needs have inverse relationship moderately low level with work experience. Meaning that whatever the work experience of physical education specialists increase, the importance of psychological and social needs increase and decrease, respectively.

Table 10. The relationship between motivational needs and work experience of physical education specialists

Variable	Statistics	work experience
psychological needs	Spearman correlation coefficient	0.192
	Significance level	0.030
	Number	127
Safety requirements	Spearman correlation coefficient	-0.010
	Significance level	0.914
	Number	127
Social needs	Spearman correlation coefficient	-0.185
	Significance level	0.037
	Number	127
Respect needs	Spearman correlation coefficient	0.134
	Significance level	0.134
	Number	127
self-actualization needs	Spearman correlation coefficient	-0.085
	Significance level	0.342
	Number	127

The ninth hypothesis: There is no significant difference between the motivational needs and education level of physical education specialists.

According to Table (11), from the motivational needs of all levels, there is a significant correlation at 99% confidence level between self-actualization and safety needs with education level of physical education experts ($p < 0.01$). So that safety and self-actualization needs have direct relationship with education level and at moderately average. Meaning that whatever the education level of physical education specialists increase, the importance of self-actualization and safety needs increase.

Table 11. The relationship between motivational needs and education level of physical education specialists

Variable	Statistics	education level
psychological needs	Spearman correlation coefficient	-0.044
	Significance level	0.621
	Number	127
Safety requirements	Spearman correlation coefficient	0.250
	Significance level	0.005
	Number	127
Social needs	Spearman correlation coefficient	-0.130
	Significance level	0.144
	Number	127
Respect needs	Spearman correlation coefficient	-0.088
	Significance level	0.324
	Number	127
self-actualization needs	Spearman correlation coefficient	0.280
	Significance level	0.001
	Number	127

The tenth hypothesis: There is no significant difference between the creativity of male and female physical education specialists.

According to Table (12), there is a significant correlation at 95% confidence level between the average of creativity of male and female physical education experts ($p < 0.01$). So that based on average you can get that creativity of men significantly is more than women. Thus, the hypothesis is rejected.

Table 12. T-test of independent creative professionals in physical education between men and women

Variable	Gender	Average	Standard deviation	Value of T	Degree of freedom (df)	Significance level (sig)
Creativity	female	12.06	18.40	-2.219	125	0.029
	male	21.72	29.23			

The eleventh hypothesis: There is no significant difference between the creativity and work experience of physical education specialists.

According to Table (13), significant relationship between work experience and creativity of physical education experts, there is not a 95% confidence level ($p = 0.063$).

Table 13. The relationship between creativity and work experience of physical education specialists

Variable	Statistics	work experience
Creativity	Spearman correlation coefficient	0.165
	Significance level	0.063
	Number	127

The twelfth hypothesis: There is no relationship between creativity and education level of physical education experts.

According to Table (14), significant relationship between education level and creativity of physical education experts, there is not a 95% confidence level ($p=0.697$).

Table 14. The relationship between creativity and education level of physical education specialists

Variable	Statistics	Education level
Creativity	Spearman correlation coefficient	-0.035
	Significance level	0.697
	Number	127

DISCUSSION

In this study, researcher examined the relationship between motivational needs and creativity of Physical Education's experts of Education and Upbringing departments of Mazandaran province. The findings of the describing statistical study showed that 58.2 of the persons who took part in the exam are in the range of 41 and above and this indicate that most of them are middle-aged. Considering these results, Mazandaran province's recruitment education department is required to plan application for the use of young and creative forces in the future.

The results showed that the gender distribution of the participants according to gender inequality is in favor of men. Men form 72.4% and women 27.6. According to these results, Education administrators of Mazandaran province, to achieve a more balanced state should be considered the measures and promotion of women in sport and acceptable and productive enhance among the staff in the work. The results of the study showed that approximately 80% of participants had a bachelor's degree that are in a satisfactory condition and for taking graduate post in Physical Education are acceptable. The results of this research showed that in the hierarchy of needs of patients, physiological need as the least important need is placed in the fifth priority. In Maslow hierarchy of needs, the first is the physiological needs as required.

The results of research conducted by Naderi Nasab (2007) and Farakhtar (1998) showed that physiological needs are fifth in the hierarchy of needs as a priority and Deljou (1994), Ebrahimzadeh (1994) and Karimi's (1995) research indicated that physiological need is the fourth priority. Chang (2002) said that the most important motivational factor in improving Korean employee performance is the removal of physiological need and research results in Slovakia (2002) showed that university graduates said the most important motive for work is receiving salary and wage (Naderi Nasab, 2007). According to the above research's results it can be concluded that most internal researches cited physiological need as the least important need that were consisted with this research's results, while overseas research have been proposed physiological need as the most important need that is similar to Maslow's research. This study showed that self-actualization needs are in the first place of importance. Researches' results of Naderi Nasab (2007), Farakhtar (1998), Ebrahimzadeh (1994) and karimi (1995) have been, like this research and are in the first priority in the priority hierarchy of needs. In other researches can Amiri research (2003) pointed out that in the priority needs, physiological need has been said as the most important factor that is like Maslow's theory. The results of Miskel and Cici's reseach (1983) shows that the most professional teachers' lack has been satisfy esteem needs and self-actualization that self-actualization needs more attention. According to Maslow's hierarchy of needs, physiological needs, safety requirements, social needs, esteem and respect needs, and self-actualization needs are in the order of priority from first to fifth. Whereas in this research self-actualization needs, respect needs, safety requirements, social needs, and physiological needs are in the order of priority from first to fifth. It seems that difference of research communities in terms of cultural, social, economic, and religious status and position can be effective in prioritize of Needs. Due to the economic situation of physical education authorities of education and training department, low-income level and failure to satisfy the physiological requirements, this reason can't be reasonable. But it seems that considering ethics, spiritual values, and having a vision of the human, financial incentives that can undermine and spiritual needs that are including higher-order needs are revealed. According to results of this research and above reasons it can be told that Maslow's hierarchy of needs theory is not supported and physiological and safety needs as basic needs in Maslow's hierarchy are ranked first and second in the most

researches are in the rank of fourth and fifth in terms of importance and self-actualization need is in the first priority as the most important need.

According to the results in Table (4), significant relationship between physiological needs and creative professionals in physical education, there is 99 percent confidence level. The correlation coefficient of this relationship is 0.283 that shows a direct relation and in the moderate average. Meaning that as the physiological needs of physical education specialists increases, the amount is added to their creativity. Given the importance of appropriate rewards and proper encourages in developing and enhancing employee creativity, the authorities of organization should make all their attempts in order to implement an efficient and fair system for payment of salary to employees and encourage and reward for creative and innovative individuals. The impact of these factors on individual creativity, has been approved in researcher's researches such as Hosseini and colleagues (2004), Naseri (2006), Elahi (2003) and Farakhtar(1998).

The results in Table (5), there is significant relationship between safety needs and creativity of physical education experts. The correlation coefficient of this relationship is -0.372 that shows a inverse relationship and in the average. In examining of safety needs of the community was determined that this need is in the third rank. Researches' results of Farakhtar (1998), Ebrahimzadeh (1994) and Naderi Nasab(2007), safety need is in the fourth preference and in Amiri (2003) and Karimi's (1995) researches this need is in the fifth preference. Philip Whitley (2002) about the main factors of motivating has raised the job security in the lower Preference after the factors such as proper wage and reward and Pfr (1998) has identified job security as the most important factor of leaving the occupation. According to this research and other researches can be expressed that as experts in the safety needs of physical education decreases, the amount is added to their creativity.

According to the results in Table (6), significant relationship between social needs and creativity of physical education experts, there is not a 95% confidence level because the exam's significance level (0.282) is more than 0.05. The needs of the research community's needs are fourth in importance. In the event that researches of Farakhtar (1998), Ebrahimzadeh (1994), Amiri (2003) and Naderi Nasab (2007) ranked second in the hierarchy of needs and Karimi (1995) and Abedini (2006) ranked that in the first preference. But this was not consistent with this research's results and also had no significant effect on creativity of physical education experts.

Results in table (7), showed that significant relationship between social needs and creativity of physical education experts, there is a 99% confidence level. The amount of correlation coefficient of this relationship is 0.673 that shows a direct relationship and in the limit of strong. With the study of this research second importance is the need to respect that the results of Abedini (2006) and Karimi (1995) agree with that. Whereas based on researches' results of Farakhtar (1998), Ebrahimzadeh (1994), Amiri (2003) and Naderi Nasab(2007) is in third rank in the hierarchy of needs that does not match with Maslow's hierarchy. According to the results of this research and others, it can be concluded that as the needs of the respect of physical education experts increases, the amount is added to their creativity. Results in table (8), showed that significant relationship between self-actualization needs and creativity of physical education experts, there is a 99% confidence level. The amount of correlation coefficient of this relationship is -0.0455 that shows a inverse relationship and in the limit of strong. The results of this study showed that self-actualization needs as the most important factor is the priority. Researches' results of Farakhtar (1998) and Ebrahimzadeh (1994), and Naderi Nasab(2007) is consistent with this research. Alexa Ssyla study (2002) showed that the second priority is the need for self-actualization in the hierarchy of needs.

According to the results of this research and others, it can be concluded that as the self-actualization of physical education experts decrease, will also increase the amount of their creativity. According to Table (9), none of the motivational needs levels of physical education experts' significant differences between males and females were not observed in the 95% confidence level, because the independent T-test significant at all levels needs more than 0.05. But Amir Kaveh's research (2001) showed that gender has an impact on job motivation. The results of Abedini's research (2006) showed that gender has significant relationship only with respect needs. Byshy's research (1996) showed motivation is significantly associated with gender. According to Table (10), motivational needs of all levels, between physiological and social needs of physical education experts and their work experience there is a significant correlation at 95% confidence level ($p < 0.05$). Physiological needs are relatively weak, so the experience is in direct relationship with work experience. Meaning that as the work experience of physical education experts increase, the importance of psychological and social needs increase and decrease, respectively that has compatible with research

of Abedini (2006) and byshy (1996). But Amir Kaveh's research (2001) showed that experience has no effect on job motivation. According to the results in Table (11), motivational needs of all levels, between safety requirements and self-actualization of physical education experts and their education level there is a significant correlation at 99% confidence level ($p < 0.01$). So that safety requirements and self-actualization have direct relationship with education level in the moderate average. Meaning that importance of safety and self-actualization needs increases, as the education level of physical education experts' increase. The results of Amir Kaveh's research (2001) showed that education level has an impact on motivation. According to the results in Table (12), the average man and woman creativity experts in the field of physical education, there are significant differences at the 95 percent confidence level ($p = 0.029$). So that based on the average can be received that men are significantly more creative than women. Probably in education and training departments men experts get more attention. The result of this research showed that there is no significant relationship between work experience and education level with creativity. According to results of this research the most important factor of making creativity in education and training departments is pay attention to motivational needs that meet these requirements will result in creative.

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