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Research Article

Explaining job enthusiasm indicators in the staff of the General Department of Education of Kerman to relatively explain the job performance

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Abstract

The purpose of this research is to explain job enthusiasm indicators in the staff of the General Department of Education of Kerman Province to relatively explain the job performance. In terms of methodology, the research is a descriptive correlational one, and in terms of purpose, it is a developmental-applied study that has collected data through field research. Experts in the field have formed the statistical population of this research in the process of identifying the factors. The experts of the present study are university professors and specialists in the area of human resource management and organizational behavior who participated in the construction of the model through the Delphi technique. The sample size of experts has been determined as a total of 15 people. The statistical population in the survey process consists of 3016 employees and directors of the Department of Education of Kerman province. According to Morgan's table, 341 people were selected as the sample. A questionnaire was used to collect data. The results showed that there is a relationship between job enthusiasm and job performance of the staff of the Department of Education. According to the research results, there is a significant and positive relationship between job enthusiasm and its components (behavioral enthusiasm, cognitive enthusiasm, and emotional passion) with job performance.

Keywords: job enthusiasm, the staff of the General Department of Education, job performance

Introduction

Schools are recognized as one of the largest and most inclusive social institutions to which most people are somehow associated. Education is the potential source of important and valuable changes in all different aspects of the life of individuals and society. Given the range of importance and complexity of educational activities, it would be clear that the optimal management of educational organizations is completely dependent on activities that have been accurately and regularly prepared in the light of scientific and research activities. Due to this sensitivity, performance measurement in the education system is of particular importance, while the staff performance in the Department of Education is declining (Heidari, 2018: 25).

Neely et al. (2005) define performance as the process of measuring and reporting the effectiveness and efficiency of actions towards organizational goals. Moulin (2002), in his definition of performance measurement, emphasizes how to manage and create value as follows and defines it as evaluating how to manage organizations and their value creation for customers and other stakeholders (quoted by Ambalangodage et al., 2015: 110). Achieving high performance is one of the most important

goals of senior management in organizations (Shahrzad et al., 2017). Therefore, organizations try to keep track of the factors affecting the increase of job performance and reinforce them in different ways (Putthiwanti, 2015: 485). The issue of improving job performance in the Department of Education is very important as well because this organization would be training the next generation of the country. Therefore, it must have employees with high job levels acting ethically and with enthusiasm for and interest in their job. Examining managers' characteristics, moods,... of the Department of Education as factors affecting their performance and determining their importance can be the solution to many strategic decisions as well because in today's complex organizations, managers have the most effective role in productivity and the increase of the organization performance.

The number of studies that show a positive relationship between employees' job enthusiasm and performance is increasing (Breevaart et al., 2015: 755). Job enthusiasm is defined as energy, job attachment and professional effectiveness, attention to manpower ability, optimal performance, and positive work experiences characterized by strength, dedication, and passion. Strength is characterized by high levels of energy and flexibility in work. Dedication is associated with a deep attachment to work and the experience of a sense of meaningfulness, passion, and challenge (Bhatti et al., 2018: 1000). Passion refers to the degree of one's concentration and involvement in their work, through which time passes quickly, making it difficult for them to quit their job. In short, enthusiastic people have high levels of passion, energy, and self-efficacy for their work, and affect events that influence their lives (Ahmad and Gao, 1992: 2018). Job enthusiasm is a concept that has a positive relationship with positive outcomes such as job performance, strengthening organizational civic behaviors, and job satisfaction, and a high negative relationship to leave the job (Sabet et al., 2017: 67).

Education is an essential element of human society and one of its main goals is the education of children and adolescents in society by teachers and administrators. Achieving this goal requires motivated and enthusiastic teachers in schools. Many factors can affect teachers' motivation and enthusiasm; from school infrastructure to payment, job dignity, success, career advancement, vocational training facilities, co-worker relationships, working conditions, employment status, and perhaps most importantly, the behavior of school management. Teachers face a variety of stressful problems and resources in their work, such as student overcrowding, inequality of payment and benefits, the degradation of teacher status in society, and the mismatch of teachers' expectations of the workplace and students with the current situation (Entesar Foumani, 2015: 176). According to the above, the purpose of this study is to explaining job enthusiasm indicators in the staff of the General Department of Education of Kerman Province to relatively explain the job performance.

Theoretical foundations of the research

Job enthusiasm

Job enthusiasm is an emotional state created by a supportive work environment and results in outputs such as improving effectiveness. Its literal meaning can be equivalent to engaging in work. High enthusiasm in the work environment usually means interest in and desire to work and try hard. Job enthusiasm is defined as a positive state of mind towards the job, which is described along with the characteristics of job enthusiasm, dedication to work, and passion in work. Instead of a special and temporary state, job enthusiasm refers to a fixed and inclusive psychological state (Shakib et al., 2017). Scofley et al., (2002) defined job enthusiasm as a positive state of mind for doing and completing work. In this study, the components of job enthusiasm- based on the views of Kahn, 1990; Scofley, 2002; Rockham, 2010; Phillips, 2009; Lee, 2015- includes three main dimensions: behavioral (physical) (including time commitment, the intensity of physical work, seriousness at work), cognitive behavior (including attention to work and passion in work (fascination), and emotional (sentimental)(Including enthusiasm at work, mental flexibility)

Job Performance

Job performance is defined as the sum of the behaviors people reveal concerning the job, or in other words, the amount of product, message, or return that is obtained due to the employment of the people in their job. Job performance is a degree of fulfillment of the tasks assigned to a person in his/her job. Performance has been defined as activities that are normally part of a person's job and activities and should be done by the person. The individual's ability and desire have been introduced as basic factors in the performance and productivity of the individual. That is, to what extent the person has the ability (knowledge, skills, experience, and competence) to do things and to what extent he/she has the desire (motivation, interest, commitment, and trust) to do things (Alirezaei, 2012: 85). In this study, components of job performance include two main dimensions "task performance and background performance" based on the views of Kong and Cheng, 2003; Betty et al., 2014; Bormann and Motovidello, 2000; Byrne, 2005; and Conway, 1999.

In terms of methodology, the research is a descriptive correlational one, and in terms of purpose, it is a developmental-applied study that has collected data through field research. To identify the dimensions and components of job enthusiasm and job performance variables, first, the library studies were performed by "referring to written documents such as books, magazines, etc." Simultaneous with identifying the dimensions and components of job enthusiasm and job performance variables, expert interviews with relevant experts (including professors and professionals aware of human resource management and organizational behavior) were arranged. Expert interviews were mainly semi-structured ones. Then, to finalize the list of dimensions, components, and indicators, surveying experts (including university professors and specialists in the field of human resource management and organizational behavior) was applied using the Delphi method.

Experts in the field have formed the statistical population of this research in the process of identifying the factors. The experts of the present study are university professors and specialists in the area of human resource management and organizational behavior who participated in the construction of the model through the Delphi technique. The sample size of experts has been determined as a total of 15 people. The statistical population in the survey process consists of 3016 employees and directors of the Department of Education of Kerman province. According to Morgan's table, 341 people were selected as the sample. A questionnaire was used to collect data. Table (1) shows the number of questions related to each of the variables and the dimensions of the variables.

Table (1): dimensions and questions related to the variables of Job enthusiasm and job performance

variables	dimensions	components	Questions
Job enthusiasm	Behavioral (physical)	Time commitment	1 to 3
		The intensity of physical work	4 to 7
		Seriousness at work	8 to 11
	Cognitive (perceptional)	Attention to work	12 to 16
		Passion in work (fascination)	17 to 21
	Emotional (sentimental)	Enthusiasm at work	22 to 31
		Mental flexibility	32 to 34
Job Performance	Task Performance (Technical)		1 to 12
	Background performance		13 to 28

To assess the content validity of the questionnaires, the opinions of the same 5 experts who participated in the construction of the model using the Delphi method have been used. The content validity of the present questionnaires has been confirmed with a high percentage.

The structural validity of the staff job enthusiasm questionnaire was tested by the confirmatory factor analysis (CFI) method and a reasonable and acceptable fitness was obtained according to the statistics in Figure (1) of the results of the confirmatory factor analysis model. X^2 / Df = 2.47 GFI = 0.986, IFI = 0.992, TLI = 0.975, NFI = 0.986, CFI = 0.992 and RMSEA = 0.066 show

that the measurement pattern of the hidden job enthusiasm variable of employees in various dimensions has a good structural validity and fitness.

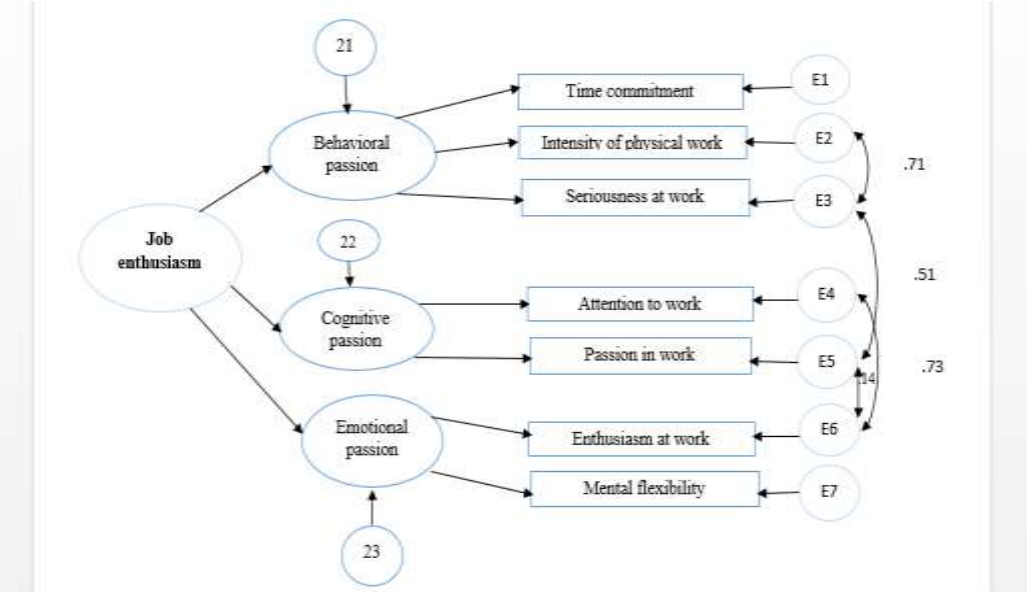

Figure 1: Factor loads of job enthusiasm components of the Education staff

The structural validity of the Human Job Performance Questionnaire was tested by confirmatory factor analysis (CFI) using AMOS22 software and a reasonable and acceptable fitness was obtained according to the statistics in Figure (2) of the results of the confirmatory factor analysis model. The indices of X^2 / Df = 0.126, GFI = 0.99, IFI = 0.99, TLI = 0.99, NFI = 0.99, CFI = 0.99 and RMSEA = 0.007 shows that the pattern of measuring the hidden variable of job performance has good structural validity and fitness in various dimensions.

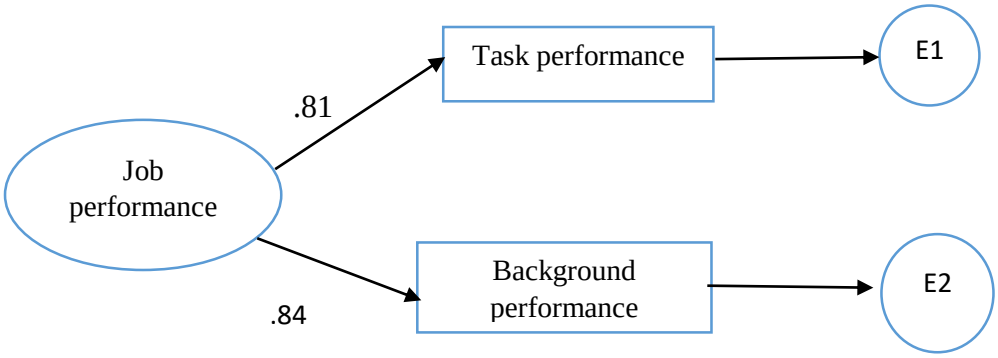

Figure 2: Factor loads of job performance dimensions of the Education staff

Cronbach's alpha was used to assess the reliability of the research questionnaires. Cronbach's alpha was 0.915 for job enthusiasm and 0.904 for job performance questionnaires. To analyze the data and answer the research questions, inferential statistical methods and tests (Pearson correlation test, regression, and confirmatory factor analysis) were used.

Findings

The purpose of this study is to explain job enthusiasm indicators in the staff of the General Department of Education of Kerman Province to relatively explain the job performance. First, the normality of the data was checked.

Table 2: Kolmogorov-Smirnov test to check the assumption of the normality of the variables

variable	Z statistics	Significance	assumption of normality
Job enthusiasm	0.053	0.221	is established
Ethical Leadership	0.105	0.132	is established
Job Performance	0.073	0.187	is established

The results of the variables normality test based on Kolmogorov-Smirnov test show that the significance of most variables of the research is higher than the significance level of $\alpha = 0.05$, so at this level, the assumption H_0 that the data is normal is not rejected, therefor It can be said that most variables of the research have a normal distribution, so parametric tests have been used to test the hypotheses.

Hypothesis 1: There is a relationship between job enthusiasm and job performance of the Education staff.

H_0: There is not a relationship between job enthusiasm and job performance of the Education staff.

H_1: There is a relationship between job enthusiasm and job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of job enthusiasm and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 ($R^2 = 0.357$, $P < 0.05$, $R = 0.598$), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between job enthusiasm and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained determination coefficient, 35.7% of the changes are common between the two variables (35.7% of the changes in job performance are justified by job enthusiasm) (Table 3).

Table 3: Pearson correlation test statistics related to the relationship between job enthusiasm and job performance of the staff

variable	**job enthusiasm**				
job performance of the staff	correlation coefficient	significance	number	relationship	Type of relationship
	0.598	0.001	341	exists	Direct

Hypothesis 1-1: There is a relationship between behavioral passion and job performance of the Education staff.

H_0: There is not a relationship between behavioral passion and job performance of the Education staff.

H_1: There is a relationship between behavioral passion and job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of behavioral passion and job performance of the employees is 0.5 with a value of **p** (significance) of

0.001, which is less than a significance level of 0.05 (R^2 = 0.257, P <0.05, R = 0.507), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between behavioral passion and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained determination coefficient, 25.7% of the changes are common between the two variables (25.7% of the changes in job performance are justified by behavioral passion) (Table 4).

Table 4: Pearson correlation test statistics related to the relationship between behavioral passion and job performance of the staff

behavioral passion					**Variable**
Type of relationship	relationship	number	significance	correlation coefficient	**job performance of the staff**
direct	exists	341	0.001	0.507	

There is a relationship between time commitment and job performance of the Education staff.

H_0: There is not a relationship between time commitment and job performance of the Education staff.

H_1: There is a relationship between time commitment and job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of time commitment and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 (R^2 = 0.165, P <0.05, R = 0.407), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between time commitment and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained determination coefficient, 25.7% of the changes are common between the two variables (25.7% of the changes in job performance are justified by time commitment) (Table 5).

Table 5: Pearson correlation test statistics related to the relationship between time commitment and job performance of the staff

variable	**time commitment**				
job performance of the staff	correlation coefficient	significance	number	relationship	type of relationship
	0.407	0.001	341	exists	Direct

There is a relationship between the intensity of physical work and job performance of the Education staff.

H_0: There is not a relationship between the intensity of physical work and job performance of the Education staff.

H_1: There is a relationship between the intensity of physical work and job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of physical work intensity and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 (R^2 = 0.263, P <0.05, R = 0.513), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between

the intensity of physical work and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. In addition, according to the obtained determination coefficient, 26.3% of the changes are common between the two variables (26.3% of the changes in job performance are justified by the intensity of physical work) (Table 6).

Table 6: Pearson correlation test statistics related to the relationship between the intensity of physical work and job performance of the staff

variable	**the intensity of physical work**				
job performance of the staff	correlation coefficient	significance	number	relationship	Type of relationship
	0.513	0.001	341	exists	direct

There is a relationship between seriousness at work and job performance of the Education staff.

H_0: There is not a relationship between seriousness at work and job performance of the Education staff.

H_1: There is a relationship between seriousness at work and the job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of seriousness at work and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 ($R^2 = 0.171$, $P < 0.05$, $R = 0.413$), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between seriousness at work and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained determination coefficient, 17.1% of the changes are common between the two variables (17.1% of the changes in job performance are justified by seriousness at work) (Table 7).

Table 7: Pearson correlation test statistics related to the relationship between seriousness at work and job performance of the staff

variable	**seriousness at work**				
job performance of the staff	correlation coefficient	significance	number	relationship	Type of relationship
	0.413	0.001	341	exists	direct

Hypothesis 2-1: There is a relationship between cognitive passion and job performance of the Education staff.

H_0: There is not a relationship between cognitive passion and job performance of the Education staff.

H_1: There is a relationship between cognitive passion and job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of cognitive passion and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 ($R^2 = 0.277$, $P < 0.05$, $R = 0.527$), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between cognitive passion and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained

determination coefficient, 27.7% of the changes are common between the two variables (27.7% of the changes in job performance are justified by cognitive passion) (Table 8).

Table 8: Pearson correlation test statistics related to the relationship between seriousness at work and job performance of the staff

variable	cognitive passion				
job performance of the staff	correlation coefficient	Significance	number	relationship	Type of relationship
	0.527	0.001	341	exists	direct

There is a relationship between attention to work and job performance of the Education staff.

H_0: There is not a relationship between attention to work and job performance of the Education staff.

H_1: There is a relationship between attention to work and job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of attention to work and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 ($R^2 = 0.191$, $P < 0.05$, $R = 0.437$), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between attention to work and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained determination coefficient, 19.1% of the changes are common between the two variables (31% of the changes in job performance are justified by attention to work) (Table 9).

Table 9: Pearson correlation test statistics related to the relationship between seriousness at work and job performance of the staff

variable	attention to work				
job performance of the staff	correlation coefficient	correlation coefficient	number	relationship	Type of relationship
	0.437	0.001	341	exists	direct

There is a relationship between passion at work (fascination) and the job performance of the Education staff.

H_0: There is not a relationship between passion at work (fascination) and job performance of the Education staff.

H_1: There is a relationship between passion at work (fascination) and the job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of passion at work and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 ($R^2 = 0.269$, $P < 0.05$, $R = 0.519$), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between passion at work and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained determination coefficient, 26.9% of the changes are common between the two variables (26.9% of the changes in job performance are justified by passion at work) (Table 10).

Table 10: Pearson correlation test statistics related to the relationship between passion at work and job performance of the staff

variable	passion at work				
job performance of the staff	correlation coefficient	significance	number	relationship	type of relationship
	0.519	0.001	341	exists	direct

Hypothesis 3-1: There is a relationship between emotional passion and job performance of the Education staff.

H_0: There is not a relationship between emotional passion and job performance of the Education staff.

H_1: There is a relationship between emotional passion and job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of emotional passion and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 ($R^2 = 0.173$, $P < 0.05$, $R = 0.416$), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between emotional passion and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained determination coefficient, 31% of the changes are common between the two variables (17.3% of the changes in job performance are justified by emotional passion) (Table 11).

Table 11: Pearson correlation test statistics related to the relationship between emotional passion and job performance of the staff

variables	emotional passion				
job performance of the staff	correlation coefficient	significance	number	relationship	type of relationship
	0.416	0.001	341	exists	direct

There is a relationship between enthusiasm at work and job performance of the Education staff.

H_0: There is not a relationship between enthusiasm at work and job performance of the Education staff.

H_1: There is a relationship between enthusiasm at work and job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of enthusiasm at work and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 ($R^2 = 0.155$, $P < 0.05$, $R = 0.394$), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between enthusiasm at work and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained determination coefficient, 15.5% of the changes are common between the two variables (31% of the changes in job performance are justified by enthusiasm at work) (Table 12).

Table 12: Pearson correlation test statistics related to the relationship between enthusiasm at work and job performance of the staff

variable	enthusiasm at work				
job performance of the staff	correlation coefficient	significance	number	relationship	Type of relationship
	0.394	0.001	341	exists	direct

There is a relationship between mental flexibility and the job performance of the Education staff.

H_0: There is not a relationship between mental flexibility and job performance of the Education staff.

H_1: There is a relationship between mental flexibility and job performance of the Education staff.

Data analysis shows that the Pearson correlation coefficient between the two variables of mental flexibility and job performance of the employees is 0.5 with a value of **p** (significance) of 0.001, which is less than a significance level of 0.05 ($R^2 = 0.11$, $P < 0.05$, $R = 0.317$), so at this level, the hypothesis H_0 that's the lack of relationship is rejected and as a result, there is a relationship between mental flexibility and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these two variables. Also, according to the obtained determination coefficient, 31% of the changes are common between the two variables (11% of the changes in job performance are justified by mental flexibility) (Table 13).

Table 13: Pearson correlation test statistics related to the relationship between mental flexibility and job performance of the staff

variable	mental flexibility				
job performance of the staff	correlation coefficient	significance	number	relationship	Type of relationship
	0.317	0.001	341	exists	direct

Hypothesis 2: Job enthusiasm components (behavioral, cognitive, and emotional passion) predict the job performance of the Education staff.

Data analysis shows that the significance of the Pearson test between the components of job enthusiasm (behavioral, cognitive, and emotional passion) and the job performance of the Education staff is less than $\alpha = 0.05$ and as a result, the components of job enthusiasm (Behavioral, cognitive and emotional passion) have a significant relationship with the job performance of the Education staff. The positive correlation coefficients indicate a direct relationship between the predictor variables and the criterion variable (Table 14).

Table 14: Pearson correlation test statistics of the job enthusiasm components with the job performance of the Education staff

variable	job performance			
	correlation coefficient	**significance**	**relationship**	**Type of relationship**
Behavioral passion	0.507	0.001	exists	direct
cognitive passion	0.527	0.001	exists	direct

emotional passion	0.416	0.001	exists	direct

Given that the value of **p** calculated from the test (0.001) is less than the significant level of 0.05, at this level, H_0 is rejected and as a result, the linear regression model becomes significant, that's there is a significant linear relationship between the components of job enthusiasm (Behavioral, cognitive and emotional passion) and the job performance of the Education staff. Multiple correlation coefficient is r = 0.611 which indicates the amount of simultaneous relationship between the components of job enthusiasm (behavioral, cognitive, and emotional passion) and the job performance of the Education staff and given that the significance level is equal to 0.001 and less than the level α = 0.05, this relationship is significant. Given that the value of R^2_{adj} (adjusted R^2) is equal to 0.355, the components of job enthusiasm; behavioral, cognitive, and emotional passions with the simultaneous job performance 0.126 of the Education staff explain the variance of the rate of job performance (Table 15).

Table 15: Variance Analysis of the regression model of job enthusiasm components with the job performance of the Education staff

Source of changes	sum of squares	Degree of freedom	average of squares	R	R2adj	F Value	Sig
regression	64.597	3	21.532	0,611	0.355	63.327	0.001
remaining	114.587	337	0.341				
Total	179.184	340	-				

Also, according to p-, the value calculated in the regression model coefficient test, H_0^1, H_0^2, H_0^3 (behavioral, cognitive, and emotional passion) at the level of 0.05is rejected. Given that the value of β for behavioral, cognitive, and emotional passions is 0.212, 0.294, and 0.236, respectively, then cognitive, emotional, and behavioral passions are the best predictors of the job performance of the Education staff, respectively (Table 16).

Table 16: regression model coefficients of the relationship between job enthusiasm components and job performance of the Education staff

variable	Estimation B	Standard deviation	Standard β estimation	t value	Sig
fixed	1.001	0.154	-	6.491	0.001
behavioral passion	0.166	0,049	0.212	3.376	0.001
cognitive passion	0.243	0.052	0.294	4.716	0.001
emotional passion	0.212	0.042	0.236	4.994	0.001

Conclusion

The purpose of this study is to explain the indicators of job enthusiasm in the staff of the General Department of Education of Kerman province to relatively explain the job performance. Regarding the relationship between job enthusiasm and job performance of the Education staff, data analysis shows that the significance of the Pearson correlation coefficient is less than the significance level of 0.05, so at this level, the assumption H_0 that's the lack of relationship is rejected and as a result,

there is a relationship between job enthusiasm and job performance of the Education staff. Regarding the relationship between behavioral passion and job performance of the employees, data analysis shows that the significance of the Pearson correlation coefficient is less than the significance level of 0.05, so at this level, the assumption H_0 that's the lack of relationship is rejected and as a result, there is a relationship between behavioral passion and job performance of the Education staff. The positive correlation coefficient indicates a direct relationship between these two variables.

Regarding the relationship between time commitment, physical work, and seriousness at work, and job performance of the Education staff, there is a relationship. Data analysis shows that the significance of the Pearson correlation coefficient is less than the significance level of 0.05, so at this level, the assumption H0 that's the lack of relationship is rejected and as a result, there is a relationship between time commitment, physical work, and seriousness at work and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these variables. Regarding the relationship between cognitive passion and job performance of the employees, data analysis shows that the significance of the Pearson correlation coefficient is less than the significance level of 0.05, so at this level, the assumption H0 that's the lack of relationship is rejected and as a result, there is a relationship between cognitive passion and job performance of the Education staff. Moreover, the positive correlation coefficient indicates a direct relationship between these two variables.

Regarding the relationship between attention to work, passion at work, and job performance of the Education staff, data analysis shows that the significance of the Pearson correlation coefficient is less than the significance level of 0.05, so at this level, the assumption H0 that's the lack of relationship is rejected and as a result, there is a relationship between attention to work, passion at work and job performance of the Education staff. In addition, the positive correlation coefficient indicates a direct relationship between these variables. Regarding the relationship between emotional passion and job performance of the employees, the results show that the significance of the Pearson correlation coefficient is less than the significance level of 0.05, so at this level, the assumption H0 that's the lack of relationship is rejected and as a result, there is a relationship between emotional passion and job performance of the Education staff. Moreover, the positive correlation coefficient indicates a direct relationship between these two variables.

Regarding the relationship between enthusiasm at work and mental flexibility and job performance of the employees, data analysis shows that the significance of the Pearson correlation coefficient is less than the significance level of 0.05, so at this level, the assumption H0 that's the lack of relationship is rejected and as a result, there is a relationship between enthusiasm at work and job performance of the Education staff. Moreover, the positive correlation coefficient indicates a direct relationship between these two variables.

The results from linear regression analysis show that there is a significant linear relationship between the components of job enthusiasm (behavioral, cognitive, and emotional passion) and job performance of the Education staff so that the components of job enthusiasm; behavioral, cognitive, and emotional passions with the simultaneous job performance 0.126 of the Education staff explain the variance of the rate of job performance and cognitive, emotional, and behavioral passions are the best predictors of the job performance of the Education staff, respectively.

According to the research results, there is a positive and significant relationship between job enthusiasm and its components (behavioral passion, cognitive passion, and emotional passion) and job performance of the Education staff, so that with the increase of behavioral passion such as time commitment, the intensity of physical work and seriousness in work, and with the increase of cognitive passion based on attention to work and passion at work, and with the increase of emotional passion such as increase of enthusiasm in work and mental flexibility, the rate of the job performance of The Education staff would increase as well. Along with these results, Difendorf (2002) and Ruthenberry and Moberg (2007) found that individuals with high job enthusiasm tend to put more effort into their

work and therefore give out better and higher performance. Therefore, when employees work longer than the hours specified in their job, feel that time passes quickly for them when they do their job, can work long hours without interruption, hardly separate from their work, strive unceasingly to achieve career goals, become full of power and energy while working, perform their job duties seriously and persistently, know their work challenges, are proud of what they do, feel good about their job, have enough motivation for their job, feel deeply attached to their job, have a high tolerance for hard work, and try to use their talents and strengths at work, then the ability of employees to perform their duties and achieve their goals would be strengthened, the ability of employees to plan more effectively would be more, and the amount of useful work of employees and the quality of the services provided would be better, and also the attention to scientific growth and development in education on behalf of the officials would be reinforced, and the level of support of the officials for the employees and cooperation with each other and the amount of utilization of the manpower of education would be increased.

Employees' job enthusiasm affects their motivation and effort, which ultimately leads to performance determination; Brown and Lee (1996) found in their studies that job enthusiasm has direct and indirect effects on employee performance. This happens by influencing people's efforts. Job enthusiasm increases and targets people's efforts. Pauli, Aliger, and Aston-Romero (1994), Brown and Lee (1996), Difendorf (2002), and Ruthenberry and Moberg (2007) also found that people with high job enthusiasm tended to put more effort into their work. Therefore, when employees work longer than the hours specified in their job, feel that time passes quickly for them when they do their job, can work long hours without interruption, hardly separate from their work, strive unceasingly to achieve career goals, become full of power and energy while working, perform their job duties seriously and persistently, know their work challenges, are proud of what they do, feel good about their job, have enough motivation for their job, feel deeply attached to their job, have a high tolerance for hard work, and try to use their talents and strengths at work, then the ability of employees to perform their duties and achieve their goals would be strengthened, the ability of employees to plan more effectively would be more, and the amount of useful work of employees and the quality of the services provided would be better, and also the attention to scientific growth and development in education on behalf of the officials would be reinforced, and the level of support of the officials for the employees and cooperation with each other and the amount of utilization of the manpower of education would be increased.

The following measures are suggested to strengthen the job enthusiasm of the employees and thus, for the officials of the Education to plan for the improvement of the job performance, use different situations and conditions to reinforce the job enthusiasm of the employees. It is recommended for the officials of the Education to strengthen the rate of job enthusiasm in their employees by taking into account special privileges and incentives. It is recommended for the officials to provide the managers and the staff of the Department with leaflets about how to reinforce the job enthusiasm of the employees to promote their job enthusiasm. It is recommended for the officials to provide opportunities for the staff to perform different tasks and to try to avoid the uniformity and duplication of their tasks and assign more diverse tasks at appropriate times.

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