

## EXAMINE THE RELATIONSHIP BETWEEN INTRINSIC MOTIVATION TO UNDERSTAND AND WORK WITH TEACHERS TEACHING STYLE

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### **Abstract**

Currently the research in order to investigate the relationship of teachers' teaching styles and academic motivation of secondary school students in the 94-93 school year is done. For this purpose, a sample Esfahan 262 in secondary curriculum of students who have been selected randomly stratified by size. The data collection tool was a questionnaire. Cronbach's alpha reliability of the study, 0/860, respectively. Data obtained were analyzed by both descriptive and inferential. The results showed that the teaching style is a positive correlation ( $r = 0.213$ ) were significant ( $p < 0.01$ ) with the academic motivation. The teaching style is a significant positive correlation with intrinsic motivation to intrinsic motivation to perform the task ( $r = 0.166$ ).

**Keywords:** teaching styles, motivation, teachers, students, Isfahan.

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## Introduction

In learning, motivation is important to motivate fact, some experts believe the responsibility of the teachers. Learners are motivated by the possibility of sadly enough they try to show dominance finding is notable that even the best training and education programs organized in the absence "Motive" clerkship course and students of the times, no sands. But in some cases it can be seen that learners do not like what they do, according to teachers or coaches are asked to each of them the way they are raised. So the role of teachers rather than creating incentives to act to play the role of learner control, motivation and incentives to drive the learning task or complete a specific task, That is one way to attract their attention and their energy is directed to do serious work.

Intrinsic motivation is the force that causes us to behave a certain way. Sometimes motivation is instinctive and sometimes altogether logical decision must be pointed out that the combination of the two is somewhat instinctive motivation, and to some extent rational thought, often self-motivation and personal service. Incentives are a powerful force in the learning process. Motivation is not only a guiding force is rather confusing. Motivation is optional. Motivation determines what activities to do to be accepted. It also specifies the task or job. Motivation determines priority.

Motivation of the learner model, the motivation to work on the organization of labor and increases efficiency and leads to the appearance pattern is obtained.

Works diligently to identify four major priorities and planned behavior is essential for learning. They rich source to create that teachers and learners can benefit from it (homegrown, 1392) .ta motivation is not nobody remembers anything, although heredity and environmental factors, or intelligence and enriching environment improving teaching and learning has greatly improved the training effect, but the heart of education and motivation to learn what no one will not be motivated.

Motivation and achievement motivation in general, tend to be specific to the particular course. Today you have to look deeper, according to new horizons of psychology interests and aspirations of students to teachers is better known. Today we know the extent to which teaching methods will be effective in promoting the benefits of our goals and how we can help enrich the experience of disadvantages of each method as we know, they also know the benefits and there should be no way to cassette. An important part of the course material to life and past experiences stimulate curiosity and shifting interests and create rich experiences and faith is genuine. There are various definitions of motivation. Motivation is one of the most comprehensive of the creator, maintainer and driving behavior is called. Special incentives are needed or wanted by the motivation would be defined (Saif, 1388). Motivation, behavior and processes that energy, it has led, holds (Biabangard, 1386). Intrinsic motivation and natural capacity for learning is positive and nurturing needed to establish (Mac Kombz and pop, translation consistency Abraham Abadi, 1384).

The internal and external research conducted recently that some of them refer Studies Keller (2006) found a high ability to transfer information and educational multimedia digital story book season and structure as well as the training is to stimulate learners' motivation

The results of Abdul Hamid (2005) have shown that multimedia in teaching and learning is effective.

Tokmn studies (2003) have shown weak learners, better use of distance learning programs have

Danygan (2001) is also an important factor in students' motivation is considered remote.

Snkaran findings (2001) suggest that the group trained using web-based learning and deep learning strategies were used, The strong performance of the group as a method of teaching and learning strategies in-depth lectures were attended.

The findings of Marshall (2000) also indicates that the CD has to provide some training and other educational materials will be more suitable.

Srlkld and Brzoska (1994) also stated that a high level of motivation and self-regulation of growth, progress and success, as well as an essential component of distance learners satisfaction of distance education (p. 53).

Yosho (2006) writes in a study by El-Remy, over 176 students in Saudi Arabia, has also been demonstrated that the use of computers not only improves students' attitudes toward the use of computers for learning, but a comparison with teaching methods, students also had a significant increase motivation.

In another study conducted by Vltnyg et al (2009), over 185 third-year student and compare the effect of a combination of traditional motivation and student satisfaction, the results showed that the fusion-based learning, problem solving, compared with the control group, satisfaction, motivation and learning is significantly increased.

### **According to what was said to be considering the following assumptions**

*First hypothesis: The teaching style is associated with intrinsic motivation to learn*

*second hypothesis: The teaching style is associated with intrinsic motivation to work*

### **Research**

The purpose of this research is applied and the method of correlation because the state pays relationship variables. In terms of running field. In terms of cross-

sectional time and the type of data and quantitative data collection methods in the field and through questionnaires.

### Statistical population and sample size

Statistical population this study consisted of all students who are studying at secondary school in the city in the year 93-1392, They reported that the total number of undergraduate training in management education of 1,000 people. The population variance is unknown since the study was a preliminary study on a group of people, it was necessary to determine the variance of the population. To this end, a group of 30 subjects were randomly selected from the target population and a questionnaire was distributed among them, and then extract the data from the response of the group, subjects were assessed using Cochran formula. Statistical population is limited to a small number of variables used in the formula.

$P = \text{Mean observed} \div \text{Number of questions} \times \text{Maximum score questions}$

$P = 0/60$

$Q = 0/40$

$t = 1/96$

$d = 0/05$

$$n = \frac{\frac{(t)^2 (Pq)}{(d)^2}}{1 + \left[ \frac{1}{N} \times \left( \frac{(t)^2 (Pq)}{(d)^2} \right) - 1 \right]} = \frac{\frac{(1.96)^2 (0.64 \times 0.36)}{(0.05)^2}}{1 + \left[ \frac{1}{1000} \times \left( \frac{(1.96)^2 (0.64 \times 0.36)}{(0.05)^2} \right) - 1 \right]} = 262$$

The sample size in this study was obtained from 262 patients with 270 questionnaires were distributed 262 questionnaires were analyzed flawless.

### Sampling procedure

Sampling method is proportional stratified random sampling this means that the schools are separate schools for boys and girls schools were selected randomly and their students were chosen

**The data collection tool**

In the present study with respect to the subject and method of questionnaire was used randomly for the study was provided.

**Research findings**

*First hypothesis: The teaching style is associated with intrinsic motivation to learn*

Table 1 summarizes the results of Pearson correlation coefficient teaching style with intrinsic motivation to learn

|                               |                     |                |
|-------------------------------|---------------------|----------------|
| Intrinsic motivation to learn |                     |                |
| 0/348                         | Pearson correlation | Teaching style |
| 0/0001                        | Significance level  |                |
| 262                           | The number          |                |

Results Table 1 shows that the teaching style is a significant positive correlation ( $p < 0.01$ ) with the intrinsic motivation to learn. This finding suggests that a more holistic teacher or student teaching style is oriented to understand the students' intrinsic motivation is higher.



*The second hypothesis: The teaching style is associated with intrinsic motivation to do the job*

Table 2 shows results of Pearson correlation coefficient teaching style with intrinsic motivation to work

|                              |                     |                |
|------------------------------|---------------------|----------------|
| Intrinsic motivation to work |                     |                |
| 0/348                        | Pearson correlation | Teaching style |
| 0/0001                       | Significance level  |                |
| 262                          | The number          |                |

The results in Table 2 show that the teaching style of a significant positive correlation ( $p < 0.01$ ) with intrinsic motivation to do the work. This finding suggests that a more holistic teacher or student teaching style is oriented student intrinsic motivation to work more.

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