



Predicting Job Performance Based on Basic Psychological Needs Satisfaction and Integrative Self-Knowledge Variables in Ilam's Physical Education Teachers

Hemmatollah Bastami¹, Maryam Panahi^{2,*}

¹ Department of Sport Management, Payame Noor University, P.O. BOX 19395-3697, Tehran, Iran

² Department of Management, Payame Noor University, P.O. BOX 19395-3697, Tehran, Iran

Corresponding Author E-mail: Maryampanahi20mp@gmail.com

Received: 24 August 2019, Revised: 19 April 2020, Accepted: 24 April 2020

ABSTRACT

This study aimed to predict job performance of Iranian physical education teachers based on basic psychological needs satisfaction and integrative self-knowledge variables. The research method was descriptive correlational and in terms of purpose it was applied. The statistical population of this study was 650 physical education teachers of Ilam city and the sample size was 241 using Cochran formula. This study highlights the idea that developing the efficiency and effectiveness of employees' activities by the help of managers in the form of job performance can have a significant effect on profitability and, ultimately the development of organizational productivity.

Keywords: Job Performance, Basic Psychological Needs, Integrative Self-Knowledge, Satisfaction, Physical Education.

Introduction

Strengthening the foundations of employees' job performance in organizations has always been considered as a priority for the programs of the organization's managers (Gilbert and Procter, 2006). Basic psychological needs satisfaction as well as integrative self-knowledge of employees are the most important psychological disciplines that predict the job performance of employees in organizations. Certainly, organizations that have been working to meet the basic needs of their staff can look for feedback on their future employees' performance.

Another aspect of predicting employees' job performance is the integrative self-knowledge of individuals. Self-knowledge is an integrating process because it unites the experiences and traits of "self" in a meaningful combination. Self-knowledge is an adaptive process because it can help welfare of "self" by self-regulation (Ghorbani, 2005). In order to achieve its goals, each organization needs its employees to fulfil their jobs at an acceptable level of productivity. Good performance will increase the productivity of the organization, which will also directly

improve the national economy and also promote the organization's services. Job performance is the efficiency of individuals in accordance with the defined legal duties. It is the consequence of human activities regarding the tasks assigned to them, and expresses the extent of the effort and the employee's success in performing the expected job duties and behavioral assignments (Brown and Crim, 2006). One of the important programs in macroeconomic management is to investigate and identify the factors affecting job performance through which its related factors, such as recruitment, training, education and maintenance of employees, are better planned and implemented by human resources management. To this end, predicting employees' job performance and assessing their abilities and capabilities is one of the most important approaches by which managers can achieve future development plans, their current position among competitors in providing services, attracting and employing new human resources or eliminating some of the existing human resources. Regarding the prediction of performance, different components have always been mentioned, the most important of which is the variables of basic psychological needs satisfaction and integrative self-knowledge. The level of basic needs satisfaction's value by employees is perhaps the most important pillar of the motivation for work and organizational commitment. Motivated staff have been able to have more performance (speed, accuracy) by financial and spiritual support for their work time in the organization (Arshadi, 2010). As external events can have an incremental effect on motivation and behavior, they can also weaken motivation by reducing and weakening autonomy and disturbing the learning process. Intrinsic motivation represents the individual's full support for

autonomy and relates to all cases where the psychological needs of a person are motivational to act. The amount of autonomy in any motivational state has a great impact on what people think and feel. Individuals love and prefer autonomous activities (Labadie *et al.*, 2010).

According to self-determination theory, there are three basic psychological needs including autonomy, competence and communication which, in terms of motivation, play a role in following the goals and also the content of the goals that the individual is looking for. These psychological needs cause intrinsic motivation and self-deterministic behavior through the regulation processes and are associated with individuals' effective performance and their psychological welfare. In other words, intrinsic psychological needs provide specific conditions for psychological welfare, which satisfying these needs depends on supportive environment and conditions (Gilbert and Procter, 2006). Another variable studied in this research is integrative self-knowledge, which focuses on persistent awareness of the psychological states and the ability to distinguish and analyze the content of current experiences as well as active processing of "self" and focusing on past events, resulting in creating a wider perspective to guide the behavior and formulate more complex and complete individual schemas (Ghorbani, 2005). Ghorbani *et al.*, 2008) suggested a more idealistic form of self-knowledge that is integrative self-knowledge, which refers to active efforts of individuals to integrate their experience in the past and present to achieve desirable future in a meaningful whole. Integrative self-knowledge is manifested in statements such as "by deep thinking about myself, I have discovered what I really want in my life and how it can

be achieved." Researches have shown that integrative self-knowledge has been associated with extroversion, acceptance, conscientiousness, emotional stability and openness to more experience in the five-factor model of personality, persistence against physical symptoms of the disease (Ghorbani *et al.*, 2010), self-respect, empathy and the positive dimensions of narcissism (Witkiewitz and Bowen, 2010). Therefore, understanding the importance and influence of these factors, especially in the Ministry of Education, which is one of the most important organizations in enhancing the active human resource of a country and has played a significant role in social and scientific development, is considered to be very important. Increasing teachers' job performance in schools can not only improve the effectiveness of education for learners, but also has the potential to reduce the employees' turnover, increase organizational commitment, and increase organizational productivity. Despite the fact that the Ministry of Education is the largest and most important educational organization in the country and its performance is of great importance for the growth and development of the students and their society's future, it has not succeeded in fully improving the level of students' academic and professional skills, and this is directly related to teachers' job performance in schools because experts believe teachers have the greatest impact on the growth and development of students. It seems that various plans and programs that are implemented in education fail to direct the organizational effective behavior and promote the performance of teachers appropriately, and one of the reasons for this can be student-centered educational programs. While if the quality of the change in the level of teachers' performance and the increase in their working ability is to be

obtained in an accurate and scientific way, by developing appropriate programs and implementing them, the path to improve the quality of work in education should be improved by developing appropriate programs and implementing them, which has largely not been fulfilled. It can be said finding ways to increase the ability and efficiency of teachers in education is one of the most important needs of that organization. Therefore, the motivation for this research is to recognize new factors that can be expected to increase and improve the job performance of teachers. Hence, this research sought to find out the relationship between basic psychological needs satisfaction and integrative self-knowledge with the teachers' job performance. Looking past, we find out that human resources are a necessity in the work of organizations and, now, with all the technological advances and the introduction of various technologies at the organizations, human resources are still the most important part of the organizations. Recently, in Iran, special attention is paid to the job performance of teachers, and on the other hand, dissatisfaction of people and managers of educational organizations from the students' learning situation requires special attention. Since teachers play the most important role in the education of students and future of the society and constitute a huge stratum of human society, identifying the positive and related factors in the job performance of this cultured stratum, including working conditions, interest or lack of interest in the job, having the right to choose, how to interact with colleagues, how to deal with their competencies, identifying the personality traits associated with the job, the amount of commitment, innovation, job satisfaction, and self-focused attention should be of the main programs of education organization.

The nature of job performance in an organization depends on the demands of the job, the goals and mission of the organization, and beliefs in the organization about which behaviors are most valued (Befort and Hattrup, 2003). Since the job performance of people is affected by their level of satisfaction and self-confidence in the workplace, it can be seen as a consequence of a specific psychological pattern (Arshadi, 2010).

The concept of need in this research consists of three fundamental psychological needs that have been introduced by Daisy and Ryan in the form of self-determination theory. These three basic needs are autonomy, competence, and communication (Brown and Crim, 2006).

Autonomy is an internal form of behavior that refers to the will and authority of the individual; it is the need for freedom of choice. Competency means the sense of effectiveness in activities which is in the direction of self-integration. Communicating with others requires the need for intimate and warm communication with others. Internal and psychological needs are essential for development, sustainability, welfare and coherence. Today, there is no doubt that psychological states can affect work and job performance (Witt, 2002). (Arshadi, 2010) in his research entitled "Basic need satisfaction, work motivation, and job performance in an industrial company in Iran", using the structural equation modeling, concluded that support for autonomy satisfied the three basic psychological needs which, in turn, anticipates motivation and job performance (Rio, 2011). In a study on "The relationship between mental health and job performance based on the personality traits of teachers" in order to suggest a causal model, the researchers found that there is a significant relationship between health and

job performance with teacher's personality trait. In their research, health, extroversion and neuroticism were predictors of job performance. The findings of the research showed that the dimension of extroversion is the best variable for predicting health and job performance (Rio, 2011). The results of (Sajjadi and Omidi, 2007) reported that four factors of job satisfaction, motivation, occupation and educational factors had important effects on job performance. According to the results, the variable of training courses was the best predictor of job performance in physical education experts (Witt, 2002). The lack of basic psychological needs satisfaction seems to be the root of all non-normative and disproportionate behaviors of individuals, although those needs go beyond what have been examined in this research. On the other hand, the mediating variable of this dissatisfaction and inappropriate behaviors such as job performance can be other variables. Personality variables, coping styles, and identity status are among the variables that can be seriously examined (Gilbert and Procter, 2006). In a study on the internal need for advancement, the relationship between satisfaction of competence and motivation was studied and it was found that the sense of competence in those who have high motivation for advancement causes positive effects on their current and internal motivation. (Milyavskaya and Koestner, 2010) showed that autonomous motivation acts as a mediator between need satisfaction and welfare. In other words, need satisfaction causes autonomous motivation and, in return, autonomous motivation leads to welfare (Zacher *et al.*, 2010).

People who have a high self-knowledge are described by their friends, as they interact with others with a higher insight toward themselves, are more aware of their inner

psychological experiences and have more control. Thus, the findings indicate the role of self-knowledge in explaining interpersonal behaviors and relationships (Ghornani, 2005).

Individuals with higher self-complexity are less likely to respond to identity threats. Self-complexity (the distinction between self's various dimensions) is conceptually close to self-knowledge (Ghorbani and Watson, 2004). (Bordbar *et al.*, 2011) believe that, in most cases, comparing past self to the present one is satisfactory, because this state represents an improvement over time. The mental imagination of the potential self of future can increase personal motivation in trying more or certain actions, including improving job performance (Rio, 2011). Individuals with high self-complexity are less likely to respond to identity threats. The self-complexity represents the distinction of the various dimensions of the person. High self-knowledge that reflects a person's awareness of himself cannot be a concept apart from self-complexity (Keshavarz *et al.*, 2015). The low self-knowledge in this study, which can be described as low self-complexity, is an emotion-oriented action based on unconscious motivation, which seems to be rooted in the lack of satisfaction of basic psychological needs, and if there was awareness of this dissatisfaction, then applicants may have another way to respond to perceived identity threats. Researching the effect of coaches' support for autonomy in the motivation and performance of athletes, the hierarchical model test of the internal and external motivation, (Gillett, 2009) concluded that supporting the autonomy of coaches facilitates autonomous motivation and exercise performance in athletes (Keshavarz *et al.*, 2015). (Ryan and Deci, 2008) showed that satisfying basic

psychological needs is strongly related to autonomous motivation and welfare in multiple domains. It is anticipated that the aspects of the environment that satisfy basic psychological needs have positive outcomes, while aspects of the environment that block the achievement of basic psychological needs have negative outcomes.

Supporting autonomy by communication partner creates autonomous motivation, quality of performance, and psychological health (Ghorbani *et al.*, 2010).

Methodology

The purpose of this study was to predict the job performance based on the variables of basic psychological needs satisfaction and integrative self-knowledge among Ilam's physical education teachers, so according to the objective, it can be classified as an applied research. The research method used was descriptive-correlational type because its purpose was to describe the conditions of the relationship between each factor and the degree in predicting occupational performance by applying the variables of basic psychological needs satisfaction and integrative self-knowledge among physical education teachers in Ilam, Iran.

The basic psychological needs scale consists of 21 items and three subscales of autonomy, competency, and communication. The reliability coefficients obtained from its implementation on the father, mother, friends and romantic partner were 0.91, 0.91, 0.91 and 0.91, respectively (Guardia *et al.*, 2000). The validity of this scale has been reported high in previous research (Ghorbani *et al.*, 2010). Also, Cronbach's alpha, implementing on samples of Iranian executives and students, fluctuated between 0.76 and 0.79 (Ghorbani *et al.*, 2010). In this research, by evaluating 20 questionnaires for determining their

validity, the validity of the questionnaire was 97, using Cronbach's alpha (Keshavarz *et al.*, 2015). The statistical population of this research included all male and female physical education teachers of Ilam, which was 650 people employed by education organization until the year 1395. In this research, a simple random sampling method was used, using Cochran formula; the sample size was 241 people.

$$n = \frac{Nz^2 pq}{nd^2 + z^2 pq} = \frac{1.96^2 \times (.5) \times (.5)}{6500/08^2 + (.5) \times (.5)} = 241$$

Data Analysis

As for the research hypotheses, parametric inferential methods (Correlation Test, *T*-Test and Variance Analysis) based on statistical software of SPSS 20 were used. Also, inferential statistics including Correlation Coefficient, *T*-Test and Variance Analysis were used. Multiple Regression Analysis was used to investigate the correlation between the predicted variables, which included "satisfying basic needs", "coherent self-knowledge" and "teachers' job performance". Pearson Correlation was used to obtain correlation between the variables "satisfying basic needs", "coherent self-knowledge" and "teachers' job performance".

Given the literature and research background, the research hypotheses were as follows:

The Main Hypothesis: There is a relationship between basic psychological needs satisfaction and integrative self-knowledge with the job performance of physical education teachers in Ilam.

First Sub-Hypothesis: There is a significant relationship between basic psychological needs satisfaction and the job performance of teachers.

Second Sub-Hypothesis: There is a significant relationship between "autonomy" and the job performance of teachers.

Third Sub-Hypothesis: There is a significant relationship between "communication" and the job performance of teachers.

Fourth Sub-Hypothesis: There is a significant relationship between "competency" and the job performance of teachers.

Fifth Sub-Hypothesis: There is a significant relationship between integrative self-knowledge and the job performance of teachers.

Sixth Sub-Hypothesis: There is a significant relationship between reflective self-awareness and the job performance of teachers.

Seventh Sub-Hypothesis: There is a significant relationship between "empirical self-awareness" the job performance of teachers.

Eighth Sub-Hypothesis: There is a significant relationship between "integration of experiences" and the job performance of teachers.

Conceptual and Operational Definition of Variables

Job Performance

Conceptual Definition: Job performance is defined as the efficiency of individuals according to legal duties, that is, the consequences of human activities regarding the performance of tasks assigned to them and the degree of effort and success of employee in performing expected job duties and behavioral tasks (Swanson *et al.*, 2002, quoted by Hejazi & Shams, 2004).

Operational Definition: The score that individuals get on the scale of Patterson's job performance (1990).

Basic Psychological Needs

Conceptual Definition: Self-determination theory identifies the three needs of "autonomy", "communication" and "competence" as intrinsic psychological needs. The need for autonomy is defined as a sense of will and authority to do things and a kind of innate desire for the behavioral experience that one has arranged for him/herself. The need for competence refers to a sense of effectiveness in a variety of issues, and finally, the need to communicate, notes the desire to have a sincere and committed relationship with others, and to love and support others, as well as to be loved and supported by others (Dessy and Ryan, 2000; Ryan; 1993; Bamster and Leary, 1995).

Operational Definition: In the field of psychology, a set of components has been proposed in the context of the basic psychological needs of individuals, that have been mentioned in the frameworks such as the need to pay attention to others, to the relationship between mind and body, the need to be purposeful and meaningful in life, the need to have social participation, challenge and innovation, the need to have a close and intimate relationship with others, the need to have a sense of control, the need for a sense of credibility and dignity, and the need to have a sense of security. Negative changes in each of these factors contribute to some emotional behaviors and problems, such as depression, anxiety, obsessive-compulsive disorder, or recurrent addictions.

Cohesive self-knowledge

Conceptual Definition: It refers to people's active efforts to integrate their past and present experiences into creating the desired future (Ghorbani *et al.*, 2008).

Operational Definition: Cohesive self-awareness refers to the set of beliefs that a person, by understanding his or her abilities and capabilities, has attempted to achieve through the continuous efforts and activities that result from the bold dimensions of his or her personality.

1. Experimental self-awareness: Experiential self-awareness is the self-related information acceptor processing that takes place according to momentary and dynamic changes over time. Self-awareness provides a direct experience of individual experiences that are necessary to cope with challenges and achieve leadership goals, as well as to prevent self-employment and self-response (Ghorbani *et al.*, 2008).

2. Contemplative self-awareness: It is the cognitive processing of self-related information that is related to the past. In reflective self-awareness, the individual analyzes individual experiences through higher and more complex cognitive actions, and through this he or she achieves more complex mental patterns that facilitate his or her adaptation (Ghorbani *et al.*, 2008).

3- Integration: Experiential and contemplative self-awareness are interrelated and make integrated, unitary, and cohesive structures form and are closely related to a wide range of variables. This structure can be considered as "cohesive self-awareness" which refers to the organized effort to understand one's experiences over time and in order to achieve a better understanding of one's self.

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Information and Data

In this study, first, descriptive statistics were presented in the form of demographic

data as shown in Table 1. In order to test the hypotheses of the research, parametric inferential statistics (correlation test,

regression test, and analysis of variance) were used using SPSS 20 software.

Table 1. Frequency distribution of sample group based on demographic data

Demographic Data		Frequency	Percent	Cumulative Frequency
Frequency distribution of sample group based on age	less than 25	0	0	0
	between 25 to 30	34	14	14
	31 to 40	82	34	48
	above 41	125	52	100
	total number	241	100	
Frequency distribution of sample group based on education	diploma	14	6	6
	Associate degree	82	34	40
	bachelor degree	130	54	94
	master degree and higher	15	6	100
	total number	241	100	
Frequency distribution of sample group based on employment status	contractual	19	8	8
	official	222	92	100
	total number	241	100	
Frequency distribution of sample group based on work experience	less than 3 years	10	4	4
	between 3 to 5	34	14	18
	6 to 8	29	12	30
	above 8 years	168	70	100
	total number	241	100	
Frequency distribution of sample group based on marital status	married	207	86	86
	single	34	14	100
	total number	241	100	
Frequency distribution of the sample group based on the settlement status	native	207	86	86
	non-native	34	14	100
	total number	241	100	
Frequency distribution of the sample group based on gender	female	125	52	52
	male	116	48	100
	total number	241	100	

Normality test (Kolmogorov-Smirnov test)

The Kolmogorov-Smirnov test was used to check the normality of the data. Regarding the variables of job performance, basic needs satisfaction and integrative self-

knowledge, the Kolmogorov-Smirnov statistics were 0.028, 0.025 and 0.033, respectively, for which the p-value calculated by SPSS were 0.061, 0.054 and

0.07, respectively, and since all values were larger than 0.05, we can say that the

data had a normal distribution (Table 2).

Table 2. The results of test of normality of data

Kolmogorov-Smirnov Test			
Variables	Amount	Degrees of Freedom	Level of Significance
Job Performance	0/028	40	0/061
Basic Needs Satisfaction	0/025	40	0/054
Integrative Self-Knowledge	0/033	40	0/07

Test of Research Hypotheses

To test the hypotheses of research, firstly, to determine whether there is a significant relationship between dependent variable (job performance) and predictor variables (basic psychological needs satisfaction and integrative self-knowledge), Pearson correlation coefficient was used. Then, using variance analysis, the differences between the viewpoints of respondents in different domains about effective factors were discussed. Finally, using regression analysis, the dependent variable of job performance was determined by the predictor variables of basic needs

satisfaction and integrative self-knowledge. Tables 3-5 depict the results of the correlation coefficient test, regression analysis and variance analysis.

As the data obtained and presented in Table 3, the relationship between basic psychological needs and its components (autonomy, communication and competence) as well as the relationship between integrative self-knowledge and its components (reflective self-awareness, empirical self-awareness and integration of experiences) with job performance have been significant at 5% significance level.

Table 3. Correlation coefficient test results

Variables	Job Performance		
	p	T test	Correlation Coefficient
Basic Needs Satisfaction	0/001	-1/17	0/01587
Autonomy	0/000	0/521	0/6575
Communication	0/000	0/018	0/2702*
Competence	0/001	0/011	0/3709*
Integrative Self-Knowledge	0/001	0/019	0/4111*
Reflective Self-Awareness	0/000	0/058	0/7831
Empirical Self-Awareness	0/000	0/021	0/197*
Integration of Experiences	0/000	0/015	0/2202

In order to examine the effect of variables, basic psychological needs satisfaction and integrative self-knowledge on job

performance and job-prediction of physical education teachers in Ilam in a more accurate way, multiple regressions in

synchronous form were used and according to the results presented in Table 4, except for the two components of

Table 4. Regression test results

	Variable	Df	Regression Coefficient
Job Performance of Teachers	Basic Needs Satisfaction	240	0/03887
	Autonomy	240	2/13334
	Communication	240	0/122841
	Competence	240	0/03665
	Integrative Self-Knowledge	240	0/16554
	Reflective Self-Awareness	240	0/1222
	Empirical Self-Awareness	240	0/42241
	Integration of Experiences	240	0/06555

autonomy and reflective self-awareness, other components predict job performance.

In order to investigate the difference in respondents' view using the variance analysis table based on what is reflected in Table 5, in most categories, there was no significant difference between the views of respondents from different subject groups. In other words, it can be said with 95%

confidence that the respondents agreed in rejecting or accepting most of the components. Only in two components of autonomy and reflective self-awareness, there was a significant difference between the viewpoints of respondents from different subject groups.

Table 5. Variance Analysis Results

	Mean	Number	Standard Error
Job Performance	2.2222	241	0.83922
Basic Psychological Needs Satisfaction	2.4019	241	0.95027
Cohesive Self-Awareness	2.4583	241	0.88779
Total Sum	6.7822	241	

Discussion and Conclusion

Managers in today's organizations have well understood that developing the efficiency and effectiveness of their employees' activities in the form of job performance can have a significant effect on profitability and, ultimately, the development of organizational productivity (16). Meanwhile, the mechanism of prediction of job performance to explain and outline the goals and outlooks of the organization, planning and investments, etc., has always

been a criterion, depending on the knowledge of the level of insight and perception of employees towards work and organization as well as acquiring a relative level of basic psychological needs satisfaction and reflective self-Awareness. The impact of multiple elements on the quantitative and qualitative level of employees' activities in an effective organization, including the spiritual and psychological conditions, the motivation of work in human resources and the creation of value in the organization, could be due to creating a supportive atmosphere by the

organizations for the individuals. The psychological and self-knowledge issues of employees in the organization are one of the most important behavioral issues in the organization, which are largely related to organizational climate, management styles, and organizational communication. Motivated employees who have a high level of self-esteem and consider themselves valuable, as an effective force in the organization, have been able to have a significant impact on the enhancement of organizational performance and help the organization to develop and increase profitability and public acceptance.

Among the findings of this research, there was a significant relationship between the basic psychological needs satisfaction and the job performance of teachers. To explain the meaning of this relation, we can use the theory of the basic needs satisfaction or self-determination needs, in a way that individuals have an innate tendency toward proper and effective action to the extent that basic psychological needs are satisfied. This theory emphasizes the need for autonomy, competence, and communication. In fact, basic psychological needs can be considered as innate psychological feeds that are essential for the growth, perfection and continuous psychological welfare of the individual. Further, the results show that there is not a significant relationship between autonomy and job performance of physical education teachers of Ilam ($t = 0.521$) with a significance level ($p = 0.000$) and Pearson Correlation Coefficient (0.6575). The results of this section are in line with the studies of (Milwaukee and Kastner, 2010; Gillet, 2009). Another finding of the present study suggests a significant relationship between the relationships with the job performance of teachers in the target population. Also, there is a

significant relationship between competency and teacher's job performance. After reviewing related researches, it can be said that employee competence is a multi-dimensional concept and can contribute to a certain level of development of job performance.

Another finding of the present study is that there is a meaningful relationship between self-integrative knowledge with teacher's job performance. In fact, using mechanisms to develop the perception of employees towards the organization and explain its strengths and weaknesses, along with the formation and visualization of the realities in the minds of teachers could increase their job performance. Regarding the relationship between reflective self-awareness and job performance of teachers, the findings have shown that there is no meaningful relationship between these two variables. Besides, there was a significant relationship between empirical self-awareness and teacher's job performance. The existence of this relationship can be explained by the fact that the empirical self-awareness and the level of previous knowledge and knowledge of the individual about the work in the organization and its strengths and weaknesses are effective in increasing the employee's job performance. Another finding of the study is that there is a positive and significant relationship between integration of experiences with the teacher's job performance, being in line the study by (Gillet, 2009).

According to the findings and analysis of the results of the research, the following suggestions are given to Ministry of Education on improving the job performance of teachers:

- In order to meet the relative level of the basic needs of teachers as one of the most important areas for increasing the

motivation of work and loyalty to the organization and, ultimately, an appropriate organizational performance, it is suggested that encouraging proceedings, such as financial assistance in the form of a loan or the enhancement of the cross-sectional level of salaries and benefits, should be done to address the staff's problems and the relative compliance of these needs, based on the ability and capacity of Ministry of Education.

- In order to improve the job performance of teachers, it is suggested that the fields of increasing their job satisfaction be provided by creating a context for job growth and promotion and professional skills that affect teaching and promotion of their job performance is considered as one of their progress indicators. Also, in selecting teachers their professional qualifications should be taken into account.
- It is also recommended to use participatory and collaborative management strategies to enhance organizational performance in the area of creating convergence and more interaction in the workplace.
- It is suggested to improve the conditions and facilities of teachers' professional skills level by holding educational workshops to familiarize teachers with the new educational approaches and adapting programs to the needs.

In addition, it is suggested that the ground for increasing the integrative self-knowledge be created by applying organizational justice procedures in appointments or promotions, and finally, in order to increase the job performance of teachers, it is necessary to make a fundamental revision in the teaching-learning process. Moreover, the content of the programs should be proportionate to

the educational objectives, professional skills of teachers, learners' abilities and educational facilities.

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How to cite this article: Hemmatollah Bastami, Maryam Panahi, Predicting Job Performance Based on Basic Psychological Needs Satisfaction and Integrative Self-Knowledge Variables in Ilam's Physical Education Teachers. *International Journal of Advanced Studies in Humanities and Social Science*, 2020, 9(2), 97-110. <http://www.ijashss.com/article 110130.html>