Motivational Factors Affecting Educational Performance from the Point of View of Faculty Members

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Background: Human beings behavior and activities are the result of their needs and motives. Managers by recognizing and predicting these items and on time satisfaction of them can benefit from the work force in achieving organizational goals more efficiently.

Objective: To determine motivational factors affecting educational performance from the point of view of faculty members in Kerman University of Medical Sciences

Methods: All faculty members of Kerman University of Medical Sciences (308 ones) were participated in this descriptive study. Data collection was done by a researcher-made questionnaire confirmed in regard to validity and reliability.

Results: According to the obtained results, male faculty members (85.6%) and those over 40 years old (54.5%) had the highest percents. In regard to the academic rank, the highest percent was related to instructors (43.7%) and assistant professors (43.7%). Those with 11-20 years job experience had the highest percent (42.4%). In external motives, the highest mean scores were related to “availability of conditions for improving the level of knowledge and information (X= 4.40, SD= 0.62)” and “job security (X=4.55, SD= 0.69)” and in internal motives “inherent interest in teaching (X= 4.55, SD= 0.69)” and “being orderly (X= 4.40, SD= 0.79)” had the highest percents.

Conclusion: External and internal motives both affect the performance of faculty members and consequently the quality of academic activities in universities

Key Words: Motivation Factors, Performance, Faculty Member, Points of view.

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