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Motivational Solutions for Teachers Based on The Document of Fundamental Transformation of Education

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| ARTICLE INFO | ABSTRACT |
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| <p>Article History: Received 6 January 2023 Received in revised form 27 February 2023 Accepted 19 March 2023 Available online 22 March 2023</p> | <p>Teachers and trainers are essential components of the education system, playing a critical role in advancing educational quality. Elevating their motivation and investing in this sector can lead to a substantial improvement in education standards. Numerous morals, social, cultural, economic, and political impediments have hindered the growth and progress of the country, leading to the neglect of human resources, such as the crucial role of teachers and their influence on productivity in education. Therefore, it is essential to determine teachers' requirements and the underlying motivating factors to improve the educational system's efficiency and accomplish objectives outlined in upstream documentation, such as the Fundamental Transformation of Education document. The present study aims to offer practical motivational solutions to educators, with a specific focus on the aforementioned document of significant transformation. This study is aimed at gathering information related to library studies and has an applied purpose with a descriptive-analytical nature. The results indicate that crucial factors affecting career motivation among educators include enhancing social status, addressing economic concerns, implementing an accurate evaluation system, improving professional development, and involving teachers in curriculum planning. It is advisable for educators and education policymakers to utilize the core change blueprint, particularly the segment on teacher position, to implement diverse methodologies and establish a favorable atmosphere for enhancing teacher drive.</p> |
| <p>Keywords: Teacher, Motivation, Solution, Fundamental Transformation Document</p> | |

1. INTRODUCTION

Education is a cornerstone of societal development, with one of its primary objectives being the instruction and formation of children and adolescents through the efforts of educators and administrators. According to educational theorists, teachers and administrators constitute the most critical and influential elements in determining the effectiveness of an education system [1]. The teacher's role extends beyond delivering content; they act as role models, mentors, and guides, steering the learning process. The success of the teaching-learning dynamic largely

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depends on the teacher's competence, efficiency, engagement, and professional expertise. Consequently, teachers are widely recognized as the foundation of a robust and effective education system [2].

Establishing a skilled and effective teaching workforce necessitates a comprehensive understanding of the factors that influence their performance. One of the most significant determinants of teacher effectiveness is motivation. Highly motivated individuals tend to exhibit enhanced performance, which in turn positively affects educational quality in society [3]. Career motivation encompasses both intrinsic and extrinsic forces that drive work-related behaviors and influence their sustainability. Importantly, motivation is shaped by the dynamic interplay between the individual and their organizational environment, rather than being solely an inherent personal trait or an organizational attribute. This transactional nature implies that organizational policies can either enhance or undermine employee motivation [4].

Given the pivotal role of teachers' motivation in both their individual productivity and the overall efficiency of the education system, it is essential to investigate this variable thoroughly and identify the factors that impact it. A decline in job motivation can result in diminished professional performance and increased risk of burnout, underscoring the need for systematic research to achieve educational objectives [5].

The National Document on the Fundamental Transformation of Education articulates the vision and strategic objectives for the education system toward the horizon of 2025 AH. Rooted in upstream policy documents, it integrates core values while emphasizing the strategic priorities of the Islamic Republic of Iran [6]. This document functions as a critical framework for educational planning, detailing required resources, facilities, national-level task divisions, and procedural guidelines.

This article seeks to analyze the existing literature and policy documents related to the fundamental transformation of education. Employing content analysis, the study identifies causal relationships and ensures a coherent and logical progression of ideas. Technical terminology is defined upon first mention, and the narrative maintains a formal, objective, and neutral tone. The text follows conventional academic structure, adheres to consistent citation formatting, avoids filler language, and utilizes precise vocabulary. It is presented free from grammatical, spelling, and punctuation errors.

The article first outlines the research methodology, emphasizing its relevance and necessity. It then examines prior literature on motivation and provides clear conceptual definitions of teachers and trainers. Subsequently, the research background is discussed, followed by proposed strategies to enhance teacher motivation based on the principles of the fundamental transformation document. The study concludes with a discussion and summary, addressing the following research questions:

- Does the dignity and social respect associated with the teaching profession enhance teachers' job motivation?
- Do economic considerations, including salary and benefits improvements, contribute to increased teacher motivation?
- Does accurate and effective evaluation of teacher performance positively influence their job motivation?
- Can the treatment of managers toward teachers and the creation of a supportive organizational climate enhance teacher motivation?
- Does fostering opportunities for professional and career development increase teachers' career motivation?
- Is increasing student motivation in learning influential in enhancing teachers' motivation?
- Does teacher participation in curriculum planning contribute to greater job motivation?

The fundamental change document was officially ratified by the Supreme Council of the Cultural Revolution in March 2013, endorsed by the then-president and the head of the Supreme Council. The document underwent review and final approval across fifteen working sessions from 12/11/2019 to 5/7/2019. Since its approval occurred in Mashhad, it is also referred to as the Holy Mashhad Document (Supreme Council of Cultural Revolution, 2013), highlighting its significant value and alignment with religious norms.

2. RESEARCH METHOD

A significant portion of prior research on teacher motivation has employed quantitative approaches to examine relationships between variables influencing career motivation. However, these studies often lack the depth required to fully understand the complex nature of teacher motivation, necessitating a comprehensive content and library analysis for deeper insights [7]. Therefore, this study analyzes practical solutions for motivating teachers using an analytical, document-driven approach, drawing on reliable sources, including Iran's Fundamental Transformation of Education Document (FTED). The research is applied in purpose, gathering information through descriptive and analytical methods within the field of library studies. Data were sourced from searches on Magiran, Civilica, SID, and Google Scholar databases, as well as credible books and peer-reviewed articles. The study identifies crucial factors enhancing teachers' motivation and evaluates corresponding solutions by analyzing the FTED [8].

3. THE IMPORTANCE AND NECESSITY OF RESEARCH

Identifying critical factors that enhance teachers' motivation and assessing solutions aligned with the Fundamental Transformation of Education Document is essential for systemic educational reform. This research addresses motivational gaps to foster improved teacher performance and align with national educational goals, supporting the development of a skilled teaching workforce capable of advancing Iran's strategic educational vision [1][9].

4. RESEARCH LITERATURE

4.1. The Concept of Career Motivation

The term "motivation" originates from the Latin word *movere*, meaning movement, and refers to the reasons underlying human behavior. Simply put, every action an individual undertakes is driven by a motive or need, whether conscious or unconscious. Human motivation is spurred by needs, defined as an internal state of deprivation that compels individuals to engage in activities to address it [10]. According to Robbins, motivation is "the desire to exert significant effort to achieve organizational goals in a way that satisfies individual needs" [11]. It is a chain process beginning with a perceived need, leading to desire, tension, action toward a goal, and ultimately, goal attainment, which may resolve the need [10]. Motivations prompt specific behaviors, distinct from general desires that reflect broader inclinations. Punishment and encouragement remain potent motivators across research, with money serving as one of many tools for rewards. Steers and Porter assert: "The higher the work motivation of the employee and the more positive their attitude toward their job (i.e., higher job satisfaction), the higher their performance will be. Conversely, lower motivation and job satisfaction result in reduced performance" [12].

4.2. Teacher and Trainer

Teaching transcends a mere profession; it is a skillful art embodying creativity and dedication. In Islamic tradition, the Quran's first revelation—"Read in the name of your Lord who created..."—portrays God as the ultimate educator, highlighting teaching's divine significance [13]. Nahj al-Balagha equates a teacher's value to paradise, emphasizing their revered role in shaping humanity [14]. However, this reverence must not justify neglecting educators' challenges, as their needs demand practical support to fulfill their sacred duty. In the first chapter of the Fundamental Transformation of Education Document, titled "General Principles," "teacher" and "trainer" are synonymous, referring to individuals tasked with the critical mission of educating students in Iran's formal public education system. The second chapter, "Statement of Values," includes two key propositions:

- The teacher, as an insightful guide, is the most effective element in fulfilling the missions of the country's formal education system.
- Greater emphasis should be placed on the empowering role of knowledge and the elevated status of scholars and teachers.

These propositions establish teachers as guiding exemplars, with professional identities rooted in scholarly prestige and societal impact [1].

5. RESEARCH BACKGROUND

No previous study has specifically examined practical solutions to motivate teachers with a focus on Iran's Fundamental Transformation of Education Document (FTED), making this research novel. To provide context, a review of related studies on teacher motivation is presented.

Hosni and Ahmadi (2015) conducted a study titled "Investigation of Factors Affecting the Motivation and Job Satisfaction of Elementary School Teachers" to explore factors influencing teachers' motivation and job satisfaction [15]. Their findings highlighted the teaching profession's social context as a critical determinant of sustained motivation. Enhancing educators' societal standing through targeted initiatives, such as public recognition and professional support, significantly influences motivation. Additionally, creating favorable working conditions and promoting quality components of teachers' work life—through revised job structures, qualification assessments, and personality considerations prior to entering the profession—fosters a supportive environment for professional success. These factors enhance teachers' desire and motivation to remain in their roles, reinforcing their effectiveness as educational leaders.

Alfat and Porsanbeli (2017) investigated factors enhancing motivation among primary school teachers in Maragheh city, finding above-average motivation levels driven by material (e.g., salaries), spiritual (e.g., recognition), and organizational (e.g., supportive culture) factors [16]. These results underscore the multifaceted nature of teacher motivation, requiring a balanced approach to address diverse needs.

Kayani (2015) identified factors affecting job motivation among elementary school teachers in District 2, revealing educational-management challenges such as frequent, non-expert directives, inappropriate administrative behaviors, and constant textbook changes [17]. Economic issues, including low salaries and inadequate welfare facilities, alongside job-related factors like monotony, high stress, and low social status, were significant demotivators. Cultural and social barriers, such as limited teacher involvement in school planning, and environmental shortcomings, such as insufficient educational facilities and modern technologies, further impacted motivation. These findings highlight the need for systemic reforms to address diverse motivational barriers.

Panahi et al. (2017) explored causes of declining teacher motivation in professional activities, identifying educational, organizational, economic, social, personal, and family factors as key contributors [18]. Failure to address these issues risks long-term consequences for the education system and societal development. The study advocates for accurate and fair evaluation systems to recognize committed teachers, alongside mechanisms to enhance teachers' societal position and economic status, urging authorities to implement effective motivational strategies.

Ahmadi and Sajjadi (2001) conducted a study on factors influencing the career advancement of middle school teachers in Isfahan, analyzing perspectives from student teachers, teachers, and administrators [19]. The findings emphasized that welfare facilities, organizational atmosphere, career development opportunities, physical school facilities, and accurate evaluations significantly enhance job motivation. Managers prioritized welfare facilities, organizational atmosphere, physical facilities, and evaluations, while teachers emphasized physical facilities, and student teachers valued career development. These differing perspectives highlight the need for tailored motivational strategies to address diverse stakeholder needs.

Dadipour Darghazi (2015) investigated factors reducing teacher motivation and job satisfaction, proposing solutions to enhance both [20]. The study highlighted the importance of employee satisfaction for achieving organizational goals, focusing on individual differences, material incentives, career development, organizational

promotions, collaborative management, labor division, job enrichment, job rotation, employee empowerment, and psychological factors. Recommendations include fostering intellectual creativity, maintaining discipline, ensuring workplace equity, and creating supportive environments to boost morale and motivation.

Kelnat and Shiri (2015) analyzed the teacher's role in the FTED, emphasizing that achieving the document's 1404 vision for Islamic civilization and a fulfilling life requires skilled teachers and robust educational infrastructure [21]. Teachers must possess the competencies to realize the document's goals, supported by an infrastructure that facilitates effective teaching and learning. Overall, prior research confirms the multifaceted nature of teacher motivation, highlighting social, economic, organizational, and professional factors that align with the FTED's framework for enhancing educator engagement.

6. FACTORS AFFECTING TEACHERS JOB MOTIVATION

The absence of career motivation among teachers in educational institutions can lead to severe consequences, jeopardizing not only the quality of education but also societal development, given the critical role of schools in training and educating students. This section examines key solutions outlined in Iran's Fundamental Transformation of Education Document (FTED) to effectively enhance teacher motivation. The seventh chapter of the FTED, titled "Operational Objectives and Solutions," provides comprehensive guidance, encompassing 23 strategies, each accompanied by detailed executive and operational measures [1].

6.1. Social Status

Elevating the societal status of educators is a primary objective of the FTED, emphasizing the need to value teachers and recognize their pivotal role in the education system. The document prioritizes policies that enhance teacher training, provide adequate resources, and support professional development to foster a culture of growth, accountability, and excellence. Key initiatives include cultural and economic planning, dedicated budgets, emphasis on teacher expertise, and institutionalizing teachers' roles within communities. Continuous recognition of teachers' efforts, beyond annual events like Teacher's Day, is essential to establish respect as a fundamental societal value. However, studies in Iran indicate that the teaching profession suffers from low societal regard and inadequate social support, resulting in diminished status compared to other professions [22]. This has led to negative outcomes, including reduced interest from talented individuals, increased frustration, job anxiety, demotivation, dissatisfaction, weakened role modeling, and decreased institutional effectiveness. Governments must create supportive environments for professional development and implement ethical management systems aligned with educators' motivational needs. The FTED's tenth operational goal proposes:

- Utilizing social facilities and national media to enhance public culture in honoring teachers.
- Designing a special retirement system to leverage educators' experience.
- Creating mechanisms to strengthen teachers' cultural and social dignity [1].

These strategies aim to elevate teaching's prestige, attracting talent and fostering motivation.

6.2. Economic Issues

Economic challenges, particularly inadequate salaries, are a primary cause of reduced motivation in educational activities [23]. Insufficient income hinders teachers' ability to meet basic living needs, directly impacting enthusiasm and teaching quality. According to Taylor's research, monetary rewards enhance performance, commitment, productivity, and satisfaction [24]. Financial concerns create worry, lowering motivation and instructional efficacy. Reforming incentive systems is critical to address these issues. The FTED's 12th operational goal, "Human Resources Dignity," emphasizes full-time educator support with the following solutions:

- Optimizing payment systems based on merit and competitive approaches.

- Providing facilities and privileges to attract and retain efficient staff, particularly in primary education.
- Establishing legal mechanisms to enhance motivation through welfare services and solutions to material and living challenges [1].

These measures align with global practices, such as competitive teacher salaries in high-performing education systems, to boost motivation and retention [25].

6.3. Correct Evaluation System

The absence of a fair performance evaluation system, failing to distinguish between diligent and less committed educators, significantly reduces motivation [23]. Non-merit-based promotions lead to inaccurate outcomes, undermining morale. Accurate assessment of skills, competencies, and continuous performance is vital for human resource planning, recruitment, training, career path development, compensation, and talent identification. Implementing quality assurance and evaluation systems in formal education requires legal structures and performance metrics aligned with educational philosophy and stakeholder input, including Islamic principles [26]. The FTED's 11th operational goal proposes:

- Creating a system for evaluating teacher competencies (moral, religious, revolutionary, professional, specialized) aligned with the FTED's strategic objectives [1].

This system ensures fairness and transparency, supporting motivation through recognition and growth opportunities.

6.4. Improving Teachers' Career and Professional Skills

Empowerment through training enhances employee quality and organizational effectiveness [27]. Education develops knowledge, skills, and behaviors, driving motivation by aligning competencies with organizational goals. Kayani (2015) identified lack of growth opportunities, outdated teaching methods, inadequate in-service training, unfamiliarity with modern technologies (e.g., computers), and challenges in producing digital content as key demotivators [17]. The FTED's 18th operational goal emphasizes:

- Enhancing facilities for research-oriented, non-attendance, and continuous in-service training to strengthen professional skills.
- Establishing a teacher rating system for career advancement based on Islamic standards.
- Expanding research, individual and group capabilities, experience exchanges, continuous retraining, superior teaching model festivals, and research credits [1].

These strategies foster professional identity and motivation by creating environments conducive to skill development and lifelong learning [28].

6.5. Appropriate treatment of the manager and the teacher

Improper managerial treatment of teachers is a significant factor in reducing their motivation. Adhering to principles of human relations and ethics in managerial interactions directly enhances teachers' work quality and motivation. Therefore, selecting school principals requires caution and sensitivity, ensuring candidates possess the necessary competencies. Principals must receive continuous training on the complexities of their managerial responsibilities and undergo regular evaluations to maintain effectiveness. The Fundamental Transformation of Education Document (FTED) emphasizes establishing a meritocracy system, designing accountability mechanisms, redefining appointment and promotion processes for educational managers, setting quality criteria, and strengthening merit-based systems in educational institutions [29]. The FTED's second operational goal,

“Deepening Islamic Education and Manners, Strengthening Belief and Commitment to the Values of the Islamic Revolution,” outlines eight solutions, with the third solution focusing on:

- Enhancing managers’ and teachers’ religious, moral, and professional competencies, reinforcing their role as exemplars, and providing mechanisms for active participation in educational programs, delegating school education responsibilities to principals [1].

Additionally, the 22nd operational goal, “Continuous Improvement of the Expert System, Management, and Educational Leadership in the Public Formal Education System,” emphasizes:

- Selecting managers based on merit, leadership in divine and human values, scientific standards, efficiency, and alignment with the formal education system’s goals [1].

These strategies ensure managers possess both the expected teaching skills and specialized leadership competencies, fostering a supportive environment for teacher motivation. The poetic reference, “Essence not derived from the Creator/ Who can become the Creator?” underscores the need for managers to embody exemplary qualities [30].

6.6. Increasing Students’ Motivation in Learning

Students significantly influence teachers’ motivation, acting as primary motivators or demotivators through their feedback and engagement in the teacher-student relationship. Post-pandemic challenges, such as students’ reluctance to attend in-person classes, highlight the need for innovative teaching methods to address societal transformations [31]. Traditional passive education methods are inadequate for current needs. For instance, Persian literature courses, despite their intrinsic emotional appeal, are often perceived as dull by students. Enhancing these classes with modern, diverse aids—such as photographs, stories, films, and music—can boost engagement [32]. Similarly, experimental science courses require dynamic, creative, and collaborative teaching approaches, supported by adequate laboratory resources to increase attractiveness and student motivation [33]. The FTED’s 17th operational goal emphasizes improving educational quality through intelligent use of new technologies, with the third solution proposing:

- Updating teaching methods to emphasize active, group, and creative approaches led by exemplary teachers [1].

The sixth operational goal, “Diversification of Learning Environments in Public Formal Education,” includes:

- Creating and enriching school-level information units and educational resources (e.g., libraries, laboratories, workshops, national information networks).
- Establishing networks of learning environments, including research institutes, camps, cultural houses, public libraries, science exhibitions, museums, entrepreneurship centers, and stadiums [1].

These strategies foster student engagement, indirectly enhancing teacher motivation through positive classroom dynamics.

6.7. Teachers’ Participation in the Curriculum Planning System

Teacher involvement in curriculum planning is a critical factor in educational systems, offering benefits such as enhanced professional esteem, prevention of burnout, increased motivation, adaptation of curricula to local contexts, improved student engagement, and stronger teacher commitment to implementation [34]. Participative management programs enable teachers to engage in decision-making, boosting efficiency, work commitment, and job satisfaction [35]. The FTED identifies teacher participation as a strategic priority in its 11th operational goal, promoting school-level curriculum involvement. The 13th operational goal, “Enhancing the Role of Education Councils,” proposes:

- Improving the efficiency of school councils (e.g., teachers’ and students’ councils) by delegating administrative powers to foster greater participation [1].

These initiatives emphasize the importance of collaborative governance for effective school management and teacher motivation. In Table 1, the practical ways to motivate teachers based on the document on the fundamental transformation of education have been briefly reviewed.

Table 1 .Practical ways to motivate teachers (source: research findings)

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|---|---|
| Promotion of social status | Solution 2/8- Creating the necessary mechanisms to strengthen the cultural and social position and dignity of teachers. Strategy 1/10- Planning and using social facilities and opportunities to improve public culture in honoring and protecting the position of teacher with emphasis on using the capacity of national media. Solution 10/4- Designing and establishing a special system for the retirement of educators to benefit more from their useful experiences. |
| Improving economic issues | Solution 1/12- Establishing a service compensation model and ensuring the well-being of human resources worthy of the dignity of educators, considering the need for them to become full-time. Solution 12/2- Optimizing the payment system, based on merits and based on a competitive approach. Solution 12/3- Creating legal mechanisms to increase the motivation of teachers and trainers by organizing services and welfare facilities and solving their material and living problems. |
| Correct evaluation system | Solution 11/4- Creating a system for evaluating the competence of teachers including ethical, religious, revolutionary, professional and specialized competencies and evaluation according to the principles and goals of the strategic transformation document. |
| Improving teachers career and professional skills | Solution 10/2- To improve the scientific and educational level of teachers and to strengthen the motivation of their career advancement based on the Islamic standard system. Solution 7/11 - Development of the field of research and increasing the professional abilities of teachers individually and in groups. Solution 18/2- Providing facilities and facilities and creating efficient and effective mechanisms in in-service training for teachers and strengthening motivation and professional skills for continuous learning. |
| Appropriate treatment of the manager and the teacher | Solution 2/3- Strengthening the religious, moral and professional competences of managers and strengthening their exemplary role and providing executive mechanisms for their active and effective participation in educational programs and educational activities of schools and assigning the responsibility of school education to school managers. Solution 6/22 - Selection of managers at different levels based on their merit and pioneering in divine and human values and scientific standards, efficiency and belief in the goals of the formal education system. |
| Increasing students' motivation in learning | Solution 17/3- Modifying and updating education methods with an emphasis on active, group, creative methods according to the exemplary role of teachers. Solution 6/1- Creating, developing and enriching information and education resources at school level (such as library, laboratory and workshop, national information and communication network) Solution 6/6 - Creating a network of learning environments such as research institutes, camps, culture houses, public libraries, specialized science and technology exhibitions and museums, entrepreneurship centers, stadiums and other similar centers. |
| Teachers' participation in the curriculum planning system | Solution 2/13- To increase the efficiency of councils within the school (such as the teachers' council and the students' council) by delegating some of the authority of the administration and the school to them and providing the basis for their greater participation in the school's education and training process. Solution 6/13- Establishing mechanisms to improve teachers' abilities for their effective participation in lesson planning at the school level. |

7. DISCUSSION AND CONCLUSION

Sustainable societal progress depends on the transformation of its education system, with teachers’ quality in knowledge, skills, and ethics at its core. Educators shape intellectual concepts, promote values, and bear significant responsibility for youth development, positioning them as pivotal to human resource advancement. No profession rivals teaching’s societal impact, as motivated teachers drive classroom excellence and systemic progress [2]. This study proposes practical strategies to enhance teacher motivation within Iran’s education system, grounded in the Fundamental Transformation of Education Document (FTED). Key findings identify improving social and economic conditions, implementing fair evaluation systems, enhancing professional skills, fostering supportive managerial interactions, increasing student engagement, and encouraging teacher participation in curriculum planning as critical motivational factors [1][4]. The FTED proposes solutions such as elevating teachers’ social and professional status, introducing merit-based compensation with welfare benefits, establishing competency-based evaluation systems

(encompassing ethical, professional, and specialized aptitudes), providing professional development opportunities (e.g., advanced coursework), enhancing managers' religious, ethical, and professional competencies, improving school council efficacy (e.g., teachers' councils) through delegated authority, and modernizing teaching methods with active, collaborative, and innovative approaches [1].

- These findings align with prior research:
- Hosni and Ahmadi (2015) highlight the positive impact of elevating teachers' social status on motivation [15].
- Alfat and Porsanbeli (2017) emphasize material, spiritual, and organizational factors in teacher motivation [16].
- Kayani (2015) identifies inappropriate managerial behavior, lack of teacher involvement in planning, and insufficient modern equipment as demotivators [17].
- Panahi et al. (2017) confirm educational, economic, and social factors as barriers to motivation [18].
- Ahmadi and Sajjadi (2001) note that committed teachers prioritize career development and enrichment [19].
- Dadipour Darghazi (2015) underscores material incentives and organizational promotion methods [20].
- Kelnat and Shiri (2015) stress teachers' skills and capabilities in achieving FTED goals [21].

By implementing FTED-driven strategies, education planners can create conducive environments for teacher motivation, supporting Iran's vision of reviving Islamic civilization and contributing to a global Mahdavi society. Skilled and motivated teachers are essential to realizing these transformative objectives.

8. RESEARCH PROPOSAL

It is suggested to carry out research to identify and investigate the components related to their academic motivation for students (another main beneficiary in education) which has a direct relationship with teachers' motivation. In addition, in relation to the extraction of academic motivation components, instead of educational experts and managers, the opinions of the teachers themselves, who may have more knowledge about the various dimensions of this issue and the needs and deficiencies in this field, should be used.

Declaration

We acknowledge that we used ChatGPT to enhance the academic writing of our manuscript while ensuring the originality and integrity of our work.

Transparency Statement

The data supporting this study are available upon reasonable request to the corresponding author, subject to ethical and confidentiality considerations.

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Declaration of Interest

The authors declare that they have no competing interests.

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