

## The Relationship between Achievement Motivation and Its Components in the High School Girls with Teachers' Personality Type (B) and Demographic Factors

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**ABSTRACT:** This study aimed to investigate the relationship between the achievement motivation of high school students with teachers having the personality type B and the demographic factors of teachers as well. The mythology of the current study to collect data is descriptive (survey). The statistical community consisted of high school girl students of humanities degree (3214) and junior high school teachers in the field of humanities (182) in District 1, 3, 6 and 7 in Mashhad school year 93-92. The sample size was 350 students and 120 teachers that were chosen by using the Cochran formula and also the volume was matched with the Morgan's table. And it has been selected by multi-stage random cluster sampling method. Data collection instruments were the standard questionnaire achievement motivation: "Herman" and the personality type of questionnaire: "Bozeman- Friedman". Collected data were analyzed by using descriptive statistics (frequency, variance, etc.) and inferential statistics (Pearson correlation, regression and ANOVA) with the SPSS software version 18. Results showed that the average achievement motivation in a group of teachers and students having the type of personality B is greater than the other types (19.86%). Also, The results findings showed that the multivariate correlation (multiple) for the linear combination of demographic factors and personality type B to motivate students were the 0.662 = marital status determining factor 0.438 = Rest orator. Therefore there were the multiple relations between demographic factors and type B personality of teachers to motivate the students. The relationship between demographic factors and personality type B was statistically significant. 0.724 = marital status and 0.524 = Rest orator. Also, the survey results indicated that there were multiple relationships between demographic factors and personality type B teachers with high motivation of students (0.781 = marital status and 0.610 = Rest orator).

**Key words:** Personality Type, Demographic Factors, Achievement Motivation, Teachers, Students

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### INTRODUCTION

Teacher and Students has a special position in the parts and micro systems of education institution (Dona Vaker, 2005). However the most important prerequisite of education and learning is the motivation. Since the selection of teachers with suitable and proper personality is clear, the student's behavior and achievement motivation is affected by various factors like behavior and personality characteristics of teacher these days (Ames and Ames, 1984).

Achievement motivation makes learning, movement toward and student's efforts (Rio, 2005). Various researches confirm the relationship between student's education motivation with various factors as educational factors, demographic, parents' educational level, teachers, future job (Bohrain, 2010). Healthy, Energetic and powerful teachers make the future of every culture and civilization. Undeniable effect of teacher on learner is one of the most important issues in education. Teachers are the main source of society as a source and facilities (Mack

Donald, 1976). Lots of factors effect on student's achievement motivations including teaching methods, age, teacher's sex and etc. One of the issues that have been regarded up to now is the relationship between personality type and teacher's motivation and student's motivation. A teacher with high motivation and well behavior and moral characteristics motivates students (Shoarinejad, 1999). One of the suitable methods for testing of motivation in the class is that how teacher's behaviors affect on students. We can follow this research on» teacher's personality type and characteristics in different dimensions of personality and professional as well. (In fact, in teaching process not only experience and scientific views of teacher is effective but also his generality effect on students motivation in learning and changes and revolution and progress (Qhazi, 2012). A teacher must have proper personality characteristics, because his/her personality, interest and beliefs are most important and effective factors in teaching process (Naghieh, 2010). Personality type and demographic factors of teachers are important due to their direct effect on intellectual mental and personality contents of

students. Therefore, accomplishing of this important matter, one of the ways of increasing motivation in students is testing of demographic factors of teachers as age, education, marital status and their teaching background and by identifying of these factors it can provide the field of motivation progress in students. So, there must be done applied research that can determine and test these factors. In fact we are following this question in part of this research whether demographic factors of teachers as age, education and effect on achievement motivation of students or not? One of the most exact classifications field is personality types classifications to four groups A, B, C and D (Blickle, 1996).

**Table1.** General look to characteristics of type B

<b>B type</b>
Who seeks a comfortable life
relax
Rarely hasty
Not being touchy
Consume time for others
Speak and move quietly
Having enough time
Have an aim without occupation
Not being worry about things

In different positions, (Raykman, 2007) Personality defines as unique model of personality characteristics (Guilfond, 1959). Personality type is indebted to Carl Jung (From Switzerland's) and two American women who called Katherine Briggs and her daughter, Isabel Briggs its entity (Tiger, 2004). Personality type is a set of physical, moral and behavioral features that differentiate a person from others (Karimi, 2010). According to behavioral patterns, we can divide personality type to two kinds of A, B that these behavioral patterns represented by two specialist and heart surgeons who called may Friedman ad durey Rosenman in 1959 for the first time (Parvin, 2001). People in group B has characterized by low level of competition, time emergency and nervousness. They see everything simple and have philosophical point of view towards the life that they philosophical view says them, everything be right, wait (Sarafino, 2006). People in group B are perfection list and follow the progress but

they aren't competitive, they don't band themselves in time and they can sit relaxed and take a rest and work without stress. We can characterize them by these characteristics: relax attention to life quality, conservative and Disciplinarian (Karimi, 2010).

Generally people with personality type B have high level of Job satisfaction them other types (Yaeghoobi, 2001). They work balanced. They do their work patiently and after finishing do another thing (Mourhed, 2010).

**Table 2.** Behavioral model of type B (Fatehi ,2008)

<b>Type B</b>	<b>characteristics</b>
slow	conversation
Monotonous	Speech Quality
Stop before	Time to answer
Answering	To the question
Yes	job satiation
No	emergency feel
No important	competence
a lot	Smile
rarely	interrupt others
rarely	Try to dominate to others

**Table 3.** Figure of personality type B in professions

<b>Personality type B</b>
don't be on time punctual
Less preoccupation to work

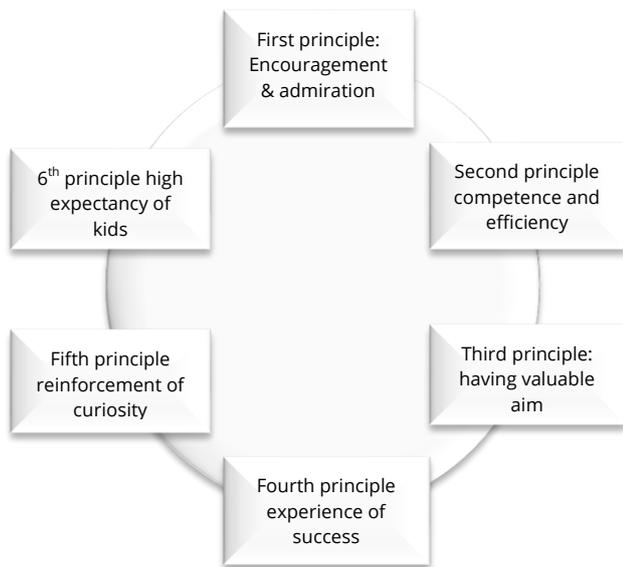
On the other hands, achievement motivation that refers to educational involvement, has been defined as a recognition, excited and behavioral indicators of students that shows their interest to school and education (Tucker et al, 2002)

Terms motivation has been derived of Latin verb movere, meaning to move (Pantrich & Shaunk, 1958). Maek kelland (1961) and Jhon Atkinson (1957) believe that achievement motivation is research on success in competition by high standard. Gage & Berliner have defined achievement motivation as a desire or interest in all fields or successful in z special field (Seif, 2003). In general motivation has been defined as a reason for doing a thing by a person (Berhou, 2008).

Motivation as any other phenomenon follows a set of rules and principles. Our mean of these principles is theoretical and psychological rules that scholars have discovered them base on various research. Identifying of these principles help to increase the level of motivation in ourselves or others.

We can increase student's talents as providence ability by education and teachers; since, students as a future managers and agents development fair should

be provident in their personal life and social responsibilities (Zamani, 2006).



**Figure 1.** Rules motivation (Brunner, 2006)

There is evidence that a person with need to high level of achievement are more provident than a person with need to low level of development. Also they more consider to mid- term objectives. Than long- term objectives. Coleman showed that if students feel that education will not bring any opportunities for them in future, they don't show any achievement motivation at school and vise versa (Farajizadeh, 2001).

There is no independent research on the field of teachers, demographic factors effect on students, achievement motivation. It has been written about some teachers demographic factors in some research separately. Aghaee, (2011) in his research showed that (Personality factor) influence on teachers efficiency has been higher than average limit and show positive statement, that means, age educational rate, experience, ability, skills, coordination among major and job, having job conscience and ability to face problems, having natural talents and desired family status of teachers are some of the effective factors on their efficiency. Seyed Agha miri (2000) stated in his research that there is a meaningful relationship between education level and experience with teachers efficiency, Researches have shown that the best teachers are not the most experience one. The best teachers teach interestingly and eagerly and they are sensitive to motivate and progress of students one by

one, they have Positive relations and high motivation (ESRC, 2010). The result of Akbari and Mordkhanie's study showed (2009) that experienced teachers (more than 3 years teaching record) have meaningfully higher efficiency in general era of students participation and class control and educational strategies than teachers with low experience. Therefore, studies show that features such as education and teachers, records effect on their teaching. Motaghizadeh et al. (2010) displayed in study that teachers teaching records have no effect on application rate of teaching strategies for improving of function and increasing of understanding of students of meanings & concepts of less on 8. Teacher should be competence and skillful about degree and education level. For reaching this, Teachers degree should relate to their teaching and special age that they teach for them. Namely the teachers should have proper knowledge, skill and attitudes for constructing of positive educational environment. Policymakers and schools mangers (responsible) are seeking the ways that assures that 21th centuries teachers have necessary knowledge skill and attitudes for facing with challenges in all class and all students Darling Hammond (2000) and Peaker (1976) studies show that teachers who have high level education have been more successful than teachers who have low level education. Molaei (2011) Showed that in a study there is a meaningful relationship between the differences between class management of teachers on the basis of degree. That means the teachers with high level education (M. A or more) interest in communication although the teachers with diploma interest in interference method. But there is no meaningful relationship between teachers teaching records and sex will class management method.( Amour & Archer 1989) explored that the difference in education rate and teacher's teaching records results in about%90 differences in students educational achievement scores (Abyar, 2006). Bahrololoum (2000) studied about teachers job satisfaction in Tehran. His research results shows that there is a meaningful correlation between job satisfactions with job record age, level of education Latifian (2011) Showed that the teachers with high level duration have more improper behavior at class, also teacher teaching record has predicted teacher behavior meaningfully and negatively. That means the more the teachers teaching records, the more improper his/her behavior in teaching

(Nahavandi et al. 2011) founding's and rescore on teachers marital status showed that there is a meaningful difference between single and married teachers in using of lesson planning. It means that married teachers have little time than single teacher about providing and using of lesson plan. When increased their age, there can be the few use of lesson plan (retirement). In a research Bakhtaran pour showed that there is a relationship between there rate of psycho logical prevalence there is more married sick teachers than unmarried ones. There is coordination between these findings and results of Pala hang (1995) and Omid, (2001). Also most of them are diploma or have associated degree. Results of Hesari (2006) study showed that there is no meaningful difference between married unmarried teacher's job satisfaction and their teaching records.

Another effective factor on students achievement motivation increase is age of teachers. Sarmadi et al. (2010) showed that there is a meaningful effect between teachers age teaching record that have direct relationship and teachers education level with students achievement. They emphasize on determination rule of teachers teaching record and their educational level in student's educational achievement (Rajabi, 2013) showed in their study there is no meaningful relationship between variables of and marital status with life quality.

Study of Glaser-zikuda (2008) showed teachers personality effect on students achievement motivation and their stress. Also making them providence has had more effect on them and has given more achievement motivation to them. Tahmasebi's research (2001) showed that in general people with personality type B have less job satisfaction than other types. Vialant (1985) noted in his study that male employees in America have worked skill fully and have been more successful in various periods of their life they have had personality type B. Study of Maher et al. (2007) showed that there is no meaningful relationship between personality type B and other personality types in terms of different strategies of leaning. According to above-mentioned context, these students showed the relationship among famed student's achievement motivation with teacher's achievement motivation with teachers who have personality type B and teacher's Demographic factors. In testing of demographic factors such as variables as age, education, record.

It has been considered about variables such as age, degree, teaching record and teachers' marital status in exploring of demographic factors It has been provided 3 questions as follows in order to reaching abovementioned objectives that they has been answered since implementing research:

1. How is the state of student's achievement motivation?
2. How is the state of teacher's demographic factors?
3. Is there any relationship between teachers personality type (B) and demographic factors (age, level of education), with student's achievement motivation?
4. Is there any relationship between Demographic factors (age, level of education, demographic factors, teaching record) and teachers personality type (B) with students provident?
5. Is there any relationship between demographic factors (age, level of education and demographic factors, teaching record) and teachers personality type (B) with high motivation for moving forward in students.

## **METHODOLOGY**

Since in the present research it has been dealt with surveying of features distribution of a statistical universe, the present research is a survey descriptive research of correlation due to none of the variables has been manipulated. And Only I it has been consider the relationship between variables as demographic factors and teacher's personality type and students achievement motivation it should be noticed that descriptive research include a set of methods that it aims on statement and condition description or considering phenomena (Sarmad et al., 2011) with regard to statistical universe of the present research including all of the female students in third high school in the Humanities major about (3214) and female teachers of this group about (182) in 3 districts (1, 6, 7) of Mashhad that they are educated and trained in 1392-93, therefore for sample selection, it has been used of multiple stage cluster random sampling. Sample volume was selected by Kokaran formula. This volume was coincided by Morgan table. As a result, it has been obtained a sample by volume of 120 teachers of 182, 350 students of 3214 and 12 state schools of 22 in 3 educational areas that this research has conducted on them.

### Research Instruments

In this research, it has been used of 2 standard questionnaires for measuring considered variables as follows:

1- Personality type questionnaire of Feridmen-Rouizmen :It is based on 25 questions with yes and No answers. In present research it has been conducted in a sample of 120 teachers in third level of high school in the Humanities and we got to stability coefficient 0.77 by Cronbach's Alpha in this questionnaire. It should be mentioned that in this questionnaire, there is a part for registering demographic characteristics of teachers (including) age, marital status, educational level and teaching records

2- Harman's achievement motivation questionnaire (AMT): that has been provided by Hermans (1970) and it includes 29 incomplete questions. In present research it has been conducted in sample of 350 students of the Humanities and its stability coefficient obtained about 0.776 by Cronbach Alpha. Researcher approach to Mashhad high schools after determining sample volume base on Kocaran formula and necessary agreement of educational office, and according to whatever has been explained in sampling method; researcher gave it to teachers and students after providing necessary guides about questions. Teachers completed them on the 10 minutes and students about 20 minutes. After collecting them, raw data has been analyzed on the basis of demographic variables, questions and by using of statistical tests (descriptive - inferential).

### Analysis

With regard to the nature of the present research, For reaching research objective and data analysis, it used of SPSS software, inversion 18, descriptive statistical indices (Frequency percent, average, standard deviation, variance) and inferential statistical indices (Spearman correlation test, regression and variance analysis).

1. How is students' achievement motivation distribution?

Tables 4 and 5 shows students achievement motivation rate that bee been acquired by Herman's questioner. You can Consider that High achievement motivation has frequency 193 (%57.76) between students that means all students of the sample have high motivation for progress.

Among students who has sampled, 15/ (%40/99) have medium achievement motivation. 2 people (%0.31) have low achievement motivation and 4 very high achievement motivation.

2. How is distributed the teacher's demographic factors?

Sample frequency based on age shows that (2.5%) of teachers are under 30 years old, ((% 40.0) between 30-40, (50/8%) between 40-50 and (2.5%) over 50 years that average age between teachers is 43 years and 9 month and the most frequency of age is between 40-50 years old. Sample Frequency base on Teaching record shows that (14.2%) of teachers have Teaching records under 1o years and (44.2%) between 10-20 years and (39.2%) between 20-30 years that in averse teacher have 24 years Teaching records and the most teaching frequency is between 10-20 years. In Table 8 Sample Frequency base con marital status shows that (%82.5) of teachers get married and (%13.3) of them are unmarried that married frequency is higher than unmarried Dens.

Sample frequency on the basis of educational statement show that (4/2%) of teachers have associated degree, (83.3%) have Bachelor degree and (12.5%) have. A degree and due to the lack of PhD between teachers it has been deleted the sample of this research of table (that shown in table and diagram of 5). 3- Is there any relationship between teacher's personality type (B) and demographic factors (age and educational level etc.) with students achievement motivation?

There is a multiple relationship between demographic factors and teacher's personality type B with student's achievement motivation.

**Table 4.** Index description of student's achievement motivation (total number and average).

Variable	Score	Total Number	Average
Low achievement motivation	Lower than 50	2	44
Medium achievement motivation	Between 50-3	151	73.55
High achievement motivation	Between 83-103	193	89.90
Very high achievement motivation	Higher than 103	4	103.25

**Table 5.** Index description of students' achievement motivation (percent, average and etc)

Percent	Average	Diagram	Standard Deviation
0.31	44	44	
40.99	76	78	6.69
57.76	89.00	86	4.96
0.94	103	103	0.577

**Table 6.** Description of Teacher' age in dices

Age Index	Percent	Validity Percent	Cumulative Percent	Standard Error	Mode	Average
Under years30	2.5	2.6	2.6	0/604	40-50 year	43.9
40-40 years	40.0	41.7	44.3			
40-50 years	50.8	53.5	97.4			
Above 50 years	2.5	2.6	100.0			
Unmentioned array	4.2					

**Table 7.** Description of teachers teaching indices

Teaching Record Index	Total Number	Frequency Percent	Validity Percent	Cumulative Percent	Standard Error	Mode	Average
Under 10 years	17	14.2	14.5	14.5	0.69	10-20 year	4 years
10-20 years	53	44.2	45.3	59.8			
20-30 years	47	39.2	40.2	100.0			
unmentioned	3	2.5					

**Table 8.** description of teachers marital status index

Teaching record index	Total number	Percent	Validity	Cumulati percent
Married	99	82.5	86.1	86.1
Single	16	13.3	13.9	100.0
No Mentioned	5	4.2		

**Table 9.** Description of teacher's educational status

Educational statw	Total number	Percent	Cumulative percent
Associated degree	5	4/2	4/2
Bachelor degree	100	83/3	87/5
Master of ant	15	12/5	100/0

**Table 10.** Pearson correlation between demographic factors and teacher's personality type B with students achievement motivation

Dependent variable Independent variable	Students achievement motivation				
	Pearson correlation coefficient	Meaningful level	Error level	number	Test result
Personality Type B	0.452	0.014*	0.05	33	fail
Age	-0.590	0.01**	0.05	33	fail
Teaching Record	-0.524	0.002**	0.05	33	fail
Educational Level	0.408	0.018*	0.05	33	fail
Marital Status	0.294	0.09	0.05	33	pass

\*\*Being meaningful even in 0.01 level

**Table 11.** Multiple correlation coefficients of demographic factors and teacher's personality type B with students Achievement motivation

Independent variable	B	Beta	t	Sig
Personality type B	0.469	0.284	1.39	0.17
Age	-0.584	-0.469	-1.57	0.12
Teaching record	0.032	0.023	0.072	0.94
Level of education	5.62	0.206	1.018	0.31
Marital status	2.30	0.108	0.524	0.60
F	F=0.006	F=4.20	R=0.438	R=0.662

\*\*Being meaningfully even in the level 0.01

**Table 12.** Pearson correlation between demographic factors and teacher's personality type B with student's providence.

Dependent variable Independent variable	Students achievement motivation				
	Pearson correlation coefficient	Meaningful level	Error level	Number	Test result
Personality type B	0.532	0.001**	0.05	33	fail
Age	-0.361	0.039*	0.05	33	fail
Teaching record	-0.265	0.13	0.05	33	fail
Educational level	0.408	0.018*	0.05	33	fail
Marital status	0.639	0.001**	0.05	33	fail

\*\* being meaningfully even in the level 0.01

**Table 13.** Multiple coefficients of demographic factors and personality type B of teachers with students providence by the method of Enter

Independent variable	B	Beta	t	Sig
Personality type B	0.606	0.421	2.25*	0.03
Age	-0.038	-0.349	-1.27	0.21
Teaching record	-0.036	-0.293	-1.01	0.31
Level of education	0.195	0.082	0.444	0.66
Marital status	0.833	0.448	2.36*	0.02
	0.606	0.421	2.25*	0.03

\*\* being meaningful even in.0 01 level

**Table 14.** Pearson correlation between demographic factors and personality type B of teacher and students high motivation

Dependent variable Independent variable	Meaningful level student' high				
	Pearson correlation coefficient	Meaningful level	Error level	Number	Test result
Personality Type B	0.406	0.019*	0.05	33	fail
Age	-0.385	0.02*	0.05	33	fail
Teaching Record	-0.312	0.07	0.05	33	accept
Educational Level	0.546	0.001**	0.05	33	fail
Marital Status	0.754	0.001**	0.05	33	fail

\*\* being meaningful even in.0 01 level

**Table 15.** Multi correlation coefficients of demographic factors and cheaters type B of teachers with high motivation of students by using enter menthol.

Independent variables	B	Beta	t	Sig
Personality type B	0.001	0.001	0.002	0.99
Age	-0.015	-0.091	-0.346	0.7
teaching experience	-0.049	0.254	-0.972	0.34
Education	0.378	0.101	0.599	0.55
marital status	1.98	0.679	3.95 **	0.001
	F=0.001	F=8.454	R <sup>2</sup> =0.610	R=0.781

According to table 8, It has been consider that person correlation test rate between demographic factors (age teaching record, educational level), and teachers personality type B with students achievement motivation in 0.05 level is meaningful. So null Hypothesis is rejected and test is meaningful. That's mean that we can find by 95% that there is a positive relationship between personality type B and achievement motivation and there is a negative relationship between age and teaching record with students achievement motivation. Also it's not shown any linear relationship between marital statuses with student's achievement motivation.

As shown in table 9, According to the results of regression analysis by Enter methodology, multiple variables correlation coefficient for linear compound of demographic factors (age teaching record, level of education, marital status) and teachers personality type B with students achievement motivation equals  $MR = 0.662$ ,  $RS = 0.438$ . That it is meaningful at the error level 0.05. Therefore, the third hypothesis is confirmed with regard to determined coefficient amount (RS) and 44% of variance of student's achievement motivation of predictable variables of demographic factors are confirmed (age, Teaching records, level of education, marital status) and teachers personality type B. None of the variables in error level 0.05 isn't meaningful from demographic factors variables age, teaching record, level of education and marital status and personality type B as a predictable variables, Therefore they don't play suitable role in predicting of achievement motivation.

4- Is there any relationship between demographic factors (age, Teaching records, level of education, marital status) and personality type B of teachers with providence of students?

There are multiple relationships between demographic factors and personality type B of teachers with students providence

According to table 3-4 we can consider, Pearson correlation test quantity between demographic factors (age, marital status level of education) and teacher's personality type B with students providence in level.05 is meaningful. So we can conclude by 95% assurance that there is a positive relationship between marital status, level of education and personality type B with students providence and there is a negative relationship between age and students' providence.

Also there is no linear relationship between teaching record and student's providence.

As shown in table 4-4 being meaningful in 0.05 level, with regard to the results of regression analysis by the Enter method, multi variable's correlation coefficient for linear compounding of demographic factors (age, Teaching record, level of education marital status), Teachers' personality type B with students providence equals 0.724.

According to the amount of determined coefficient (RS), 52 percent of students' providence variance of predictable variables of demographic factors (age, Teaching record) level of education, marital status and personality type B is confirmed.

Between variables of demographic factors (age, Teaching records level of education and marital status) and teachers' personality type variable B with predictable variables type, Teaching personality type B with amount  $t = 2.25$  and meaningful level  $p = 0.03$  (with direct relationship), marital status variable with amount of  $t = 2.36$  and meaningful level  $p = 0.02$  (with direct relationship) is meaningful in error level 0.05 Then it plays suitable role in predicting the providence of students.

Also between demographic factors variables (age, teaching records, level of education) as a predictable variables T amounts of none of the variables is not meaningful in error level 0.05, Therefore it's not play a good role in predicting of students providence.

5- Is there any relationship between demographic factors (age, level of education, demographic factors, teaching record) and teachers personality type (B) with high motivation for progress in students?

There is a multiple relationship between demographic relationship and personality type B with high motivation of students.

According to Table 14 It is shown that there is significantly difference in the rate of Pearson correlation between demographic factors gender, marital status, educational and personality type B of teachers with high motivation of students in the level 0.50. So Null hypothesis is rejected. It means that by 95% confidence we can conclude that here are positive relationship between the marital status education level and personality type B with high motivation of students and there is a negative relationship between the genders with high motivation of students.

Also, there has not been observed any linear correlation between teaching experience and high motivation.

15 Significant even in the 0.01 level:

Having significant meaning in the level of 0.05 is  
MR= 0.781

RS=0.610 is with error of 0.50

According to table 15 and finding results of regression analysis with enter method, it is reported the Multi variant correlation coefficient for the linear compound of demographic factors age teaching experience education level and marital status and personality type B of teachers with high motivation of stated, so the fifth hypothesis is confirmed.

In terms of predetermined coefficient of (RS) it is shown that 61% of variance in the high motivation of students is defined with determined arracks including demographic factors (age teaching) experience education level marital status and personality type B of teachers.

Among the demographic variables factors (age, teaching experience education level marital status) and personality type B of teachers as a predictable variables the marital status variable is significant with  $t=3.95$  and significant level  $p=0.001$  (by direct relationship) and error level of 0.05 and so it can play a good role in the predictability of high motivation of students.

Moreover a many the demographic variables factors (age, teaching experience education level) and personality type B of teachers as a predictor variables the (t) in the variables with error level of 0.05 is not significant therefore it cannot play a good role in the predictability of high motivation of students

## CONCLUSIONS

In every Educational System different factors influence together to get learning and educating progress. One of the important factor in educational system is teachers that their operation and performances should be considered (Seyed Agh Miri 2000). So according to teachers key role, as they are active in the elements in Education and training attention need to teachers demography has been Emphasized.

This research which prepared to discuss about teachers with "B" Personality type and their

demography factors with students improvement's motivation showed that the average motivation in a group of students with "B" personality type teachers which is more than other types 86.19 Study results showed that 4.2 percent of teachers are in Associate Degree, 83.3 teachers are in bachelor of degree and 12.5 percent are in master of degree. In terms of teaching experience, 14.2 percent of teachers fewer than 10 years, 44.2 percent between 10 to 20 years and 39.2 percent of them are between 20 to 30 years.

In terms of age, 2.5% of teachers are under 30 years old, 40% between 30 to 40 years old, 50.8% between 40 to 50 years old and 2.6% of teachers are above 50 years old Marital status also showed that 82.5 percent of teachers are married and unmarried teachers are 13.3 percent.

Educational grade of teachers ( $R=0.546$ ) and "B" personality type ( $R=0.406$ ) with student's high motivation, positive relationship and age ( $R=-0.385$ ) with student's high motivation, negative relationship has been reported. At the end there is no linear relationship between teaching experience and student's high motivation

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