

AN INVESTIGATION OF EFL TEACHERS' PERCEPTIONS ON  
MOTIVATIONAL FACTORS

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Approval of the Graduate School of Social Sciences

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## **ABSTRACT**

### **AN INVESTIGATION OF EFL TEACHERS' PERCEPTIONS ON MOTIVATIONALFACTORS**

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This study aimed to find out the intrinsic and extrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey and also to determine the current level of motivation of the English language teachers in primary and secondary state schools in Turkey. In order to collect the necessary data for the study, a mixed methods approach was employed by using both quantitative and qualitative methods. A questionnaire consisting of 80 close-ended questions were administered to 79 English language teachers in primary and secondary state schools in Turkey. Besides, semi-structured interviews with 18 teachers were carried out. The quantitative data were analysed through the use of SPSS 20.0 (Statistical Package for Social Sciences) and the qualitative data were content analysed. At the end of the study, both intrinsic and extrinsic factors were founded to be motivation and de-motivation sources for the EFL teachers. Imparting knowledge as an intrinsic factor and good relationships with student and colleagues as extrinsic factors were defined as the major motivation sources for the EFL teachers. On the other hand, extrinsic factors related to students, parents, colleagues and administrators, external recognition, physical working conditions, school management and policies, autonomy, workload and working schedule, teaching conditions, job security, career prospects, training and salary were founded as the de-motivating factors for the EFL teachers. Furthermore, the current motivation level of the EFL teachers working in primary and secondary state schools in Turkey was found to be low.

**Keywords: EFL teacher, intrinsic motivation, extrinsic motivation.**

## ÖZ

### İNGİLİZCE ÖĞRETMENLERİNİN MOTİVASYON FAKTÖRLERİ ALGISI ÜZERİNE BİR ARAŞTIRMA

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Bu çalışma, Türkiye’de ilk ve orta okullarda çalışan İngilizce öğretmenlerini motive ve de-motive eden içsel ve dışsal faktörleri bulmayı ve bu öğretmenlerin şu andaki motivasyon düzeylerini belirlemeyi amaçlamıştır. Çalışma için gerekli veri, hem nicel hem de nitel metotların kullanıldığı karma yöntem yaklaşımı benimsenerek toplanmıştır. Türkiye’de ilk ve ortaokullarda çalışan 79 İngilizce öğretmene 80 kapalı uçlu sorudan oluşan bir anket uygulanmıştır. Ayrıca, 18 İngilizce öğretmeni ile de yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Nicel veriler SPSS 20.0 (Sosyal Bilimler İstatistik Programı) programı kullanılarak analiz edilmiş, nitel verilere ise içerik analizi yapılmıştır. Çalışmanın sonunda, hem içsel hem de dışsal faktörler motivasyon ve de-motivasyon kaynakları olarak tespit edilmiştir. İçsel bir faktör olarak bilgi paylaşımı ve dışsal faktörler olarak ise öğrenci ve iş arkadaşlarıyla olan iyi ilişkiler başta gelen motivasyon kaynakları olarak belirlenmiştir. Diğer taraftan, öğrenci, veli, iş arkadaşları ve yöneticilerle ilgili unsurlar, dışarıdan mesleğe olan bakış, fiziksel çalışma şartları, okul yönetimi ve ilkeleri, otonomi, iş yükü ve çalışma programı, eğitim-öğretime yönelik şartlar, iş güvenliği, kariyer hedefleri, eğitim ve maaşı kapsayan faktörler İngilizce öğretmenlerini de-motive eden faktörler olarak tespit edilmiştir. Ayrıca, Türkiye’de ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin şu andaki motivasyon düzeylerinin düşük olduğu belirlenmiştir.

Anahtar Kelimeler: İngilizce öğretmeni, içsel motivasyon, dışsal motivasyon

**To My Beloved Family**

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## **LIST OF ABBREVIATIONS**

EFL	(English as a Foreign Language)
ESL	(English as a Second Language)
SDT	(Self-Determination Theory)



## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Presentation**

This chapter includes an introduction to the study. First of all, the background of the study is outlined. Secondly, English language teaching in Turkey is dealt with which is followed by the professionalization of English language teaching in Turkey. In addition, the chapter presents the purpose of the study by introducing the research questions and significance of the study. Lastly, the limitations and organization of the study were provided in this chapter.

#### **1.1 Background of the study**

This study examines the intrinsic and extrinsic factors that motivate and demotivate English language teachers in primary and secondary state schools in Turkey and also investigates the current motivation level of English language teachers in primary and secondary state schools in Turkey. Motivation in education has been a widely studied topic among researchers, especially in the area of learner motivation for several decades (Coleman, Galaczi & Astruc, 2007; Dörnyei & Chan, 2013; Dörnyei, Csizér & Németh, 2006; Isiguzel, 2014; Lamb, 2011; Masgoret & Gardner, 2002; Nikoopour, 2012; Sun, 2010). Although learner motivation has received a great deal of attention of the researchers, teacher motivation in education started to attract attention at a later date. Researching teacher motivation in educational psychology and teacher education has shown a growth in the last decade by broadly addressing three main areas: (1) issues related to teachers' career choice, (2) teaching process and its complexities, and (3) significant components that influence teacher and student development (Watson & Richardson, 2008a:405 as cited in Dörnyei & Ushioda, 2011). In the case of foreign language education, the motivation of learners towards foreign language learning has been the focus of most of the studies. However, the motivation of language teachers has drawn little attention of researchers as it is the case in teacher motivation. In ESL/EFL context, the focus of

much of the literature has been on teachers' training and education while they lack discussions on English language teachers' motivation (Yau, 2010).

## **1.2 English Language Teaching in Turkey**

Knowing a foreign language in order to carry forward international relations in social, political and economic fields has become a necessity for individuals all around the world. Within this respect, English, as a second language is widely taught in many countries for cultural, commercial and social reasons (Eskicumalı & Türedi, 2010). Turkey is among these countries in which English is the most extensively taught and learnt foreign language since 1950s in order to catch up with developments in the areas in which the most widely used language is English (Kırkgöz, 2008). Until 1997, foreign language teaching in Turkish state schools started at the first year of secondary school, namely, at the sixth grade. However, in 1997, with the introduction of compulsory education, Turkish education system underwent a big change (Ocak, Boyraz & Kizilkaya, 2013). Through this reform, the compulsory education was increased from five to eight years in Turkey and foreign language was integrated as a separate course for the 4<sup>th</sup> and 5<sup>th</sup> grades. This system continued to be administered until another big reform in Turkish education in 2013. Ministry of National Education introduced 4+4+4 education system and the duration of compulsory education was increased to 12 years in Turkey. This recent reform included 4 years of primary school education, 4 years of secondary school education and 4 years of high school education. Within this reform, English language teaching program has also been revised and primary school students have begun to have English courses at the 2<sup>nd</sup> grade rather than 4<sup>th</sup> grade (Turkish National Education Ministry, Board of Education and Discipline, 2013). In Turkish state schools, beginning with the 2<sup>nd</sup> grade, students have English courses until they finish high school. In other words, English language education continues for 11 years from primary school to high school. After high school, students who go to universities have the chance to improve their English in the preparatory schools of universities or in their departments which offer English as must or selective courses for their students. There also exist private language courses under the control of Ministry of National Education, which provide foreign language courses at all levels.



### **1.3 Professionalization of English Language Teaching in Turkey**

The instruction of foreign languages in Turkey is administered through language teachers who graduate from various departments of universities such as English language teaching, Linguistics, English Language and Literature, American Language and Literature and Translation and Interpreting. The ones who do not graduate from English language teaching departments are supposed to have pedagogic formation classes in order to work as English language teachers in most of the state and private institutions.

In Turkey, if teachers would like to work at primary, secondary or high state schools as permanent staff, they have to enter an exam (KPSS) and get the required score which changes almost every year to be appointed to a state school. Each year hundreds of EFL teacher enter this exam and some of them have the chance to work at primary, secondary and high state schools as EFL teachers as permanent staff.

The EFL teachers who would like to work at the state universities have to enter two exams. All the EFL teachers who would like to work at universities are supposed to enter ALES which measures their basic academic success and YDS which measures their foreign language success and get the required scores. In addition to the scores of these two exams, each university organizes its own oral or written exams and according to the results of all these exam scores, state universities determine the EFL teachers who will work as permanent staff in their institutions.

EFL teachers also have the chance to work at private primary, secondary and high schools, universities or courses. Private institutions select EFL teachers according to their own criteria. While some of these institutions employ EFL teachers as permanent staff, some of them employ EFL teachers as contractual staff.

### **1.4 Purpose of the Study**

This study aims to determine the intrinsic and extrinsic factors that motivate and de-motivate the EFL teachers in primary and secondary state schools in Turkey. Furthermore, the study aims to explore the current motivation level of the EFL teachers working at primary and secondary state schools in Turkey.

The research questions are as following:

- 1) Based on the perceptions of the 79 English language teachers, what are the intrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey?
- 2) Based on the perceptions of the 79 English language teachers, what are the extrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey?
- 3) Based on the perceptions of the 79 English language teachers, what is the current motivation level of English language teachers in primary and secondary state schools in Turkey?

The study tries to highlight the issue of EFL teacher motivation and through the findings it is hoped to present the problems of de-motivation and dissatisfaction of English language teachers in Turkey.

### **1.5 Significance of the study**

The study of motivation in educational settings generally focuses on the motivation of learners and most of the researches done in this area examine the factors affecting learners' motivation or the methods to increase their motivation. However, teacher motivation has not attracted enough attention as a separate research area in spite of its significance in many aspects of educational practices (Kumazawa, 2011). If the foremost purpose of schools is to educate the students and have successful outcomes, the motivation of teachers who are the primary constituent influencing student achievement should not be disregarded and the factors influencing teacher motivation should be analysed well. Also, in order to increase the quality of education, necessary measures should be taken to nurture the motivation of teachers. Within this respect, this study might provide food for thought for the educational stakeholders and also for the researchers.

As general teacher motivation, the motivation of English language teachers has not been researched as much as learners' motivation. In this respect Dörnyei (2001) points out that the number of the studies whose main concern was language teacher motivation is small but this research area deserves much more attention.

In Turkey context few studies have investigated language teachers' motivation. The present study attempts to address this gap in the literature by investigating the intrinsic and extrinsic factors that motivate and de-motivate the EFL teachers in

primary and secondary state schools in Turkey and the current motivation level of the EFL teachers in primary and secondary state schools in Turkey.

### **1.6 Limitations of the study**

The limitations of the present study are as follows:

- Within the limitations of Master's thesis in terms of time and length, the number of the participants who took part in the study through questionnaires was relatively limited. If the number of the participants had been higher, more representative and generalized results would have been obtained.
- In the study, only primary and secondary state school EFL teachers took part in. EFL teachers who work at high schools, universities or private institutions were not included in the study.

### **1.7 Organization of the study**

There are five chapters in this thesis. The current Introduction chapter is followed by Chapter 2 in which some related literature on motivation is reviewed. The chapter begins with the examination of motivation theories which is followed by the motivation in work context. Then, under the name of motivation in education, learner motivation and teacher motivation are dealt with. This chapter ends with the reviewed literature on the international studies and studies in Turkey related to EFL teacher motivation.

In chapter 3, the methods that have been used in carrying out the study and the analysis of the data are reported. This chapter describes the research instruments used in the collection of the data (interviews and questionnaires), introduces the participants of the study and ends with the data analysis procedure. Chapter 4 presents the main findings of the study through the analysis of both quantitative and qualitative data. Chapter 5 consists of the discussion of the main findings in relation to the studies in the field. Lastly, Chapter 6 includes the summary of the main findings, the implications of the study and the recommendations for further research.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.0 Presentation

In chapter 2, previous researches on motivation are reviewed by providing a theoretical framework for the study. Especially, EFL teacher motivation is discussed through the researches conducted in this area.

The chapter begins with the presentation of the theories on motivation in general followed by the discussion of the motivation in work context. Motivation in educational settings is examined through the related studies. Firstly, learner motivation is dealt with and following it, teacher motivation is examined in a detailed way with the identification of the intrinsic and extrinsic factors affecting teacher motivation. After the examination of teacher motivation, EFL teacher motivation will be highlighted through the international studies and studies in Turkey.

#### 2.1 Motivation

Motivation is described as ‘the enthusiasm for doing something’ ‘in the dictionary of Cambridge online (<http://dictionary.cambridge.org/dictionary/british/program>). One of the most prominent motivation researchers Dörnyei defines motivation as “the choice of a particular action, the persistence with it and the effort expended on it” (2001, p.4). In other words motivation is the reason for people to decide to do something, the desire for sustaining the activity for some time and the effort they spend for doing the activity (Dörnyei, 2001).

As the above descriptions suggest, motivation is a term which is extensively used in everyday life, in psychology, in various areas of social sciences, in the studies of education and in applied linguistics (Dörnyei, Csizér & Németh, 2006). In the current study, the focus is on the motivation in educational settings, particularly on teacher motivation.

Motivation has been the subject of a great number of researches and it has been investigated in different contexts by many researchers for several decades (Addison & Brundrett, 2008; Arıoğul, 2009; Butz, Peterson & Majerus, 2014; Chemolli & Marylène, 2014; Deci & Ryan, 2000; Pegler, 2012; Dörnyei & Ushioda, 2011; Gardner, 1968; Sullivan, 2001). Many theories of motivation have been proposed since its being studied widely. Early theories of motivation were under the effect of Behaviourism and in behaviourist theories the influence of outside factors on motivation such as punishment and rewards constituted a significant role (Dörnyei & Ushioda, 2011). However, through the second half of the 20<sup>th</sup> century the theories of motivation began to be led by the cognitive revolution in psychology (Dörnyei & Ushioda, 2011). One of these cognitive theories, Atkinson's achievement motivation theory emphasized the need for success and the avoidance from failure (Maehr & Sjogren, 1971). According to Dörnyei and Ushioda (2011) this need for success and fear of failure become a part of an individual's personality and influences the person's behaviour in his whole life, including education. Attribution theory is another cognitive theory which asserts that people try to find the causes of their successes or failures and try to determine whether the cause was internal or external. Additionally, individual's influence on the causes that determine the outcome of an event and whether the cause of an event is permanent or not are also analysed in the attribution theory (Carless & Waterworth, 2012). Self-efficacy theory which has been developed by Albert Bandura refers to people's notions about their capabilities for carrying out certain activities. According to this theory people with a sense of self-efficacy (Bandura, 1997) believe in themselves and they are motivated to succeed in fulfilling their goals (Bumann & Younkin, 2012). Having similar features with self-efficacy theory, Covington's self-worth theory asserts that people can be really motivated to show a sense of personal value and worth in competitive contexts or when they face with failure or negative feedback (Dörnyei & Ushioda, 2011). Unlike self-efficacy and self-worth theories, goal-setting theory primarily focuses on the impact of conscious goals on actions and the relationship between the level of task performance and those goals (Sullivan & Strode, 2010). Later, goal-orientation theory is concerned with the reason and the ways of people to achieve various goals rather than referring to what people are trying to achieve (Kaplan & Maehr, 2007).

Concerning all the above mentioned theories of motivation, one of the most general and well-known distinctions is that of intrinsic versus extrinsic motivation (Dörnyei & Ushioda, 2011). This distinction is the basis of self-determination theory of Deci and Ryan (1985, 2000) which also guides the current study by providing the theoretical framework. According to this theory people can be intrinsically or extrinsically motivated based on their different goals or reasons that make them to perform certain acts. Intrinsic motivation refers to the internal desire of the person to do something and to pursue doing it for some time as the activity itself is inherently interesting or enjoyable. The self-determination theory states that intrinsically motivated behaviours stem from the innate psychological needs which are the needs for competence (feeling of self-efficacy), relatedness (feeling connected to the outside setting) and autonomy (feeling of control) (Deci & Ryan, 2000). When a person feels competent himself/herself for performing an activity, which is also emphasized in self-efficacy theory, s/he may have the internal desire more and get intrinsically motivated. This motivation is also observed when the person has the control of his/her activities and freedom of choice. The feeling of relatedness also influences individuals' motivation intrinsically if they make a connection to the outside setting in fulfilling the activity and have the chance to become a part of a group and share. On the other hand, extrinsic motivation involves performing an activity in order to reach a certain outcome. The expectation of an external consequence makes the person to perform the activity. Therefore, activities which are not interesting for the person should present extrinsic outcomes in order for the person to be motivated (Eyal & Roth, 2010). According to the self-determination theory, if the self-regulation of a behaviour and the value attributed to that behaviour is internalised, an extrinsically motivated behaviour becomes more autonomous and self-determined rather than being controlled (p.258). In the self-determination theory Deci and Ryan (2000) categorize four types of extrinsic motivation:

1. *External regulation* is explained as the least autonomous form of extrinsic motivation, being entirely affected from the external consequences, such as the expectation of a reward or the fear of punishment.

2. *Introjected regulation* involves the external demands or rules which become a part of a person's life but the behaviours are not considered to be self-determined.
3. *Identified regulation* takes place when a person values a behaviour and identifies with the personal significance of it, thus performs the activity more willingly.
4. *Integrated regulation* is accepted as the most autonomous type of extrinsic motivation as actions are more self-determined. Here, the individual totally integrates the regulatory process with his coherent sense of self and assimilates it with his other needs, values and identities.

Self-determination theory proposed by Deci and Ryan (1985, 2000) and the distinction between intrinsic and extrinsic motivation guide the present study by constructing the theoretical framework. For this reason, through the study, this theory and its concepts are frequently referred.

Intrinsic and extrinsic motivation sources may differ according to the type of the activity and the activity context. In the context of EFL teacher motivation, the influence of intrinsic and extrinsic factors on EFL teachers' motivation is the main concern of this study. Within this respect, under the light of the self-determination theory and through the exploration of intrinsic and extrinsic motivation factors, the main intrinsic and extrinsic factors affecting the motivation of the EFL teachers positively and negatively and the current motivation level of the EFL teachers in primary and secondary state schools in Turkey are examined.

### **2.1.1 Work Motivation**

The influence of motivation on human beings can be observed every place where people perform activities and when people care about the consequences of their activities. One of the contexts in which motivation constitutes vital importance is work context. Supporting this view, motivation has been regarded as one of the major contributors to the satisfaction and effectiveness of an individual carrying out a job by the industrial/organisational psychologists. The factors that affect the employees' motivation are the major concern of these fields and through the theories that have been put forward, those factors can be mainly identified (Roussos, 2003).

There are two dominant theories in the field of work motivation one of which is Locke and Latham's goal setting theory (Locke & Latham, 2002). According to this theory goals influence performance by means of four mechanisms. First, goals have a "directive function", goal-relevant activities are directed attention and effort by the goals whereas goal-irrelevant activities are not. Second, goals serve an "energizing function". Greater effort is performed to high goals than low goals. Third, goals "affect persistency". When the control of time spending on a task is left to the participants, they are observed to spend more time and effort on hard goals. Fourth, goals "affect action indirectly by leading to the arousal, discovery and/or use of task-relevant knowledge and strategies" (Locke & Latham, 2002, p. 706,707).

The other dominant theory is self-determination theory and the distinction between intrinsic and extrinsic motivation is also applied in the context of work motivation. To illustrate, employees can be intrinsically motivated and show better performance in their jobs if their psychological needs, namely competency, autonomy and relatedness needs, are satisfied (Deci& Ryan, 2000). On the other hand, employees are also motivated to work through the reinforcement of external factors such as rewards or praise which are counted as the extrinsic motivational constituents.

Considering the two prominent theories, Yau (2010) in his study summarizes the factors that influence work motivation as follows:

- Intrinsic motives such as autonomy, competency, novelty, achievement and power
- reinforcement by extrinsic motives
- goal setting effects (p.17)

## **2.2 Motivation in Education**

Motivation has been under discussion by many researchers in educational settings for many years. As the main concern of the studies carried out in this field has been mostly the motivation of learners, it would be better to start with the studies conducted on learner motivation.



### **2.2.1 Learner Motivation**

A considerable amount of research which investigates the second language acquisition process and the influence of motivation during it have been conducted in the last four decades (Sun, 2010). Pioneering the studies in this area, Gardner (1960) in his study asserts that the motivation for learning a foreign language is dependent upon two orientations. One of these orientations is integrative orientation which means that the individual wants to learn the language of another group in order to become a member of that group and to have a higher status. Individuals also have other reasons to learn a foreign language such as for job opportunities, for school credits, etc. which is named as instrumental orientation. Students who are instrumentally oriented appear to have an interest in learning adequate knowledge of the language for its instrumental value in goal achievement. According to Gardner those learners whose orientation for acquiring a foreign language is instrumental may be handicapped as learning that language is not rewarding for them. In other words, those learners do not like the linguistic responses they acquire for their own sake. However, learners who are integratively oriented enjoy what they learn in language learning process such as grammatical rules, speech sounds, etc. because that language belongs to the valued members of another language group (Gardner, 1960).

Gardner's construct has been extended by some studies through the addition of new components such as "self-confidence, intrinsic and extrinsic motivation, intellectual curiosity, attribution about past successes/failures, need for achievement and other situation-specific variables such as classroom events and tasks, classroom climate and group cohesion, course content and teaching materials, teacher feedback, and grades and rewards" (Sun, 2010, p. 889).

Deci and Ryan's (1985; 2000) self-determination theory has brought a new perspective into the motivation studies in educational settings and has been one of the most referred approaches in motivation studies. Within this theory, a significant distinction between intrinsic and extrinsic motivation is done and this distinction is regarded as useful in order to understand the differences between individuals in educational outcomes (Pae, 2008). If an individual is intrinsically motivated, s/he does an activity for its own sake; that is, the activity appeals to the person and s/he

enjoys doing it. On the other hand, extrinsic motivation occurs when there is the expectation of a separable outcome after the execution of the activity. In other words, students who are extrinsically motivated can carry out actions with disappointment, opposition, indifference or, alternatively, with a desire which shows the inherent acceptance of the usefulness and the value of the task (Deci & Ryan, 2000). In the context of foreign language learning, students who are intrinsically motivated learn a foreign language as they like speaking the language of another country and the activity of language learning itself while students who are extrinsically motivated learn a foreign language as it is a necessity within the curriculum or they value the importance of speaking a foreign language in today's world. Given that most of the educational activities applied both in foreign language classes and other learning environments are not planned to be intrinsically interesting, Deci and Ryan (2000) state the importance of understanding the different types of extrinsic motivation ,which are external regulation, introjected regulation, identified regulation and integrated regulation, as follows:

Understanding these different types of extrinsic motivation, and what fosters each of them, is an important issue for educators who cannot always rely on intrinsic motivation to foster learning. Frankly speaking, because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable, knowing how to promote more active and volitional (versus passive and controlling) forms of extrinsic motivation becomes an essential strategy for successful teaching (p.55).

Research in the field of learner motivation has witnessed another turn with the introduction of Dörnyei's (2005,2009) "L2 motivational Self System". Within this theory, Dörnyei proposes the concepts of *ideal L2 self* which refers to the qualities that we wish to have as a speaker of the target language and *ought-to L2 self* which refers to the qualifications we believe we should have as a speaker of the target language (Lamb, 2011). Also, according to this L2 motivation Self System there are three primary sources of motivation to learn an L2: a) the internal desire of the learners' to achieve speaking the target language effectively, b) the pressures of the social environment of the learners' to learn the L2, and c) experiencing the L2 learning process effectively (Dörnyei& Chan, 2013).

The theories mentioned above propose some theoretical basis for the studies in the field of learner motivation, particularly foreign language learners' motivation. In the light of these theories many empirical researches on learner motivation have been carried out and in most of these studies the components that influence the motivation of foreign language learners were addressed. To begin with, Coleman, Galaczi and Astruc (2007) conducted a research in UK on foreign language learning motivation of England's secondary school students. They tried to find out the influence of the grade level, gender and school environment on students' motivation. The participants of the study were secondary school students aged between 11 and 14 and from the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades. 5001 boys and 5439 girls took part in the study. The results of the study indicated that there exists a relationship between the nature of the school environment and the motivation of the students, especially the attitudes of the school management and the teachers towards language learning. The motivation level of the students studying at the Specialist Language Colleges was found to be the highest when compared to other schools. Moreover, the study has confirmed previous research by concluding that motivation level gradually decreases as the grade level increases. Gender also remained as a distinguishing factor in terms of language learning motivation and girls were found to have more motivation than boys.

Another study carried out in Iranian context investigated the relationship between intrinsic/extrinsic motivation and language learning strategy use among Iranian EFL learners and also the commonest motivational orientation of Iranian EFL learners towards learning English language (Nikoopur, et al.,2012). 72 upper-intermediate EFL students studying at English courses in three language institutes in Tehran took part in the study. The results revealed that Iranian language learners used metacognitive strategies most frequently which were followed by social strategies, cognitive strategies, compensation strategies, memory strategies and affective strategies. The findings also indicated that Iranian language learners were mainly intrinsically motivated towards learning English language, that is, they inherently want to learn English language. Integrated regulation, introjected regulation and external regulation stood in lower ranks which showed that extrinsic motivation components are not as satisfying as intrinsic ones on Iranian EFL learners.

A research study conducted in Turkey, Emir and Boran (2011) aimed to discover whether EFL learners in Beltek courses (courses funded by City Municipality) are intrinsically, extrinsically, instrumentally or integratively motivated and also whether or not there exists a variation between their motivation types with regard to their sex and state of working. 91 male and 109 female EFL learners attended the study. The data analysis indicated that EFL learners in Beltek English courses are intrinsically motivated to learn English and they want to improve their English to keep up with times. In other words, their ultimate purpose was not for making a career, earning more money or getting promotion. Besides, male learners were found to be more motivated than female learners in the study.

In addition to the motivational factors mentioned in the studies above, teachers as one of two indispensable parties in educational settings, constitute primary importance on students' motivation and achievement. According to Dörnyei (2001) teachers have the chance to improve their students' motivation, and by applying some strategies, which can be grouped into four categories, they can motivate their students. The first category includes the classroom conditions. It is necessary for the teachers to provide main motivational conditions in the classroom by adopting appropriate behaviours, having good relationships with students and creating a nice and stimulating atmosphere in the classroom. The second category concerns enhancing student motivation by improving the attitudes and values towards language learning, increasing their goal orientations, providing a suitable curriculum and building realistic learner beliefs. The third category includes maintaining motivation by developing learner autonomy, enhancing student self-confidence, providing a good quality learning experience and supporting self-motivating strategies for learners. The fourth category proposes to encourage positive self-evaluation by attaching importance to efforts rather than ability, giving motivational feedback and improving the satisfaction of learners. These suggestions of Dörnyei (2001) are based on the assumption that teacher behaviour and beliefs directly influence students (Bernaus & Gardner, 2008). Some empirical studies seem to lend support for this argument. In their study Bolkan, et al. (2011) examined the transformational leadership component to find out how communicating intellectual stimulation changes the classroom atmosphere through the support for student motivation and students' attitudes towards their studying. With the participation of

268 undergraduate students, the researchers concluded that the use of intellectual stimulating behaviours by the teachers affects students' intrinsic motivation and subsequently leads students to approach their learning in deep and strategic ways. In other words teachers who encourage students to know the materials related to course well and who motivate students to do their best may provide students to internalize their motives for studying and help them to adopt a deep-level approach towards their learning.

Urhahne (2015) conducted a study with 246 sixth grade students and 13 English language teachers and he aimed to discover whether teacher behaviour is a mediator of the relation between teacher judgement and students' motivation and emotion. The findings revealed that accessibility of teachers worked as a mediator which results in motivational and emotional change in students. It was also indicated that teachers' mediating behaviours influenced students' goal orientations and enjoyment.

According to Siegle, Rubenstein and Mitchell (2013) teacher attitudes seem to affect student attitudes more so than the reverse, and teachers have the opportunity to influence all students at the same time in many classrooms. While implementing the curriculum, teachers can also encourage and support their students' learning through the classroom environments they provide for them. Their study aimed to analyse academic motivation from students' perspective. To this end, they had focus group discussions with 28 university honours freshman and they came to the conclusion that students see their experiences with their teachers as the most influential factor on their interest and motivation in high school. Teachers who encourage students' growth and satisfaction, who build positive relationships and who are knowledgeable about the content were found to be able to foster student motivation.

Ölmezer and Ok (2014) carried out a similar study in which they examined the most and the least motivating teacher behaviours and their impacts on EFL students. 314 students of the English preparatory program of a state university participated in the study. Through the use of a questionnaire and administration of 19 interviews, the researchers concluded that teachers' having a smiling face, taking some breaks when students are tired or bored and having a sense of humour were listed as the most motivating teacher behaviours by the EFL students. As for the researchers, when

students feel relaxed and less nervous in classes, they are more motivated for learning.

The studies reviewed above showing the relationship between teachers' behaviours and students' motivation and achievement make it clear that the degree of teachers' enthusiasm and commitment is one of the most significant components which can influence learners' motivation to learn. This is all to say that teachers' being motivated to teach will probably lead their students to be motivated to learn (Dörnyei & Ushioda, 2011). At this point, understanding teachers well and defining the factors that motivate and de-motivate them constitute great significance in order to have much better educational outcomes. In this regard, the studies focusing on general teacher motivation and later EFL teacher motivation will be examined respectively.

### **2.2.2 Teacher Motivation**

The issue of teacher motivation has been addressed rarely in educational psychology until very recently, nevertheless, there has been an increase in the literature concerning teacher motivation within the last few years in educational psychology and teacher education (Dörnyei & Ushioda, 2011). The three main areas that teacher motivation broadly concerns are: (1) issues related to teachers' career choice, (2) teaching process and its complexities, and (3) significant components that influence teacher and student development (Watson and Richardson (2008a:40, as cited in Dörnyei & Ushioda, 2011).

While studying teacher motivation, theories used for explaining general motivation are applicable as 'teaching' is one of the human behaviours and it does not necessitate a different treatment (Dörnyei & Ushioda, 2011). However, Dörnyei and Ushioda further point out that there exist certain motivational characteristics peculiar to teaching and within this respect they identify four motivational aspects of teacher motivation:

1. Teaching includes an outstanding *intrinsic component* which refers to having an inherent desire to educate people, to transfer knowledge and values and to provide service to the society by advancing their students.

2. Teaching is closely related to *contextual factors* which comprise institutional requirements and restrictions of the workplace and social profile of the teaching profession.
3. Teaching is a process with a *temporal axis* which includes career and promotion opportunities.
4. Teaching seems to be particularly *fragile*, as it is open to negative influences such as stress, restricted autonomy, insufficient self-efficacy, lack of intellectual challenge and inadequate career structure.

Taking into account the theories reviewed about general motivation and work motivation and also regarding the four motivational aspects proposed by Dörnyei and Ushioda (2011), examining teacher motivation through the distinction between intrinsic and extrinsic motivation and the factors that foster or decrease them will be compatible with the theoretical framework of the present study. With this purpose, the studies which will be reviewed in the following paragraphs will focus on the ones that investigate the influence of intrinsic and extrinsic constituents on teacher motivation.

Seebaluck and Seegum (2011) conducted a study which sought to determine the factors that impact public primary school teachers' motivation level with the participation of 201 teachers. The findings of the study revealed that public primary school teachers are mainly motivated by their students' successful performance through which they get the feeling of accomplishment and pride, communicating with pupils and transferring knowledge, the opportunities they have for enhancing their professional skills, developing social relationships, the responsibilities related to teaching job, fulfilling their goals and the status associated with teaching. These factors are among the intrinsic motives of the teachers which has been defined by Dörnyei and Ushioda (2011) as "the internal desire to educate people, to impart knowledge and values, to advance a community or a whole nation" (p.161). Besides the factors that motivate them the study also analysed the ones that demotivate public primary school teachers with a result that career prospects, a sufficient salary, attractive incentives and fringe benefits were found to be the demotivating factors which belong to the group of extrinsic motives.

Using a longitudinal design, Lam and Yan (2011) explored 17 beginning teachers' job satisfaction and career development. Through the conduction of two in-depth interviews which were mainly about teaching motivations with the teachers after their graduation and then after their two-year teaching experience, the researchers came to the conclusion that teaching students is the major source of job satisfaction for the beginning teachers. The participant teachers stated that building relationships with students, watching their growth and helping the students to develop make them happy. Even the teachers who underlined that they had chosen this job for its material rewards agreed with this view. On the other hand, as in the study of Seebaluck and Seegum (2011) extrinsic factors, namely having a satisfactory work- life balance, a reasonable workload and a good amount of salary constitute importance on the work motivation and satisfaction of the teachers according to the findings.

Under the name of Affect Triggering Incidents (ATIs), Kitchen, Morgan and O'Leary (2009) investigated the everyday events which trigger teachers' motivation or cause demotivation among them. The research design included two consecutive studies. In the first study, as the participants, 17 primary school teachers kept diaries and through the gathered data the ATIs they had experienced in their work place were described. In the second step of the study, 39 primary school teachers took part in by completing questionnaires and keeping diaries for five weeks and this study examined the interaction of positive and negative ATIs with each other. According to the findings, student engagement, student achievement and student well-being were among the positive events mentioned frequently by the teachers while student behaviour and interaction with parents were negatively mentioned events which cause dissatisfaction among teachers. The majority of the ATIs (%77,5) which made the teachers feel good or bad originated from the intrinsic nature of teaching/classroom interaction and there was no third party involvement. However, dissatisfying events had a tendency to include a third party involvement most of which were related with colleagues or parents.

In another study, the leadership effect on teachers' motivation was under concern. The study included 122 elementary school teachers in Israel working with their school principals for more than one year. The results suggested that leadership styles of the school principals have a significant impact on the motivation and well-



being of the teachers. Moreover, the findings indicated that teachers view their teaching related activities more interesting and meaningful when they are motivated autonomously as a result of which they may feel less exhausted than other teachers (Eyal & Roth, 2011). Similar to these results, Griffin (2010) in his research and Webb (2007), in her dissertation, concluded that there is a positive correlation between the leadership approaches of the school principals and teachers' job satisfaction and work motivation. The negative influences of student low achievement, paperwork and the inclusion of special education on teachers' job satisfaction and motivation were also among the findings of the dissertation.

Personal challenge and the opportunities for professional development for teachers while conducting their jobs have also been among the factors investigated in some of the studies on teacher motivation (Yau, 2010; Kocabaş, 2009; Boraie, Kassabgy & Schmidt, 2001). Exploring the validity of self-determination theory, Wagner and French (2010) tried to identify the factors in the work place which affect the intrinsic motivation of teachers towards a professional development program. The hypothesis of the researchers was that the degree of choice, challenge level, the feeling of a community in the work place and the professional development context itself would be influential on the motivation of teachers against professional development programs. The results supported the hypothesis of the researchers by revealing that supervisor relations and the work itself have a significant impact on the motivation of teachers for professional growth. Moreover, by means of their efforts, observing the changes in the children was also claimed as a significant motivator for the teachers to grow themselves professionally.

In Turkish literature, teacher motivation has been explored in a very limited number of studies in which the above mentioned factors have been under concern. Kızıltepe (2006) conducted a study with 340 high school teachers and focused on the sources of demotivation such as students, economics, administration, parents, structural and physical characteristics, ideals and social status. The findings indicated that administration, structural and physical characteristics and students are the most demotivating factors in terms of the high school teachers. In her later study, Kızıltepe (2008) this time examined the motivation and demotivation sources of university teachers. The data were gathered through the participation of three hundred university teachers. Similar to the results of her previous study, students were found

to be the major source of university teachers' motivation and demotivation. Following students, career was concluded as the second significant motivating factor while economics, research and working conditions were secondary demotivating factors (2008). Gokce (2010) in her study aimed to find out the motivation levels of primary school teachers in Turkey and the participant teachers stated that their needs which will enhance their performance in teaching-learning process are not sufficiently met as a result of which the desired level of motivation can not be reached. These results are also supported by the findings of the study of Karakose and Kocabas (2006) who stated the sufficiency of workplace environment is a significant component influencing the motivation of teachers. In another study carried out in Turkey, teachers' desire for having a supportive administration in order to be more motivated while conducting their jobs was emphasized and human relations and human qualities were identified as the primary motivation and demotivation sources (Ada, Akan, Ayık, Yalçın & Yıldırım, 2013). Kocabas (2009) in his later study, with the participation of two hundred and twenty-five teachers, investigated the motivation of teachers in Turkey by analysing the impact of a large number of motivational sources. According to the findings, the feeling of safety in school, student success, attraction levels towards the teaching profession, the levels of self-confidence, teachers' perception of their status in society, the significance of positive supervision reports, the feeling of self-actualisation, a positive school atmosphere, teachers' positive relationships, competency perceptions of teachers' in their subjects, self-respect levels of the teachers, school performance in league tables, recognition of their success and values, effective management and administration and fringe benefits are the most motivating factors for Turkish teachers. On the other hand, competition among teachers, fear of confronting with disciplinary action and inadequacy of teaching and learning technologies influence the motivation levels of teachers negatively.

As a summary of all the components influencing teacher motivation, Yau (2010) in his study listed the following factors:

- Sense of achievement or challenge
- Salary
- Workload

- External recognition (social status)
- Career prospect
- Job security
- School management and policies
- Work autonomy (control of curriculum)
- Relations with colleagues
- Relations with students (p.25)

All the reviewed studies on teacher motivation above mainly concern about the factors which affect teachers' motivation negatively and positively. Within this respect, the factors influencing teacher motivation as in learner motivation generally fall into two categories as intrinsic and extrinsic motivational factors. In the light of the reviewed studies, these factors are analysed in this study through the reflection of them in the research instruments. In the following section, EFL teacher motivation will be focused on.

### **2.2.3 Foreign Language Teacher Motivation**

EFL teachers' motivation as a significant component influencing students' performance began to be studied during the 1990s (Tziava, 2003). However, the interest in language teacher motivation is not as much as it should be as a result of which the literature on language teacher motivation is scarce although this field deserves much more attention (Dörnyei, 2001). All around the world, countries pay a lot of attention to the instruction of foreign languages to its citizens and to have effective speakers of foreign languages as it has become a necessity in order to carry out the global relationships. Nevertheless, in the process of teaching and learning a foreign language, the desired level outcomes may not be reached all the time. One of the very extensively discussed reasons for this has been regarded as the demotivation of the learners towards foreign language learning and for several decades the various factors affecting students' demotivation or motivation have been the subject of many researches (Clément, Gardner & Smythe, 1977; Gardner, 2001; Gorham & Millette, 2009; Sakai & Kikuchi, 2009; Wong, 2014). In this regard, Gorham and Millette (2009) investigated the sources of motivation and demotivation perceptions of teachers and students in their study and one of the

conspicuous findings of their research was that students put the blame on their teachers for their de-motivation due to their teachers' certain behaviours such as not being knowledgeable, being irresponsible, having no control of material or classroom, having no enthusiasm for teaching and showing negative attitudes towards students. A teacher who shows such kind of behaviours can not be regarded as a motivated teacher who can also motivate his/her students to be eager to learn. At this point, in order to have better outcomes in foreign language teaching processes, teacher factor should not be disregarded and studies on EFL teachers' motivational components should be considered well. To this end, the literature on EFL teacher motivation both in Turkey context and in the world will be reviewed in this section.

### **2.2.3.1 International Studies on EFL Teacher Motivation**

In the field of EFL/ESL teacher motivation Pennington seems to be the pioneer by touching upon the job satisfaction and motivation of ESL teachers (Erkaya, 2013). In her article Pennington (1991) puts forward that ESL teachers basically seem to be satisfied with their job, however they also have some dissatisfying experiences related to their job such as salary, promotions and managerial factors. She maintains her discussion with the claim that the key factor for ESL teachers to keep their job satisfaction and career conditions positively is professional recognition (Pennington, 1991). In her later study Pennington (1995) stated that factors related to human relations and intrinsic work processes motivate ESL teachers positively towards their jobs and careers.

At the beginning of the next decade, Kassabgy, Boraie and Schmidt (2001) conducted a study with 107 ESL/EFL teachers in Egypt and Hawai and examined the motivation sources of these teachers with a questionnaire including 72 close-ended and 4 open-ended questions. Through their research instrument (which was also adapted for the current study and the details will be discussed in the Methodology chapter), they questioned the values of the ESL/EFL teachers about their jobs and the rewards they get from their jobs. The results suggested that ESL/EFL teachers are mostly motivated through the intrinsic factors related to their job. That is, helping their students to learn or having a job in which they can do their best and improve themselves were found to be more important and motivating for ESL/EFL teachers than the extrinsic components of the work such as salary, promotion opportunities or

job title. Moreover, the researchers found out five separate sets of wants or needs of ESL/EFL teachers: *a relationship orientation* including the relationships with students, colleagues, administrators, etc. ; *extrinsic motivation* consisting of security, salary, fringe benefits; *autonomy needs* such as freedom, independence or permission for the use of initiative, etc. ; *a self- realization factor* which refers to be able to develop one's ability, have a challenging job, etc. ; and *institutional support needs* comprising having clear rules and procedures, administrators giving clear guidance and flexible working hours, etc. .

Having similar research motives with Kassagby et al. (2001), Roussos in her dissertation addressed the motivational factors influencing EFL teacher motivation. To this end, she conducted in depth qualitative interviews with Greek EFL and Non-EFL teachers and her findings indicated that the most satisfying aspect of teaching is its intrinsic aspect which refers to the teachers' enjoyment being with young people and the desire to see their contributions in the development of their students in English while extrinsic ones inside or outside the school are the major de-motivation reasons. Those extrinsic de-motivating factors mentioned by the teachers are: autonomy restriction, students' disinterest to the state English classroom, the inadequacy of the opportunities for personal growth and intellectual stimulation, the lack of the feeling relatedness with their colleagues, particularly with other English language teachers, the negative status of the English subject in the state schools, their low professional status, negative attitudes and behaviours of the administrators, parents and most significantly the students, the lack of in service training programs, large and mixed ability classes, a negative school atmosphere and lastly the inadequacy of the teaching and technological materials. However, the findings also indicated that the factors such as salary and the lack of promotion which had been expected to cause de-motivation among EFL teachers were found to be not effective. In another study carried out in Greece, Tziava (2003) investigated the factors that motivate and de-motivate 52 Greek EFL teachers who work for private language schools. Her findings coincide with the results of the previous studies by suggesting that Greek EFL teachers appear to be more intrinsically motivated rather than extrinsically and their answers revealed that their intrinsic and extrinsic motivation at work can be increased through the positive effect of the relationships with the students, boss, Ministry of Education and parents. As a negative point, Greek EFL

teachers stated that they do not have enough autonomy to carry out their job as they want and they are not a part of decision making process although they are the primary practitioners of the decisions that are made.

In a more recent study, having the common research aims with the current research, Yau (2010) investigated the motivation of ESL teachers in New Zealand private language schools based on the self-determination theory and intrinsic-extrinsic motivation distinction by means of using both quantitative and qualitative research methods (this study also guided the present study through its research instruments which will be discussed in the methodology chapter). The study also sought for the language teachers' suggestions to enhance and support their motivation. The study findings revealed that intrinsic factors such as personal enjoyment in classes, having professional challenge and helping students to learn English were again more influential on language teachers than extrinsic factors. Nevertheless, extrinsic factors including management policies and autonomy at work were also found to be as significant factors. Concerning the suggestions to enhance and support motivation, the teachers demanded that they should have more professional challenge in their work, less administrative work, more professional training programs, more respect from administrators and more involvement in decision making policies.

Kubanyiova's longitudinal study explored language teachers' motivation from a different point of view by investigating the effect of a 20-hour in-service teacher development course which aimed to provide a motivating learning environment for the cognitive and behavioural development of eight EFL teachers in Slovakia (2006). The quantitative data were gathered by means of a pre- and post- questionnaire which evaluate students' views about their classroom environment and the qualitative data were gathered through the interviews with the teachers, lesson observations, regular course feedback and field notes. The results indicated that the in-service teacher development course did not create a significant impact on teachers' practices in the classroom which could be distinguished by the students. According to Dörnyei and Ushioda (2011), Kubanyiova' findings suggest that there exist some reasons deciding the extent of the teachers' engagement with the training input and development of their own practices. These reasons are: (a) whether the training input and its implications are compatible with the teachers' internal

ambitions or ideal language teacher selves; (b) whether the teachers see an inconsistency between their current states and expected end- states; and (c) whether the teachers are motivated to remove this gap.

Very recently, Kumazawa (2013) investigated four novice EFL teachers' motivation for teaching English in Japanese context. The questions guiding the study were how four novice teachers' self-concept changes in the transition period of being a student to becoming a teacher and how self-concept changes affected their motivations. A major finding of the study revealed that ideal selves gradually had less influence on future self-guides of the teachers. Discrepancies in teachers' views of their current, ought to and ideal teacher selves acted as a significant de-motivator rather than a motivator. For the author, this result stemmed from the fact that the participant teachers' ideal teacher selves were mostly based on their experiences as students and they had very little experience in the real world of school teaching. Therefore, when they experienced the real teaching and its difficulties, the unattainable ideal teacher selves came up. Regarding their ought-to selves, external pressures and contextual restrictions led the participants to assume uncomfortable and unwanted roles.

There also exist some studies which focus on only the de-motivating factors on EFL teachers' motivation. Within this context, Fattash (2013) intended to identify the demotivating factors for EFL teachers at the university level in Palestine with a participant group of 22 teachers while Sugino (2010) examined the de-motivating factors in Japanese language teaching context with the participation of 97 college teachers. Both studies reached similar results by concluding that students' disruptive behaviours, too much workload, the lack of administrative support, the inadequacies of teaching materials, the content of the curriculum and teachers' low salaries are de-motivating factors for EFL teachers.

The reviewed literature above on EFL teacher motivation in the international settings suggests that intrinsic factors are generally more influential on EFL teachers' motivation and extrinsic factors generally are the sources of de-motivation.

### **2.2.3.2 Studies on EFL Teacher Motivation in Turkey**

Regarding the studies carried out on EFL teacher motivation, in Turkey context few studies concern this research field although there have been arguments about the deficiencies in the foreign language teaching practices and outcomes for many years in Turkey (Aktaş, 2005; Işık, 2008; Kızıldağ, 2009). The interest for EFL teacher motivation in Turkey seems to start at the beginning of this decade when the dates of the existing studies are concerned. The main focus of these studies is to analyse the various factors affecting EFL teacher motivation or de-motivation as it is the case in their counterparts abroad.

Within the reviewed literature on EFL teacher motivation in Turkey, the study of Aydın (2012) has been found to be the oldest one although it was conducted at a very recent date. The researcher's main aim was to find out the de-motivating factors in the EFL context at the elementary level. The data was collected through face-to-face conversations and MSN talks with the subject who also kept a diary. The results indicated that in Turkish EFL setting the main de-motivating factors for teachers are the curriculum, students and their parents, school administrators, colleagues and physical working conditions.

Examining a new component, Ertürk (2013) sought for the impact of altruism on EFL teachers' motivation besides investigating the main motivation sources and their variations according to age, gender, institution and level of teaching among EFL teachers. With the participation of 295 teachers, the researcher came to the conclusion that altruism is a motivation factor for both male and female EFL teachers, however it received less attention when compared the other motivation factors. In other words, a positive school atmosphere, the recognition of both their and their students' success, enjoying while carrying out their job and realization of their potential were found to be the most significant motivation sources for Turkish EFL teachers.

Topkaya and Uztosun (2012) studied the pre-service teachers' motivations for their career. 207 pre-service EFL teachers at a state university took part in the study with the use of a factors influencing teaching choice scale. At the end of the study it was concluded that the participant pre-service EFL teachers were motivated through the intrinsic and social utility values of teaching for their future teaching careers. The



researchers did not reach a remarkable difference between male and female participants' career motivations however, for job security and employment possibilities male participants had higher ratings. Also, it is interesting to note that no statistical difference was observed between the first and fourth grade pre-service teachers' career motivations.

Similar to the research aims of the previous studies, Erkaya (2013) investigated the factors which motivate Turkish EFL teachers. Interviews with 8 EFL teachers working at the preparatory school of a state university provided the necessary data for the study. The analysis of the data revealed that intrinsic factors were more influential on EFL teachers' motivation than the extrinsic ones. Furthermore, as the sources enhancing their motivation, students, administrators, working conditions, classes, colleagues and pay/benefits were stated by the participant EFL teachers.

Studies on EFL teacher motivation in Turkey suggest that EFL teachers are motivated through the both intrinsic and extrinsic factors in their jobs.

In this section EFL teacher motivation has been tried to be highlighted through looking into the related studies in this field. Next, after a brief summary of this chapter, the methodology of the present study will be discussed.

### **2.3 Summary**

In the previous chapter, firstly general motivation has been dealt with. Then, subsequently work motivation, learner motivation and teacher motivation have been under concern. As the last section of the review, EFL teacher motivation has been examined. Since the aim of the current study is to examine the EFL teachers' motivation in primary and secondary state schools in Turkey, studies on EFL teacher motivation both in Turkey and abroad have been detected. Nevertheless, the limited number of the studies on EFL teacher motivation has indicated that there exists a gap in this field of research in the literature.

Most of the studies reviewed on EFL teacher motivation are based on the self-determination theory (Deci & Ryan, 2000) which categorizes the motivation as intrinsic and extrinsic motivation. Regarding EFL teacher motivation, intrinsic motivation refers to teachers' internal satisfaction of their job by helping their students to develop and imparting knowledge whereas extrinsic motivation is about

the external factors on teachers' motivation such as the attitudes of administration, salary and promotion. In this respect, this study also analyses both its quantitative and qualitative data in terms of intrinsic and extrinsic motivation factors.

In short, it has been made clear in the literature review section that there exists a very limited number of studies on EFL teacher motivation. Therefore, the current study may provide some useful insights for the stakeholders in educational settings in Turkey. To this end, the research questions of the study are as follows:

- 1) Based on the perceptions of the 79 English language teachers, what are the intrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey?
- 2) Based on the perceptions of the 79 English language teachers, what are the extrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey?
- 3) Based on the perceptions of the 79 English language teachers, what is the current motivation level of English language teachers in primary and secondary state schools in Turkey?

## CHAPTER 3

### METHODOLOGY

#### 3.0 Presentation

In the present chapter, firstly the research design and the methods that were used in the collection of the data are explained. Following this, information about the participants, the research instruments with the validity and reliability results, the data collection procedure and lastly the data analysis are presented in this chapter.

#### 3.1 Research Design

This study was designed as a descriptive research which “involves the description of natural or man-made phenomena-their form, actions, changes over time, and similarities with other phenomena” (Borg, Gall & Gall, 2007, p. 300). Within this respect, defining the intrinsic and extrinsic factors that motivate and demotivate the EFL teachers in the primary and secondary state schools in Turkey can be better pictured through the descriptive research design. According to Borg, et al. (2007) in education descriptive research is also significant and as a type of quantitative research, it includes the description of educational phenomena carefully. They further point out that:

Description which is viewed as understanding what people or things mean also is an important goal of qualitative research. For this reason, when planning a descriptive research study, you should be familiar with both quantitative and qualitative approaches to description so that you can choose the approach best suited to your purposes (p. 300).

With this in mind, this study, within a descriptive research design, adopted both quantitative and qualitative methods, namely a mixed methods approach in order to find out the intrinsic and extrinsic factors which influence EFL teachers’ motivation in primary and state schools in Turkey. A questionnaire which was first

produced by Kassabgy, Boraie and Schmidt (2001) and which was later used by Yau (2010) with some adaptations was also adapted for the current study for the collection of the quantitative data. In addition, constituting the qualitative data of the study, interviews with EFL teachers were conducted.

The rationale for adopting a mixed methods approach in this study is that although they offer a good quality of data, most of the time, both qualitative and quantitative research methods have some drawbacks when used alone. According to Dörnyei and Ushioda (2011) quantitative methods which generally present the data in numbers and make analysis through the use of statistical methods “are not generally sensitive in uncovering the reasons for particular observations or the dynamics underlying the examined situation or phenomenon’. On the other hand, qualitative methods which mostly comprise non-numerical data analysed via non-statistical methods can be “unrepresentative” due to the small participant samples, can be affected by the “personal biases and idiosyncrasies of the researcher” and can be “time-consuming”(p.204,205). However, by integrating quantitative and qualitative methods meaningfully, a deeper understanding of the data can be provided which can not be achieved through the adoption of a single approach (Heighham & Croker, 2009). Further, Cohen, Manion and Morrison (2011) supported this view by stating that:

Mixed methods approaches enable a more comprehensive understanding of phenomena to be obtained than single methods approaches, combining particularity with generality, ‘patterned regularity’ with ‘contextual complexity’, ‘inside and outside perspectives and the whole and its constituents parts’, and the causes of effects (p.24).

In a very recent study, Lund (2012) discussed the combination of quantitative and qualitative methods and he listed four advantages of the mixed methods approach. Those advantages are:

- (1) Through the use of mixed methods research, it is more possible to answer some complex research questions which may not be so easy with the use of only quantitative or qualitative method.
- (2) Qualitative and quantitative outcomes may focus on separate objects or phenomena, however in mixed methods research they complement each other. Thus, the study domain can be pictured better via the combination of

the different perspectives provided by both quantitative and qualitative methods.

- (3) By adopting a mixed methods approach in a research, the data validity can be increased. When the results of different strategies of both quantitative and qualitative methods converge, the conclusions and inferences of the study can be more valid.
- (4) In mixed methods research, the results of the data gathered quantitatively and qualitatively may not complement each other, that is, they may be contradictory to each other, which can lead to the revision of the hypothesis, extra reflection and further research by generating new theoretical insights.

For the current study, it is believed that the quantitative data should be validated by the findings of the qualitative data in case all the factors having an impact on EFL teacher motivation are not represented in the questionnaire which only includes close-ended questions. Therefore, supporting the quantitative data via the findings of the interviews deepens the study through bringing new perspectives into it.

### **3.2 Participants**

The participant population of this study was determined as the EFL teachers working at primary and secondary state schools in Keçiören and Yenimahalle districts in Ankara/Turkey. These two districts were purposefully chosen as they are in the city centre and the socio-economic features of these districts are similar to each other. Also, in terms of their accessibility, these districts were found to be appropriate for the present study. All the participants were selected by convenience sampling which “involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (Cohen, Manion & Morrison, 2011, p.155).

### *Questionnaire participants*

As for the quantitative part of the study, 180 questionnaires were delivered to the EFL teachers working at 51 different schools, however, 79 teachers filled in the questionnaire in total. Since the subject group of the study included only EFL teachers in primary and secondary state schools, this sample size for the quantitative part of the study may be considered to be substantial. The EFL teachers working at high schools, universities and private schools were excluded from the study. In this section, the personal information of the questionnaire participants is indicated through Table 3.1 below in a detailed way.

**Table 3.1: Demographic data of 79 questionnaire participants**

<b>Teacher's Properties</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	10	12,7
Female	68	86,1
NA	1	1,3
<b>Age</b>		
20-30	13	16,5
31-40	46	58,2
41-50	16	20,3
51+	3	3,7
NA	1	1,3
<b>Qualifications</b>		
Graduate	4	5,1
Undergraduate	75	94,9
<b>Tenure</b>		
EFL teachers working at a primary state school	32	40,5
EFL teachers working at a secondary state school	46	58,2
EFL teachers working both at a primary and secondary school	1	1,3
<b>Experience</b>		
0-5 years	9	11,4
6-10 years	27	34,2
11-20 years	32	40,5
21+	11	13,9

NA: No answer

As it is illustrated in Table 3.1 above, only 10 EFL teachers out of 79 are male. The majority of the participant teachers, namely 68 teachers are female. One of the respondents has not stated gender. Regarding their age, over half of the teachers (n=46) are over 30, 16 respondents are over 40 and the rest of the respondents, namely 13 teachers are below 30 years old. Only three teachers are over 50 years old and one respondent has not stated age. While 75 EFL teachers have undergraduate degrees, the number of the teachers who have graduate degrees is four. The number of the EFL teachers working at the secondary state schools is 46 whereas the number of the EFL teachers working at the primary state schools is 32. One EFL teacher works at both at a primary and secondary state school in the same campus. In terms of their experience in teaching, nine teachers have between 0-5 years, 27 teachers have between 6-10 years, 32 teachers have between 10-20 years and 11 teachers have over 20 years of English language teaching experience.

#### *Interview participants*

Constituting the qualitative data of the study, interviews have been conducted with 18 EFL teachers during the data collection procedure. Eight teachers who have filled in the quantitative questionnaire also have accepted to take part in the interviews. The remaining 10 interviews have been carried out with volunteer EFL teachers who work at the primary and secondary state schools in Keçiören and Yenimahalle districts in Ankara as the questionnaire participants.

As it is indicated in Table 3.2 below, five of the interviewees are male while thirteen of them are female. Only three interviewees are below 30 years old, eight of them are over 30 and seven interviewees are over 40 years old. None of the interviewed teachers have graduate degrees.

Regarding their school, four interviewees work at a primary state school and the remaining 14 teachers work at a secondary state school currently. When their teaching experience is considered, one teacher has between 0-5 years, six teachers have between 6-10 years, 10 teachers have between 11-20 years and one teacher has over 20 years of English language teaching experience.

**Table 3.2: Demographic data of 18 interview participants**

<b>Teacher's Properties</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	5	27,8
Female	13	72,2
<b>Age</b>		
20-30	3	16,7
31-40	8	44,4
41-50	7	38,9
<b>Qualifications</b>		
Undergraduate	18	100
<b>Tenure</b>		
EFL teachers working at a primary state school	4	22,2
EFL teachers working at a secondary state school	13	72,2
EFL teachers working both at a primary and secondary school	1	5,6
<b>Experience</b>		
0-5 years	1	5,6
6-10 years	6	33,3
11-20 years	10	55,5
21+	1	5,6

### **3.3 Instruments**

In order to collect the necessary data for the current study, two instruments have been used which are questionnaires and semi-structured interviews.

#### *Questionnaire*

In order to collect the main data of the study, using a questionnaire was believed to be appropriate as questionnaires enable structured and numerical data which are straightforward to analyse (Cohen, Manion & Morrison, 2011). The questionnaire used in this study was first created by Kassabgy et al. (2001) (see Appendix A) and was later used by Yau (2010) with some adaptations. It was also adapted for the present study. Kassabgy, et al.(2001) in their study aimed to find out what aspects of work are more important to 107 ESL / EFL teachers in Hawai and



Egypt and to define the motivating and de-motivating factors for these teachers. With similar research aims Yau (2010) investigated the ESL teachers' motivation in New Zealand context through the adapted version of the questionnaire. Both questionnaires included close-ended and open-ended questions.

Based on the questionnaires of these two studies, the questionnaire which was built with some adaptations for the present study consists of three sections (see Appendix B for the questionnaire of the present study). In the first section, some personal information of the participants was elicited. Section two includes 38 items which address the teachers' perceptions of importance (values) towards the motivating and demotivating factors via a five point Likert scale ((5) Very important (4) Important (3) No opinion (2) Not important (1) Not important at all ). The third section including 34 items matching with the items in section two aimed to gauge whether EFL teachers are satisfied or dissatisfied with their current jobs, which was named as the "rewards" that EFL teachers get from their jobs by Kassabgy et al. (2001), again through a five point Likert scale ((5) Strongly agree (4) Agree (3) Undecided (2) Disagree (1) Strongly Disagree) (see Appendix C for the matching items in Section two and Section three). For example, in the "values" section, participants were asked to rate the importance of "Having an administrator who is responsive to suggestions and complaints" and in the following "rewards" section, they agreed or disagreed with the matching statement "My administrators are responsive to suggestions and complaints". In this section, there were also additional items which sought for the career plans of the EFL teachers such as 'I will change my job if I have the opportunity to do so' and 'I will change my career if I have the opportunity to do so' and the impact of the teaching conditions such as 'I have well-prepared course materials' and 'I have effective course guidelines'. No open-ended questions were asked in the adapted version of the questionnaire, as it was believed that through open-ended questions it would not be possible to reach sufficient data. Instead of asking open-ended questions, carrying out interviews with EFL teachers were chosen for collecting the qualitative data which was believed to provide more insights to the current study.

## *Interviews*

Besides the questionnaire, interviews were used in the present study as “the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard” (Cohen, Manion & Morrison, 2011, p.409).

Semi-structured interviews carried out with 18 EFL teachers in ten different schools were supplementary to the quantitative data gathered through the questionnaires. Via the interviews, preliminary findings of the previous data were aimed to be validated and expanded and also findings which could not be elicited in the quantitative data were explored.

Semi-structured interview was chosen as the most appropriate model for the conduction of the interviews in the present study as “this interview approach has the advantage of providing reasonably standard data across respondents, but of greater depth than can be obtained from a structured interview” (Borg, Gall & Gall, 2007; p.246). In this context, in the present study, the interviewees were free to share what came in to their minds related to questions during the interview and the interviewer had the chance to ask additional questions according to the answers of the interviewees.

The interview questions were also adapted from the open-ended and interview questions of the studies of Kassabgy et al. (2001) and Yau (2010) (see Appendix D for the original interview and open-ended questions). Some of the open-ended questions of these studies were adapted as interview questions and some questions were not used since they were regarded as not appropriate for the present study ( i.e. Any measurements you recommend that you think may likely attract more international students to come to New Zealand?, i.e. Any measurements you recommend that you think may likely attract more people to become language teachers like you in New Zealand?, i.e. Do you think you are a motivated/de-motivated language teacher? Why (factors)?, i.e. Do you think you can still be motivated in one year time? Why?). Also, four new questions were added in order to make the interview questions more appropriate and clear for Turkish EFL teachers. The questions which were added are as follows:

2. 'While conducting your job, does your motivation level stay same all the time or does it increase or decrease from time to time?'
3. 'What are the major factors, inside or outside the classroom, that have a positive impact on your motivation?'
4. 'What are the major factors, inside and/or outside the classroom, that have a negative impact on your motivation?'
5. 'Which factors, inside the classroom and/or outside the classroom, are more influential on the increase or decrease of your motivation level? (Why?)'

The interview in the present study included 11 questions in total (see Appendix E) which mainly seek for the positive and negative factors that influence the motivation of the EFL teachers working at primary and secondary state schools in Turkey.

### **3.4 Data Collection**

Before the data collection procedure started, the research instruments were presented to the approval of the Ethics Committee of the Middle East Technical University in May, 2014. Following the approval of the Ethics Committee, the researcher applied to the National Education Ministry in order to get the required consent for carrying out the research in the primary and secondary state schools in Yenimahalle and Keçiören districts in Ankara/ Turkey. This procedure ended at the end of June, 2014.

After the necessary consents had been obtained, the pilot-testing of the questionnaire was done which involved 50 questionnaires completed by the EFL teachers. The results of the pilot-testing suggested that the questionnaire of the present study is a highly reliable scale with a 0,908 Cronbach's alpha value. The questionnaires which were used in the pilot testing were not included in the main data of the study (the details about the reliability of the instruments are explained in the next section).

Following the pilot-testing, the procedure for the collection of both the quantitative and qualitative data started in the middle of October, 2014. The researcher herself went to the schools and with the help of the school administrators, the questionnaires were delivered to the EFL teachers. The following week of the delivery, the researcher went to the schools again and took the filled questionnaires

from the administrators. 44 of the questionnaires were completed in this way. The remaining 35 questionnaires were delivered to the EFL teachers by the researcher in person.

All the interviews were carried out by the researcher herself with 18 EFL teachers working at ten different schools in Yenimahalle and Keçiören districts in Ankara/Turkey. The interviews were conducted in the schools of the interviewees during the break times or when the teachers do not have classes. The interviewees were all informed beforehand about the aim of the study, the estimated duration and the recording. 8 of the interviewees firstly filled in the questionnaires and then also accepted to be interviewed. The remaining ten interviewees only took part in the interviews as these teachers stated that they did not have enough time for both the questionnaire and the interview. The interviews were all held in the native language of all the participants, namely Turkish and audio-recorded with the consent of the participants who all signed the consent forms for the interview (see Appendix F for the interview consent form). The data collection stage was completed at the end of November in 2014.

### **3.5 Data Validity and Reliability**

“Validity is an important key factor to effective research” and “reliability is a necessary precondition of validity” (Cohen, Manion & Morrison, 2011, p.179). If a particular research instrument actually measures what it is intended to measure, it is accepted as a valid instrument (Winter, 2000) and if a research is conducted with a similar group of participants in a similar context and similar conclusions are obtained, the research can be accepted to be a reliable one (2011). In this research, the validity and the reliability of the quantitative data was ensured with the use of a credible questionnaire which was previously used in the studies of Kassabgy, et al (2001) and Yau (2010) and which was adapted for the present study. The adapted questionnaire was piloted as the context of this study is different. The reliability of the questionnaire was done by means of Cronbach alpha method which “provides a coefficient of inter-item correlations, that is, the correlation of each item with the sum of all the other relevant items, and is useful for multi-item scales” (2011; p. 201).

The pilot test was conducted with the inclusion of 50 questionnaires and the results of the pilot testing indicated that the adapted questionnaire used in this study is a highly reliable one with a 0,904 Cronbach Alpha value as it is indicated in Table 3.3 below.

**Table 3.3 Reliability statistics of the questionnaire in the pilot study**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,908	80

As for the qualitative data, in order to prevent the problem of subjectivity, besides the researcher, the coding of the qualitative data was done by another person who also works as an EFL teacher. To this end, the inter-rater reliability technique was used in order to find out whether another person would interpret the same data in the same way (Cohen, Manion & Morrison, 2011; p.202) and the results indicated that the percentage of agreement was quite high between the researcher's coding and the other teacher's coding and both codings were highly consistent with each other (see Appendix G for the sample coding of both raters). Therefore, the researcher only needed to revise the wording of a few items. Additionally, the validity and the reliability of the data were also believed to be provided through adopting a mixed-methods approach for the current study.

### **3.6 Data Analysis**

This study analysed both its quantitative and qualitative data in terms of intrinsic and extrinsic motivation factors which had been proposed by Deci and Ryan (1985; 2000) in their self-determination theory. The studies of Kassagby, et al. (2001) and Yau (2010) which shed light to the present study in many aspects, especially through their methodologies, used the following codes in the analysis of the both their qualitative and quantitative data:

- ***Intrinsic factors***
  - Service to society
  - Imparting knowledge

- Personal achievement or challenge or growth
- ***Extrinsic factors***
  - Salary
  - Workload
  - External recognition (social status)
  - Career prospects / Training
  - Job security/Casual job
  - School management and policies
  - Support and isolation
  - Physical working conditions
  - A positive or negative comparison with others (other jobs or professionals)
  - Autonomy (control of curriculum)
  - Relations with colleagues
  - Relations with students (p.36).

These codes were adapted for the current study in order to analyse both the quantitative and qualitative data. As mentioned before, in the adaptation of the quantitative questionnaire, new items were added and the addition of these new items required the addition of a new code in the analysis of the data. ‘Teaching conditions’ was the new code in this respect. The following codes were used in analysing the quantitative data:

- ***Intrinsic factors***
  - Service to society
  - Imparting knowledge
  - Job happiness and professional achievement or challenge or growth
- ***Extrinsic factors***
  - Workload and working schedule
  - External recognition (social status)
  - Salary
  - **Teaching conditions**

- Autonomy (control of curriculum)
- Career prospects
- Training
- Job security
- Motivational factors related to students
- Physical working conditions
- Relations with colleagues
- School management and policies
- Support

Also, the qualitative data analysis required the inclusion of some new codes such as 'Relations with parents', 'Teaching conditions', 'Personal/Physical conditions of the teachers' and 'Other' and change in the names of some codes such as 'Workload and working schedule', 'Job happiness and professional achievement or challenge or growth', 'Motivational factors related to students' and 'Support'. Besides, 'A positive and negative comparison with others (other jobs or professionals)' code was excluded from the list as there was no reference to this factor in the data. With these additions, changes and exclusion, the codes which were used in the analysis of the present study's qualitative data are as follows:

- ***Intrinsic factors***

- Service to society
- Imparting knowledge
- Job happiness and professional achievement or challenge or growth

- ***Extrinsic factors***

- Workload and working schedule
- External recognition (social status)
- Salary
- **Teaching conditions**
- Autonomy (control of curriculum)
- Career prospects
- Training

- Job security
- **Personal / Physical conditions of the teachers**
- Motivational factors related to students
- Physical working conditions
- Relations with colleagues
- School management and policies
- Support
- **Relations with parents**
- **Other**

### *Quantitative data analysis*

The data gathered through the questionnaire were analysed through the use of SPSS 20.0 (Statistical Package for Social Sciences). Using the data obtained via the second section of the questionnaire, the importance attached to each item by the participant teachers, that is the value means of 38 items were analysed and the items were grouped as intrinsic and extrinsic factor items. Items which were rated as very important, important or the least important by the respondents in each group were coloured differently in order to indicate the value means of each item. During the adaptation of the questionnaire, while determining the intrinsic factor items, two of the items which were not defined as intrinsic factor items in the study of Yau (2010) were defined as intrinsic factor items in the current study as Deci and Ryan defined the intrinsic motivation ‘doing something as it is inherently interesting or enjoyable’ in the self-determination theory (2000, p.55). With this in mind the items ‘Having a job that is fun’ and ‘Having a job in which I am relaxed and have a peace of mind’ were determined to be as intrinsic factor items based on the definitions proposed by Deci and Ryan (2000). Using the data obtained via the third section of the questionnaire which includes 42 reward items (whether the teacher is satisfied with that aspect of his/her job that is represented through the item) were analysed under the categories of intrinsic and extrinsic factors separately. Then, according to the reward means, the intrinsic and extrinsic rewards which EFL teachers stated that they get from their jobs and the intrinsic and extrinsic rewards which EFL teachers stated that they do not get from their jobs were distinguished. Figure 3.1 below shows the



analysis structure of the quantitative data according to the intrinsic and extrinsic motivation through the values and rewards.

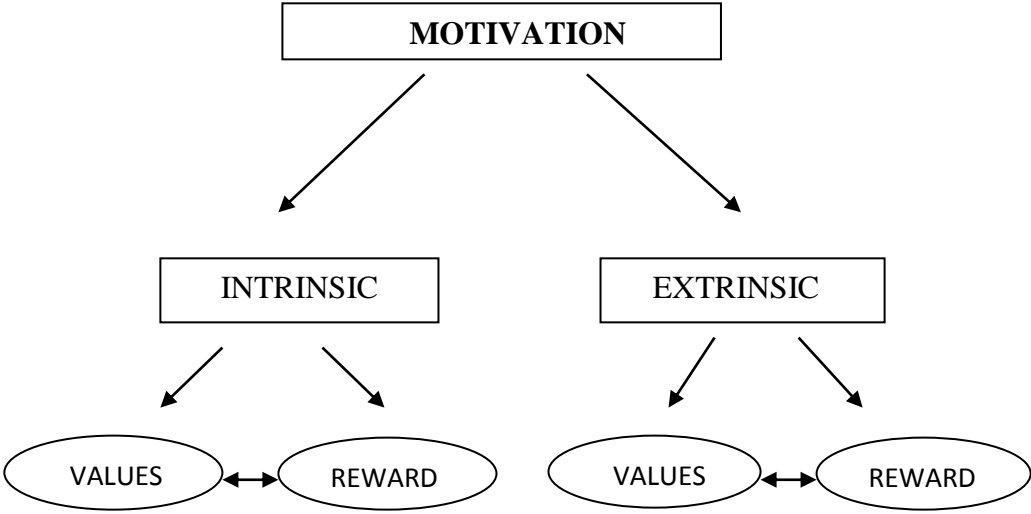


Figure 3.1: The Structure of quantitative data analysis

Following the analysis of the data of both sections, the value and reward means of the matching items in section two and section three were compared and their discrepancy percentages were illustrated (see Appendix C for the matching items in Section two and Section three). For instance, “I have a satisfactory salary” has a 4,20 value mean in section two whereas its reward mean is 2,28 in section three and the discrepancy percentage of the value and the reward mean of this item is -0,46 %. That is, although salary was attached a lot importance by the EFL teachers, they were found to be not satisfied with their salary. Additionally, the discrepancy measurements of the very important, important, the least important and also the intrinsic items were calculated separately by comparing them with their reward means. Moreover, career or job change intentions of the participant EFL teachers were analysed separately in order to gain more insights about the current motivation level of the EFL teachers.

*Qualitative data analysis*

The qualitative data included 18 interviews carried out with the EFL teachers. As the first step of the qualitative analysis, the interviews were transcribed verbatim. Content analysis was believed to be appropriate for the analysis of the qualitative

data of this study. The system of content analyses is summarized by Cohen, Manion and Morrison (2011) as follows:

Content analysis takes texts and analyses, reduces and interrogates them into summary form through the use of both pre-existing categories and emergent themes in order to generate or test a theory. It uses systematic, replicable, observable and rule-governed forms of analysis in a theory-dependent system for the application of those categories (p.564).

In other words, content analysis comprises categorizing, that is generating categories which can cover the units of analysis such as sentences, phrases, words, etc., coding, comparing which means making connections between categories and concluding which refers to drawing theoretical conclusions out of the text (Cohen, et al., 2011).

With this in mind, all the transcribed data were content analysed in this study. Depending on the perceptions of each interviewee, the transcribed data were divided as positive and negative motivational factors based on the perceptions of the EFL teachers by adapting the division of Yau (2010) in his study (see Appendix G). Following this, the positive and negative motivational factors were categorized according to the codes under the two themes, namely intrinsic and extrinsic motivational factors as stated in the previous data analysis section. Then, intrinsic and extrinsic motivational factors were divided into sub-codes such as job happiness and professional achievement or challenge or growth and relations with parents as Yau (2010) did in his study. The content of each sub-code was also defined. After the coding, the frequency of each code was counted with respect to their being mentioned as a positive motivational factor or as a negative one. To illustrate, most of the interviewees mentioned about ‘Observing students’ understanding the lesson content’ as a factor affecting their motivation in their job. This aspect was put in the ‘Imparting knowledge sub-code’ under the theme of ‘‘Intrinsic factors’’ and then how many times it was mentioned as a positive or negative factor (when the students do not understand the lesson content) was counted. Table 3.4 below indicates an example of this coding system of the present study.

**Table 3.4 Sample coding of the qualitative data**

<b>Intrinsic Factors</b>	<b>Positive (f)</b>	<b>Negative (f)</b>
• Imparting knowledge	<b>Total: 16</b>	<b>Total: 4</b>
- <i>Students' understanding the lesson content</i>	8	2
- <i>Students' success in English and observing their development</i>	8	2
• Service to society	<b>Total:1</b>	<b>Total: 2</b>
- <i>Working at rural areas</i>	0	1
- <i>Teaching English to students who do not know even Turkish</i>	0	1
- <i>Seeing some students' being EFL teachers</i>	1	0
• Job Happiness and Professional Achievement or Challenge or Growth	<b>Total: 5</b>	<b>Total: 0</b>
- <i>Teachers' creativity for producing activities in the class</i>	2	0
- <i>Trying to do one's job well</i>	1	0
- <i>Being prepared for the lesson</i>	1	0
- <i>Students' testing the knowledge of the teacher</i>	1	0
<b>Extrinsic factors</b>	<b>Positive (f)</b>	<b>Negative (f)</b>
• Relations with colleagues	<b>Total: 12</b>	<b>Total: 1</b>
- <i>Team work with other English teachers</i>	3	1
- <i>Having good relationships with colleagues</i>	4	1
- <i>Support of the colleagues</i>	2	0
- <i>Colleagues' feedback</i>	2	1

In short, the qualitative data analysis was carried out through content analysis which involves the coding and the categorization of the data according to the previously described codes adapted for the present study.

### 3.7 Summary

This study mainly aimed to find out the intrinsic and extrinsic factors which motivate and de-motivate the EFL teachers working at the primary and secondary state schools in Turkey and the current motivation level of these teachers. To this end, a mixed-methods approach was adopted and the necessary data were collected by means of a questionnaire which included 80 close-ended questions and semi-structured interviews. 79 EFL teachers completed the quantitative questionnaire and 18 EFL teachers were interviewed in order to expand the research data. The analyses of the questionnaires were done by using of SPSS 20.0 (Statistical Package for Social Sciences) while the analyses of the qualitative data, namely interviews, were content analysed.

## CHAPTER 4

### FINDINGS

#### 4.0 Presentation

This chapter deals with the analyses of the quantitative and qualitative data gathered through the questionnaires and interviews. The findings aim to address the research questions below:

- 1) Based on the perceptions of the 79 English language teachers, what are the intrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey?
- 2) Based on the perceptions of the 79 English language teachers, what are the extrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey?
- 3) Based on the perceptions of the 79 English language teachers, what is the current motivation level of English language teachers in primary and secondary state schools in Turkey?

#### 4.1 Research Question 1

*Based on the perceptions of the 79 English language teachers, what are the intrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey?*

The first research question of the study sought for the intrinsic factors that motivate and demotivate English language teachers in primary and secondary state schools in Turkey. In order to address this question, the quantitative data gathered through the second section of questionnaire which consists of 38 value items were analysed. Among these items, the motivating and de-motivating intrinsic factor items were analysed by calculating the mean scores of each value item referring to intrinsic factors. Following this, items were coloured differently according their being very

important, important or the least important for the EFL teachers. The quantitative data findings were also expanded with the findings of the qualitative data collected via the interviews.

**4.1.1 ‘Value’ Items**

**4.1.1.1 The Overall Mean of 38 ‘Value’ Items**

As it was indicated in Table 4.1, the overall mean of 38 value items in the second section of the questionnaire was found 4,36. This value is between 4 and 4,5 and shows that the EFL teachers attach quite a lot importance to their jobs’ aspects represented by 38 items. The minimum mean of items is 3,82 while the maximum mean is 4,86.

**Table 4.1: The Overall Mean of 38 Value Items**

<b>Item Statistics</b>					
	Mean	Minimum	Maximum	Std. Deviation	N of Items
Item Means	4,362	3,823	4,861	0,276	38

**4.1.1.2 EFL Teachers’ Values – Items Reflecting Intrinsic Factors**

In the second section of the questionnaire nine out of 38 value items reflect the intrinsic factors to the teaching job. Intrinsic factors included imparting knowledge service to society and job happiness and professional achievement or challenge or growth. Table 4.2 below reveals the mean scores of the items reflecting intrinsic factors. Items which have a mean score over 4,5 indicate that the intrinsic factors represented by these items are very important for the EFL teachers. Items which have a mean score between 4.00 and 4 indicate that the intrinsic factors represented by these items are important for the EFL teachers whereas items which have a mean score below 4.00 indicate that the intrinsic factors represented by these items which were rated as the least important for the EFL teachers.

**Table 4.2 Value Items Reflecting Intrinsic Factors**

Intrinsic Items	Means	SD
25. Helping my students to learn English	4,86	0,35
14. Having a job in which I can perform to the best of my ability	4,68	0,47
31. Having a job that is enjoyable and stimulating	4,62	0,56
18. Having a job in which I can learn and develop my abilities to my full potential	4,49	0,77
33. Having a job in which I am relaxed and have peace of mind	4,49	1,04
37. Having a job that is fun	4,25	1,11
24. Being recognized for my teaching accomplishment	4,18	0,93
16. Having a challenging job	3,92	0,86
35. Providing service to society	3,84	1,03

\*Items coloured in blue illustrate ‘very important’ items. \*Items coloured in pink illustrate ‘important’ items. \*Items coloured in grey illustrate ‘the least important’ items.

As it is indicated in the table above “Helping my students to learn English” topped this group with a mean 4,86. This item also got the highest mean score of all the items in Section two (see Appendix H for the mean scores of all the items in Section two). Some of the qualitative data findings also support the findings of the quantitative data above. Imparting knowledge which included students’ understanding the lesson content and students’ success in English and observing their development was the most mentioned intrinsic factor, either with its positive or negative effect, by the EFL teachers during the interviews (see Appendix J for all the qualitative data statistics). Some comments:

“The biggest effect is to take the feedback of what has been given. Nothing can definitely give that pleasure as it gives”. (Int.2, 13 years TE, M).

“I want to see that they learn. I want to take the feedback even it is a word, a syllable or a number from that class ...” (Int. 17, 10 years TE, F).

Two other intrinsic factors “Having a job in which I can perform to the best of my ability” and “Having a job that is enjoyable and stimulating” were also among the very important intrinsic factor items. In the qualitative data the desire for job happiness and professional achievement or challenge or growth while teaching English were stressed 5 times :

“..... I love my job. It makes me forget the heaviness of some things”.(Int.4, 20 years TE, F).

“Observing that they have learnt via the method that you have produced....”(Int.4, 20 years TE, F).

As shown in the Table 4.2, items ‘Having a job in which I can learn and develop my abilities to my full potential’ and ‘Being recognized for my teaching accomplishments’ which referred to professional achievement or challenge or growth and items ‘Having a job in which I am relaxed and have peace of mind’ and ‘Having a job that is fun’ which referred to job happiness were rated as important items by the participant EFL teachers. Some qualitative data comments:

“I am doing this job with great pleasure, especially as I work with little children”. (Int.9, 16 years TE, F).

“I love my job so much. I can be a teacher until I die” (Int.17, 10 years TE, F).

Table 4.2 also reveals the items which were rated as the least important by the EFL teachers. ‘Having a challenging job’ and ‘Providing service to society’ refer to intrinsic factors which were not given importance by the respondents. In the qualitative data three mentions were observed about service to society while there was only one mention about having a challenging job (see Appendix J for all the qualitative data statistics):

Service to society:

“...one of the disadvantages of our job is our being sent to rural areas when we begin to do this job. When you stay three to five years in rural areas, you are afraid of the job”(Int. 18, 19 years TE, M).

Challenging job:

“When the students test my English, I become satisfied” (Int.14, 7 years TE, F).

To sum up, the analysis of both quantitative and qualitative data regarding research question one revealed that:

- Seven out of nine items reflecting intrinsic factors were rated as very important or important items.

- The item ‘Helping my students to learn English’ got the highest value mean in the second section of the questionnaire as an item reflecting intrinsic factors. Other intrinsic factor items were about the job happiness and professional achievement or challenge or growth in the job.
- Only two items referring to intrinsic factors were rated as least important items with mean scores below 4. The participants did not give importance to the items ‘Providing service to society’ and ‘Having a challenging job’ as they do the other items reflecting intrinsic factors.

## **4.2 Research Question 2**

Based on the perceptions of the 79 English language teachers, *what are the extrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey?*

The second research question of the study sought for the extrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey. In order to address this question, the quantitative data gathered through the second section of questionnaire which consists of 38 value items were analysed. In this section of the questionnaire, the participants determined the items which are very important, important and the least important for them. Among them, the motivating and de-motivating extrinsic factor items were analysed by calculating the mean scores of each value item referring to extrinsic factors. The quantitative data findings were also expanded with the findings of the qualitative data collected through the interviews.

### **4.2.1 EFL Teachers’ Values – Items Reflecting Extrinsic Factors**

In the second section of the questionnaire 29 items referred to the extrinsic factors related to the teaching job. Extrinsic factors included workload and working schedule, external recognition, salary, teaching conditions, autonomy, career prospects and training, job security, personal/physical conditions of the teachers, motivational factors related to students, physical working conditions, relations with colleagues, school management and policies and relations with parents. Table 4.3 below indicates the mean scores of the items reflecting extrinsic factors. Items which have a mean score over 4,5 indicate that the extrinsic factors represented by these items are very important for the EFL teachers. Items which have a mean score



between 4.00 and 4,5 reveal that the extrinsic factors represented by these items are important for the EFL teachers whereas items which have a mean score below 4.00 show that the extrinsic factors represented by these items are the least important for the EFL teachers.

**Table 4.3 Value Items Reflecting Extrinsic Factors**

Extrinsic Items	Means	SD
3. Job security	4,71	0,46
27.Having a friendly relationship with my students	4,71	0,46
32.Having well-prepared course materials	4,70	0,49
11.Having the freedom to do what is necessary in my teaching to do a good job	4,70	0,69
26.Having good relationships with colleagues	4,65	0,58
8.Being fairly treated in my institution	4,62	0,56
6.Having clear rules and procedures	4,56	0,59
10.Having an administrator who gives clear guidance	4,54	0,68
9.Having an administrator who is responsive to suggestions and complaints	4,53	0,64
4.Having a manageable work load	4,49	0,55
22.Being able to work independently and use my own initiative	4,47	0,71
20.Frequent feedback about the effectiveness of my performance from my students	4,46	0,55
23.Being evaluated positively by my administrators	4,44	0,61
19.Having contact with professionals in the field of English language teaching	4,42	0,65
12.Being allowed to deal creatively with students' problems	4,41	0,69
34.Having an adequate physical working environment	4,38	0,94
28.Having a good relationship with my administrators	4,38	0,70
30.Working with other teachers as a team	4,32	0,76
2.Having flexible working hours	4,28	0,77
7.Having a profession that is prestigious	4,25	0,82
38.Having effective course guidelines	4,23	1,17
1. Earning a good salary	4,20	0,81
13.Being included in the goal setting process in my institution	4,20	0,95
29.Having a good relationship with my students' parents	4,09	0,80
21.Frequent feedback about the effectiveness of my performance from my administrators	4,05	0,81
5.Working for an institution with a good reputation	3,99	1,04
15.Being promoted to a senior supervisory job at some point in my career	3,92	0,94
36.Having support from other teachers	3,90	0,96
17.Having a prestigious job title	3,82	0,97

\*Items coloured in blue illustrate 'very important' items. \*Items coloured in pink illustrate 'important' items. \*Items coloured in grey illustrate 'the least important' items.

As it is clear from the table above, 'Job security' and 'Having a friendly relationship with my students' were founded to be the very important items reflecting

extrinsic factors. At this point, it was interesting to note that although ‘job security’ was one of the very important items referring to extrinsic factors for the EFL teachers, in the qualitative data, only one mention about job security by a male teacher was observed:

“.....actually the problems related to the teachers’ personal rights seriously spoils the motivation of the teachers, I think” (Int.18, 19 years TE, M).

Relationships with the students were founded to be the other very important extrinsic factor for the EFL teachers. Qualitative data findings corresponded with the quantitative data regarding especially relationships with the students. During the interviews motivational factors related to students were mentioned 66 times by the EFL teachers. 37 of these mentions were about the positive influence of the factors related to students while 29 of them were about the negative influence (see Appendix J for all the qualitative data statistics):

About the positive influence of the relationships with students:

“Observing that they like the lesson... Feeling the increase in their interest...It is a wonderful feeling” (Int.4, 20 years TE, F).

“When the students came to the class by doing what they were supposed to do, it motivates me ” (Int.2, 13 years TE, M).

About the negative influence of the relationships with students:

“Inside the class, again student attitudes... The students’ disruptive behaviours, disinterest in the lesson or disrespect against the teacher... These are the factors which definitely decrease the motivation” (Int.5, 8 years TE, F).

Having well-prepared course materials referring to teaching conditions was the following very important extrinsic factor in the quantitative data. Regarding the qualitative data findings, teaching conditions including course materials such as books, CDs, posters, etc., technological materials, language labs were mentioned 16 times in total in the qualitative data:

“Materials are important. If I rely on the book in my hand, I feel much safer in the class”. (Int.15, 7 years TE, F).

“We can use the technology almost never...We do not have computers, a continuous internet connection, projectors in our classes”. (Int.6, 27 years TE, F).

Though its being one of the very important extrinsic aspects in the quantitative data, autonomy was not mentioned in the qualitative data as much as the factors related to students and teaching conditions. Autonomy needs such as teaching freedom, work independence and control of curriculum in their jobs were remarked 6 times in total by the EFL teachers:

“The curriculum is too loaded and this decreases my motivation. I believe that the topics can not be dealt with as they should be and I can not spare enough time. Then, I am negatively affected”. (Int. 9, 16 years TE, F).

“We can not buy the books we want” (Int.6, 27 years TE, F).

The remaining five very important items reflect extrinsic factors related to school management and policies and relations with colleagues. Supporting the quantitative data findings, these factors were also underlined many times in the qualitative data.

Factors related to school management were mentioned 26 times during the interviews:

“The thing that will make happy the teacher is the appreciation of the school management. When negative things happened, these are being told all the time to the people, however anything positive is not told”. (Int.17, 10 years TE, F).

“The attitudes of the administrators are also important. When you want help or demand a tool or equipment, their concerned attitudes increase the motivation”. (Int.5, 8 years TE, F).

Relations with colleagues were mentioned 13 times during the interviews:

“One of the most influencing factors is working together with other English teachers, being participative ...These affect me so much”. (Int.1, 7 years TE, F).

“The fundamental thing at a school is the order. The control of the school management of the order at school ....”(Int.13, 5 years TE, F).

When Table 4.3 is examined about the items which were rated as important, 16 items reflecting extrinsic factors were observed within this respect. These items covered the factors related to workload and working schedule, autonomy needs of the teachers, feedback from the students and administrators, cooperation with other teachers, relationships with students, administrators and parents, physical working conditions, training opportunities, working schedule, course guidelines, external recognition and salary. The qualitative data findings also include references for these aspects (see Appendix J for all the qualitative data statistics). Some comments of the teachers in the interviews within this regard:

Workload and working schedule:

“... workload is extremely heavy. Think that you have six classes and you have only 10 minutes for having tea or water without a problem. That is, the working atmosphere and tempo is very high...” (Int.18, 19 years TE, M).

“The working schedules of the teachers should be very good. ....Our working schedule’s being bad influences negatively”’. (Int.6, 27 years TE, F).

Autonomy:

“As a foreign language teacher, we do not have sources, opportunities. We are obliged not to have our students to buy books. We can not do the things we want”’. (Int. 12, 14 years TE, M).

Feedback from the students and administrators were also important factors by the EFL teachers and also in the qualitative data these aspects were stressed. Feedback from students was mentioned 9 times and from administrators was mentioned six times in the qualitative data:

“When a student comes and says that “my teacher until now I have not understood English, but this year I began to learn or speak English well”, it ends at that time. You go on with motivation then”’. (Int.6, 27 years TE, F).

“...sometimes a few sentences that our administrators say. If you catch those sentences and you certainly catch in that situation. That is, these are motivating things”. (Int.3, 12 years TE, M).

Cooperation with other teachers was remarked four times in the interviews which can be regarded as a small number when the value mean (4,32) of the item reflecting this aspect was considered :

“...generally it is positive with other teachers. I share my worksheets, I tell the activities I have done and also to the teachers of other subjects in order to share ideas”.(Int.4, 20 years TE, F).

Relationships with students, administrators and parents were frequently mentioned by the EFL teachers in the interviews. Factors related to students 66 times, factors related to administrators (school management) 26 times and factors related to parents were 12 times mentioned in the qualitative data:

“The support of our school management... They certainly support us when we have a problem. In the process of generating solutions, they help us ... These are motivating samples for us” (Int.16, 16 years TE, M).

“A class was my class the previous year but the next year it was not my class. The students in the class and their parents all wrote a petition which stated their wish for having me as their teachers again and applied to the school management. This made me really happy” (Int. 3, 12 years TE, M).

Physical working conditions such as the number of the students in a class, the temperature in the class and noise coming from outside the class were seen important by the EFL teachers and in the qualitative data this factor was mentioned 12 times in total:

“The temperature in the classroom, physical environment... We definitely have difficulties in doing a lesson when we are cold or hot and necessarily you open the door. Physical environment is very important”. (Int. 6, 27 years TE, F).

Although the item ‘Having contact with professionals in the field of English language teaching’ was seen as important with a mean 4,42, in the qualitative data only one teacher remarked this factor by saying that:

“Teachers may be sent for in-service training programs both in the country and abroad. The teachers can be illuminated with new knowledge there and also there are teachers who are coming from various parts in Turkey...” (Int.4, 20 years TE, F).

‘Having effective course guidelines’ item was rated as important by most of the EFL teachers and in the qualitative data teaching conditions, including the course guidelines were referred 16 times in total:

“I do not like the course books. They can be changed, but it never happens” (Int.5, 8 years TE, F).

‘Having a job that is prestigious’ that refers to external recognition was regarded as important both in the quantitative and qualitative data in which this aspect was underlined eight times:

“The value assigned to the teachers by the Ministry gradually decreases... This gradually decreases my motivation”. (Int.10, 23 years TE, F).

Salary is among the important factors by the EFL teachers in the quantitative data, however, in the qualitative data only two teachers stressed the negative effect of salary on their motivation by saying that:

“The salary of the teachers is not really sufficient. At least the class payments can be increased. Additional payments can be given according to the performance.” (Int.4, 20 years TE, F).

“The teachers’ salaries should be revised again. As university graduates, we are the officers who get the lowest salaries when compared to other officer groups”. (Int.6, 27 years TE, F).

When the items which were rated as least important by the EFL teachers were examined in Table 4.3, it was observed that only four items reflecting extrinsic factors were rated as least important by the respondents. Two of these extrinsic factors cover the institutions’ having a good reputation and promotion prospects

which was not surprising result as there was also no mention of these factors in the qualitative data. 'Having a prestigious job title' was also found to be one of the least important items in contrast to the item 'Having a profession that is prestigious' which was among the important items. Furthermore, although the participant EFL teachers emphasized the importance of working with other teachers as a team with a 4,32 mean, 'Having support from other teachers' got a lower score mean of 3,90 and was found to be one of the least important items, too. At this point, the participant teachers may have commented team work with other teachers and support from other teachers as different aspects. In the qualitative data, teachers especially stressed the impact of having good relationships with colleagues, team work especially with other English language teachers, support of the other teachers and positive feedback from the colleagues on their motivation 11 times:

“Some of the teachers wanted to put their children into my classes, this is a very satisfying thing” (Int.2, 13 years TE, M).

“When everybody thinks that I do my job in the right way, their trust against me increases my motivation”. (Int.14, 7 years TE, F).

“There is a great spirit of share in my school and this is very important. That is, only one person may not be enough...(Int.11, 13 years TE, F).

In the analysis of the qualitative data, two factors which were not included in the quantitative questionnaire were mentioned as other factors affecting the EFL teachers' motivation. One of them was 'Personal/Physical conditions of the teachers and the other was 'Weather'. Teachers' comments within this respect:

Personal/Physical conditions of the Teachers:

“Leaving home in a happy mood is a factor affecting positively. That is, being happy... Coming to school in a happy mood... Coming to school healthily...”(Int.1, 7 years TE, F).

“When I think about the factors outside the class... Maybe the fluctuations in the private life... The fall in the psychological mood...These factors influence the lesson unavoidably” (Int.5, 8 years TE, F).

“Weather conditions affect so much, for example...If the weather is nice, the children are happy and I get happy, too. This affects so much” (Int.8, 10 years TE, F).

To sum up, addressing the research question two, via the analysis of the questionnaires and interviews, it was found out that:

- Extrinsic factors including job security, relationship with students, autonomy in the job such as teaching freedom and work independence, teaching conditions such as well-prepared course materials and course guidelines, relations with colleagues, parents and administrators, school management and policies, workload and working schedule, physical working conditions, training opportunities, external recognition and salary were the factors which were regarded as very important or important by the EFL teachers according to the questionnaire results.
- Least important items included four items reflecting extrinsic factors. The good reputation of their institution, promotion prospects, support from other teachers and a prestigious job title referring to extrinsic factors were also least valued factors by the teachers.
- Personal/physical conditions of the teachers and weather conditions were also founded as among the extrinsic factors influencing the motivation of the EFL teachers according to the qualitative data findings.
- Quantitative and qualitative data findings mostly corresponded except for the items ‘Job security’ which was rated as the very important item reflecting an extrinsic factor and ‘Salary’ which was rated as an important item. In the qualitative data, only one teacher out of eighteen teachers mentioned about job security and only two teachers mentioned about salary as extrinsic factors influencing their motivation.



### **4.3 Research Question 3**

*Based on the perceptions of the 79 English language teachers, what is the current motivation level of English language teachers in primary and secondary state schools in Turkey?*

The third research question of the study aimed to find out the current motivation level of English language teachers in primary and secondary state schools in Turkey. In order to find out the answer of this question, in the second section of the questionnaire, the EFL teachers were asked to state how much importance (value) they attach to the various aspects of their job while in the third section of the questionnaire, the EFL teachers were asked to state their agreement or disagreement with the items which seek for the rewards that they get and do not get from their jobs (their satisfaction or dissatisfaction with the various aspects of their jobs represented by the items which match the ones in the second section). The current level of motivation of the EFL teachers were analysed by examining each reward item's mean score and then by comparing their means with the mean scores of importance (value) items which match the reward items as it is expected that if the teachers get the rewards that they attach more importance, they will be happy and if they do not get them, they will be unhappy (Kassabgy, et al., 2001). The quantitative data findings were also supported by the qualitative data.

In addition, the third section of the questionnaire includes items which seek for the intention of the EFL teachers for changing their jobs or careers. The analyses of the means of these items also highlighted the current motivation level of the EFL teachers.

### 4.3.1 ‘Reward’ Items

#### 4.3.1.1 The Overall Mean of 42 ‘Reward’ Items

When the mean scores of the 42 reward items were analysed it was observed that the overall mean of all the rewards is 3,49 that is below 4.00 and is accepted as a negative score which shows that most of the rewards are not received from their present jobs by the EFL teachers. The minimum mean of the all the rewards is 2,28 while the maximum one is 4,32. Table 4.4 below indicates the overall mean and the maximum and minimum items’ means.

**Table 4.4: The Overall Mean of 42 Reward Items**

<b>Item Statistics</b>					
	Mean	Minimum	Maximum	Std. Deviation	N of Items
Item Means	3,39	2,28	4,32	0,46	42

#### 4.3.1.2 The Intrinsic Rewards that EFL Teachers Receive and Do Not Receive From Their Jobs

The reward items which have a mean score over 4.00 were defined as the rewards that EFL teachers get from their jobs. On the other hand, when the mean score of a reward item is below 4.00, it showed that the EFL teachers do not receive that reward from their jobs. In other words, items which have a mean score over 4.00 are the satisfying intrinsic aspects of their jobs for the participant EFL teachers whereas items which have a mean score below 4.00 are dissatisfying intrinsic aspects of their jobs for the participant EFL teachers. When the mean scores of all the intrinsic reward items were examined in Table 4.5 below, it was observed that there is only one intrinsic reward item that the EFL teachers receive from their jobs.

**Table 4.5: The Intrinsic Rewards that EFL Teachers Receive and Do not Receive from Their Jobs**

Intrinsic Items	Reward Means	Value Means	SD
29.I know that I am really helping my students to learn English	4,31	4,86	0,63
31.My job is enjoyable and stimulating	3,95	4,62	0,78
30.I know that I am providing service to society	3,86	3,84	0,73
34.My job is fun	3,84	4,25	0,93
24.My job is challenging	3,52	3,92	0,93
28.My teaching accomplishments are recognized	3,39	4,18	0,82
33.I'm relaxed and have peace of mind in my job	3,28	4,49	0,97
23.I have a job in which I can perform to the best of my ability	3,27	4,68	1,05
22.My job provides scope to learn and develop my abilities to my full potential	2,95	4,49	1,00

\*Items coloured in blue illustrate the intrinsic rewards that EFL teachers receive from their jobs.

\*Items coloured in grey illustrate the intrinsic rewards that EFL teachers do not receive from their jobs.

As it is clear from the table above, the number of the intrinsic rewards that the EFL teachers get from their jobs is only one. That is, eight out of nine items referring to intrinsic rewards were founded to be dissatisfying for the EFL teachers. Of all the reward items, the highest score mean belongs to the item ‘‘I know that I am really helping my students to learn English’’. This reward mean suggests that according to the EFL teachers the most satisfying aspect of their job is helping their students to learn English which was coded as imparting knowledge under the theme of the intrinsic factors in the analysis of the data. Moreover, when the value mean of this item was examined, it was observed that this item got the highest value mean in section two. Therefore, this result in terms of rewards is not surprising.

In the qualitative data, the participant EFL teachers also emphasized the importance of imparting knowledge. Table 4.6 below shows how many times imparting knowledge was mentioned by the EFL teachers during the interviews.

**Table 4.6: The qualitative data findings-Intrinsic factors**

<b>Intrinsic Factors</b>	<b>Positive (f)</b>	<b>Negative (f)</b>
• Imparting knowledge	<b>Total: 16</b>	<b>Total: 4</b>
- <i>Students' understanding the lesson content</i>	<b>8</b>	<b>2</b>
- <i>Students' success in English and observing their development</i>	<b>8</b>	<b>2</b>
• Service to society	<b>Total:1</b>	<b>Total:2</b>
- <i>Working at rural areas</i>	<b>0</b>	<b>1</b>
- <i>Teaching English to students who do not know even Turkish</i>	<b>0</b>	<b>1</b>
- <i>Seeing some students' being EFL teachers</i>	<b>1</b>	<b>0</b>
• Job Happiness and Professional Achievement or Challenge or Growth	<b>Total:5</b>	<b>Total:0</b>
- <i>Teachers' creativity for producing activities in the class</i>	<b>2</b>	<b>0</b>
- <i>Trying to do one's job well</i>	<b>1</b>	<b>0</b>
- <i>Being prepared for the lesson</i>	<b>1</b>	<b>0</b>
- <i>Students' testing the knowledge of the teacher</i>	<b>1</b>	<b>0</b>

As shown in the table above, students' understanding the lesson content, their success in English and observing their development, that is imparting knowledge was mentioned positively 16 times by the interviewees while four times the negative influence of this aspect was emphasized when the teachers do not observe their students' understanding the lesson content or the improvement of their students in English. Examples from the teachers' statements make this situation clear below:

“When I catch the ‘I have learnt’ looks in the eyes of the students and if I get positive feedback when I ask questions, I say that today the lesson has passed well and I feel good” (Int. 7, 16 years Teaching Experience, Female).

As a negative mention, one male teacher stated that “There are students with whom we can not go nowhere fast” (Int. 3, 12 years TE, M).

The mean scores of the other intrinsic reward items in Table 4.5 suggest that the EFL teachers do not find their jobs very enjoyable, relaxing, stimulating or challenging and their jobs do not provide them enough opportunities for professional growth. Also, with a mean score of 3,86, providing service to society as an intrinsic motivation factor is not among the rewards that the EFL teachers get from their jobs. When the qualitative data findings in Table 4.6 were examined, unlike ‘I know that I am really helping my students to learn English’ which refers to imparting knowledge,

the other intrinsic factor items referring to service to society and job happiness and professional achievement or challenge or growth were not mentioned very frequently. Service to society was mentioned two times in total and job happiness and professional achievement or challenge or growth was mentioned five times in total during the interviews.

#### **4.3.1.3 The Extrinsic Rewards that EFL Teachers Receive and Do Not Receive From Their Jobs**

As in the intrinsic reward items, when the items referring to extrinsic aspects of the teaching job have a mean score over 4.00 , they were defined as the rewards that EFL teachers get from their jobs. On the other hand, when the mean score of a reward item is below 4.00, it showed that the EFL teachers do not receive that reward from their jobs. In other words, in this group, items which have a mean score over 4.00 are the satisfying extrinsic aspects of their jobs for the participant EFL teachers while items which have a mean score below 4.00 are the dissatisfying extrinsic aspects of their jobs for the participant EFL teachers. When the mean scores of all the extrinsic reward items were examined in table 4.7 below, it was observed that there are only three extrinsic rewards that EFL teachers receive from their jobs.

**Table 4.7: The Extrinsic Rewards that EFL Teachers Receive and Do not Receive from Their Jobs**

Extrinsic Items	Reward Means	Value mean	SD
16.I have a friendly relationship with my students	4,15	4,70	0,80
*42.I am proud of my job	4,10		0,97
15.I have good relationships with colleagues	4,06	4,64	0,74
17.I have a good relationship with my administrators	3,91	4,38	0,75
*26.My students evaluate me positively	3,78		0,89
18.I have a good relationship with my students' parents	3,77	4,09	0,73
6.Teaching English is a prestigious profession	3,77	4,25	1,13
11.I have support from other teachers	3,70	3,90	0,79
14.I receive frequent feedback about the effectiveness of my performance from my students	3,65	4,46	0,88
19.There is team work between teachers in my institution	3,56	4,32	0,93
*35.I am truly satisfied with my profession as a teacher	3,54		1,05
21.My administrators are responsive to suggestions and complaints	3,49	4,53	0,93
10.There are clear rules and procedures at work	3,49	4,56	0,92
27.My administrators evaluate me positively	3,49	4,44	0,88
*40.I am truly satisfied with my present job	3,49		1,05
*36.My job title is satisfactory	3,47		1,02
12.I am included in my institution's goal-setting process	3,41	4,20	0,91
4.I have a manageable work load.	3,38	4,49	1,22
5.I work for a good educational institution	3,33	3,99	1,05
8.I am fairly treated in my institution	3,28	4,62	0,99
39.I have effective course guidelines	3,14	4,23	1,01
2.I have flexible working hours	3,14	4,28	1,28
9.I am allowed sufficient freedom to do what is necessary in my teaching in order to do a good job	2,99	4,70	1,16
32.I have well-prepared course materials	2,99	4,70	1,26
20.I have an adequate and comfortable physical working environment	2,95	4,38	1,07
25.I receive frequent enough feedback about the effectiveness of my performance from my administrators	2,92	4,05	0,93
3.I have good job security	2,91	4,71	1,29
*37.My creative skills are emphasized and rewarded	2,81		0,86
13.I have sufficient opportunities for contact with professionals in the field of English teaching	2,80	4,42	1,09
7.I have prospects for promotion	2,77	3,92	1,07
*38.I will change my career if I have the opportunity to do so	2,72		1,27
*41.I will change my job if I have the opportunity to do so	2,70		1,31
1.I have a satisfactory salary	2,28	4,20	1,10

\*These items do not exist in the second section of the questionnaire, so they do not have any value means.

\*Items coloured in blue illustrate the rewards that EFL teachers receive from their jobs.

\*Items coloured in grey illustrate the rewards that EFL teachers do not receive from their jobs.

As it is clear from the Table above, there exist only three items referring to extrinsic rewards that EFL teachers get from their jobs. The items ‘I have a friendly relationship with my students’, ‘I am proud of my job’ and ‘I have good relationships with colleagues’ had mean scores over 4.00 and these aspects of their jobs were found to be the satisfying aspects for the participant EFL teachers. In other words, the participant EFL teachers seemed to be happy about their relations with their students and colleagues and also they seemed to be proud of their jobs. When the value means of the items were considered, the aspects which were highly valued by the EFL teachers with an over 4,5 (very important=5) value mean were also observed to be among the rewards that they get from their current jobs.

Of all the reward items in Section three, the second highest reward mean (see Table 4.2 and 4.4) belongs to the item “I have a friendly relationship with my students”. Unlike the quantitative data, qualitative data analysis indicated that motivational factors related to students were mentioned much more than the other factors with its being mentioned 66 times by the EFL teachers. Table 4.8 below includes the qualitative data findings within this respect.

**Table 4.8: The qualitative data findings-Extrinsic factors**

<b>Extrinsic factors</b>	<b>Positive (f)</b>	<b>Negative (f)</b>
• Relations with colleagues	<b>Total: 12</b>	<b>Total: 1</b>
- <i>Team work with other English teachers</i>	<b>3</b>	<b>1</b>
- <i>Having good relationships with colleagues</i>	<b>4</b>	<b>1</b>
- <i>Support of the colleagues</i>	<b>2</b>	<b>0</b>
- <i>Colleagues' feedback</i>	<b>2</b>	<b>1</b>
• Motivational factors related to students	<b>Total: 37</b>	<b>Total: 29</b>
- <i>Students' motivation to learn</i>	<b>4</b>	<b>3</b>
- <i>Interaction with students</i>	<b>3</b>	<b>0</b>
- <i>Students' personal problems-family issues</i>	<b>0</b>	<b>1</b>
- <i>Students' prejudices against the lesson</i>	<b>0</b>	<b>3</b>
- <i>Students' interest and joy in the class</i>	<b>14</b>	<b>9</b>
- <i>Students' being prepared for the lesson</i>	<b>5</b>	<b>4</b>
- <i>Students' feedback</i>	<b>9</b>	<b>0</b>
- <i>Students' behaviours and attitudes</i>	<b>2</b>	<b>9</b>

As a significant factor, teachers pointed out the positive impact of the relations with students 37 times whereas they 29 times pointed out the negative effect of the

students' various attitudes on their motivation as shown in Table 4.8 above. Some statements of the participant teachers picture the influence of this factor much well below:

“The fact that the number of the students who are willing to learn is high in a class affects our motivation positively. When the students are ready to learn, we carry out the lesson with more pleasure” (Int. 16, 16 years TE, M).

Another teacher stressed the importance of students' attitudes on her motivation by saying that “especially when students show respect to us, we understand the significance of the job we do much well and we show more effort to be more successful” (Int.6, 27 years TE, F).

Other teachers:

“Some students are problematic in terms of discipline. When these students are not disciplined, they disturb me during the lesson and some problems occur” (Int.18, 19 years TE, M).

“When my students do not bring their course materials and are not interested in the lesson, my motivation decreases” (Int.10, 23 years TE, F).

Regarding the relationships with colleagues which was also founded to be a satisfying aspect for the EFL teachers, the support of the colleagues, the collaboration between the colleagues, the positive feedback from the colleagues and having good relationships with the colleagues were emphasized 12 times in the interviews as indicated in Table 4.5 above. Comments by some of the teachers:

“One of the classes which I taught in the previous year is being taught by another teacher this year. When that teacher came and told me that “your class is very good”, I became really happy” (Int. 6, 27 years TE, F).

This example illustrates that the EFL teachers also give importance to the positive feedback that they get from their colleagues.

Another teacher stresses the impact of happy relationships at school on her motivation:



“If I have happy friendships at school, it affects me so much. That is, if we are happy with our colleagues at school, we definitely come to school willingly and this is a very significant factor and loving the school depends on our colleagues rather than the students” (Int.8, 10 years TE, F).

The same teacher also emphasized the negative impact of this aspect by saying that:

“I have experienced very rarely but when you enter the teachers’ room and see a nervous atmosphere, it affects you a little” (Int.8, 10 years TE, F).

Other teachers:

“When I collaborate with my colleagues and if I observe that, they contribute to me, that is when we do something together, if everybody does what they are supposed to do in a good way, I become happy. However, if I think that I am being used, I do not want to do anything” (Int.15, 7 years TE, F).

“Teachers say positive things to each other very rarely. When they observe their colleagues have done something good, instead of supporting him/her, they say other things and this makes one feel sorry” (Int.14, 7 years TE, F).

Considering the extrinsic rewards which the EFL teachers do not get from their jobs, the number of these rewards is really high when compared to the extrinsic rewards that the EFL teachers get from their jobs (see table 4.7). Having a score mean of below 4.00, 33 extrinsic reward items referring to various aspects of the teaching job were founded to be not satisfying for the EFL teachers.

As it is indicated in Table 4.7, the remaining extrinsic rewards are related to the factors including relations to the students, parents and colleagues, teaching conditions, physical working conditions, autonomy, workload and working schedule, external recognition, job security, career prospects, training, salary and school management and policies. According to the mean scores of the items of these aspects, the EFL teachers are not satisfied with these aspects of their jobs. In other words, the EFL teachers do not get these rewards from their jobs. When the importance (value) means of the items were examined, it was observed that 22 out of 33 extrinsic reward items have value means over 4.00 which suggest that these

aspects were also attached a lot importance by the EFL teachers. However, the EFL teachers do not get these rewards from their jobs. For example, the item which has the lowest reward mean is “I have a satisfactory salary” although it was valued (given importance) a lot by the EFL teachers with a 4,20 score mean.

Some of the comments by the participant teachers during the interviews also support the above findings of the quantitative data below (see Appendix J for all the qualitative data statistics).

Teaching conditions including the course materials such as books, cds, etc. were mentioned 16 times in total in the qualitative data. Only four of these mentions were positive which suggest that teaching conditions were not satisfying enough for the EFL teachers:

“There should be materials. When they are deficient, it is a problem, because visual materials influence the students so much” (Int.2, 13 years TE, M).

“If there is a material insufficiency and if my physical conditions are not adequate, especially having a specific language classroom, I feel a bit insufficient” (Int.15, 7 years TE, F).

The prestige of being an EFL teacher was found to be not among the rewards that EFL get from their jobs and some of the qualitative data support this result. The EFL teachers mentioned about external recognition six times negatively and only two times positively during the interviews.

“If the prestige of teaching job was increased some more in the public by the Ministry, this would be good for all of us, not just for me” (Int.3, 12 years TE, M).

Salary which was found to be the least satisfactory aspect in the quantitative data, surprisingly was mentioned only two times in the qualitative data:

“Our job is actually very hard. It is not satisfactory in that income” (Int.4, 20 years TE, F).

Quantitative data findings indicated that EFL teachers seemed to be dissatisfied with their school management and its policies. Qualitative data findings do not totally support this finding because during the interviews EFL teachers

mentioned about the school management and its policies 15 times positively and 11 times negatively:

“For example, if an administrator comes into the classroom without knocking the door, s/he shakes out my nerves. Whoever it is, the primary thing is respect towards the teacher” (Int.6, 27 years TE, F).

“Sometimes the administrator’s being not fair. Some more fairness...” (Int.13, 5 years TE, F).

“If I have done something such as a project, whether it is a small or big and if nobody notices it, it decreases my motivation. If I have not been appreciated, I do not want to do such studies again” (Int.15, 7 years TE, F).

Relations with parents were not rated as the rewards that EFL teachers receive from their jobs in the quantitative data, however, in the qualitative data EFL teachers mentioned about the relations with parents 10 times positively and only two times negatively:

“Almost every day some parents come and I receive very nice feedback from them. They say very nice things. This definitely motivates me positively” (Int.2, 12 years TE, M).

“Parents are too into the job. Some of them demand privileges for their children” (Int.8, 10 years TE, F).

The quantitative data results on autonomy which suggest that the participant EFL teachers do not find their jobs satisfying in terms of their meeting their autonomy needs are not surprising when the five negative mentions and only one positive mention during the interviews are concerned:

“The curriculum is too loaded and this decreases my motivation. I believe that the topics can not be dealt with as they should be and I can not spare enough time. Then, I am negatively affected” (Int. 9, 16 years TE, F).

“As a foreign language teacher, we do not have sources, opportunities. We are obliged not to have our students to buy books. We can not do the things we want” (Int.12, 14 years TE, M).

Physical working conditions involving the number of the students in a class, noise coming from outside the classroom, temperature in the classroom, etc. were found to be among the rewards that EFL teachers do not receive from their jobs. In the qualitative data, nine negative mentions support this finding:

“Very simple physical conditions... To illustrate, some of the classrooms look across the garden that the physical education class is carried out. If we do not open the windows, we get hot, but if we open the windows, all the noise from outside comes into the classroom” (Int.10, 23 years TE, F).

“Working at a class which has 15-20 students or working at a class which has 33-35 students. These are the factors that influence the motivation of the teachers” (Int.18, 19 years TE, M).

Although the opportunities for training were not found among the rewards that EFL teachers get from their jobs, only one mention about training during the interviews was observed:

“Teachers may be sent for in-service training programs both in the country and abroad. The teachers can be illuminated with new knowledge there and also there are teachers who are coming from various parts in Turkey...” (Int.4, 20 years TE, F).

Career prospects as one of the least valued items, were not mentioned as a factor increasing motivation or causing de-motivation during the interviews. However, according to the quantitative data findings, it was also found to be one of the rewards that the EFL teachers do not get from their present jobs.

Working schedules were mentioned four times negatively during the interviews:

“The working schedules of the teachers should be very good. ....Our working schedule’s being bad influences us negatively” (Int.6, 27 years TE, F).

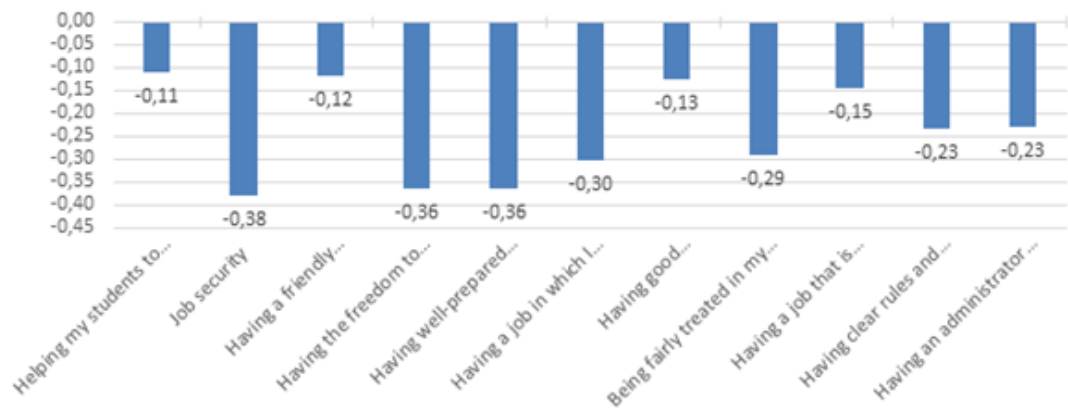
The above findings indicated that eight out of nine items referring to various intrinsic aspects of their jobs and 22 out of 33 items referring to various extrinsic aspects of their jobs were found to be dissatisfying by the EFL teachers although they attach a lot importance to most of those aspects related to their jobs. According to these results, it might be assumed that the current motivation level of the Turkish EFL teachers in primary and secondary state schools is low. In other words, the EFL teachers do not get what they actually want from their jobs. At this point, an analysis of the discrepancies between the EFL teachers' evaluation items and their perceived rewards will provide more insights to the findings.

#### **4.3.2 Disparity Between Values and Rewards**

In order to gain more insights about the current motivation level of the EFL teachers, discrepancy analyses of items in the second and third sections of the questionnaire were done. The overall means of reward items which was 3,40 and importance (value) items which was 4,36 suggest that the participant EFL teachers gave higher ratings to the importance of most aspects of their job rather than rewards. Based upon these results, the discrepancies between the importance and reward items were measured. This measurement was done by subtracting the importance means in section three from the reward means in section two and then the division of the obtained results by the reward means. Lastly, the percentages of these results were measured.

To begin with, the discrepancies between the most valued items and their rewards were looked for. Figure 4.1 below, indicates the discrepancies in percentages for the very important items.

## Discrepancy Percentages of Values and Rewards of Very important Items



**Figure 4.1: The discrepancy percentages of values and rewards of the very important items**

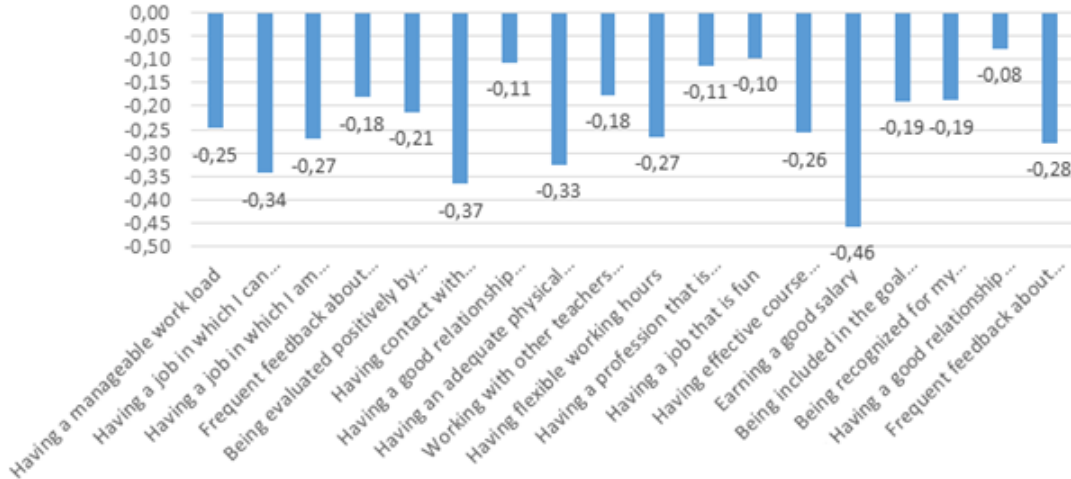
As shown in Figure 4.1, all the items in this group had an over -0,10 discrepancy percentage. The highest discrepancy belongs to the item ‘Job security’ with a % - 0,38 percentage. As an extrinsic item, this was the second very important item in section 2, however in rewards section it had a 2,91 mean. As a result of this, job security had the highest discrepancy in this group which means that the EFL teachers were highly dissatisfied with their job security although qualitative data findings did not support this finding. Following this item, ‘the extrinsic items ‘Having the freedom to do what is necessary in my teaching to do a good job’ and ‘Having well prepared course materials’ had % -0,36 discrepancies. Another item reflecting an intrinsic factor ‘Having a job in which I can perform to the best of my ability’ had also a very high discrepancy with a % -0,30 percentage. The remaining items which had a discrepancy percentage over % -0,20 were all refer to extrinsic factors related to school management and policies. ‘Having a job that is enjoyable and stimulating’ as an intrinsic factor had a % -0,15 discrepancy percentage while ‘Having a friendly relationship with my students’ had % -0,13 and ‘Having good relationships with colleagues’ had a % -0,12 discrepancy percentages. ‘Helping my students to learn English’ had the lowest discrepancy percentage of all the items in this group with a % -0,11 discrepancy percentage as an intrinsic factor.

The high discrepancy percentages in this group (see Figure 4.1) suggest that although the items in this group were rated as very important by the EFL teachers,

they are not satisfied with these aspects represented by the items in this group regarding their jobs. As the discrepancy percentages decrease, the satisfaction level from those aspects increases.

The discrepancies of the important items were illustrated in the Figure 4.2 below.

### Discrepancy Percentages of Values and Rewards of the Important Items



**Figure 4.2: The discrepancy percentages of values and rewards of the important items**

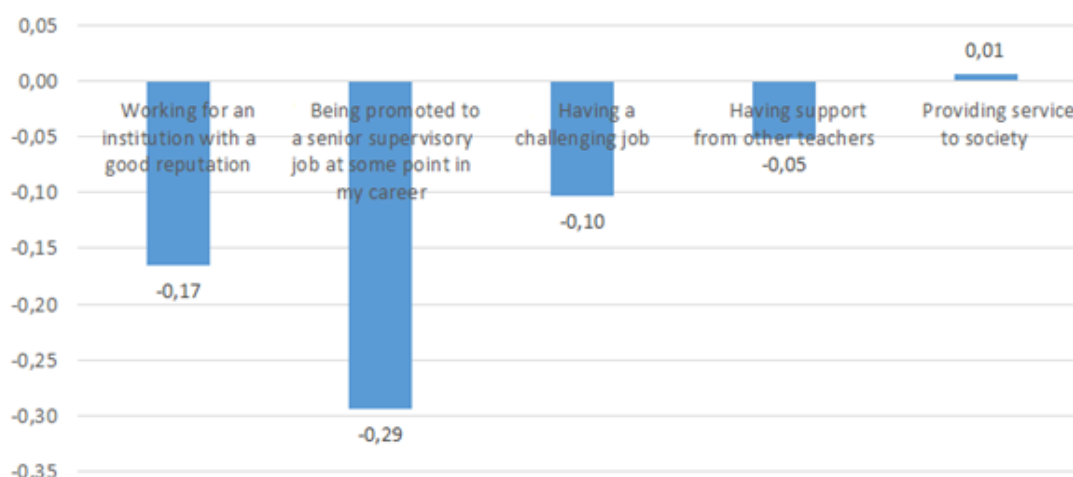
Of all the items in the questionnaire and in this group, ‘Earning a good salary’ as an extrinsic item had the highest discrepancy with a % -0,46 percentage which was in line with its having the lowest reward mean in section 3 and which means that salary is the most unsatisfactory aspect for the EFL teachers. The next highest discrepancy belonged to the extrinsic item ‘Having contact with the professionals in the field of English language teaching’ with a% -0,37 percentage. ‘Having a job in which I can learn and develop my abilities to my full potential’ as an intrinsic item had a % -0,34 discrepancy percentage which was among the highest discrepancies. It is followed with a % -0,33 discrepancy percentage by the item ‘Having an adequate and comfortable physical working environment’. Among the remaining items, items which reflect the extrinsic factors such as teaching conditions, relations to students, administrators and colleagues, school management and policies, workload and working schedule and an intrinsic factor referring to job happiness had discrepancies between % 0,18 and % -0,28 which were also quite high discrepancies. When

compared to other extrinsic factor items, ‘Having a good relationships with my administrators’ and ‘Teaching English is a prestigious job’ had both lower discrepancy percentages of % -0,11 and ‘Having a good relationship with my students’ parents’ had the lowest discrepancy with a % 0,08 discrepancy percentage showing that these three aspects are not as unsatisfactory as others.

Although this group included the important items for the EFL teachers, some items had high discrepancies. As in the very important items, the EFL teachers attached quite a lot importance to some factors in their jobs, however they do not get them as rewards in their current jobs. As the discrepancy percentage of the items increases, the satisfaction level from the represented aspect of the job decreases.

Regarding the least important items, their discrepancies were shown in Figure 4.3 below.

**Discrepancy Percentages of Values and Rewards of the Least Important Items**



**Figure 4.3: The discrepancy percentages of values and rewards of the least important items**

This group included five items and ‘Being promoted to a senior supervisory job at some point in my career’ as an extrinsic factor which refers to the career prospects of the EFL teachers, with a % -0,29 percentage had the highest discrepancy as it was one of the least important items. Following it, another extrinsic factor item ‘Working for an institution with a good reputation’ had a %-0,17 discrepancy percentage. An intrinsic factor item ‘Having a challenging job’ had a % -0,10 discrepancy percentage. Another item reflecting an extrinsic factor ‘Having support

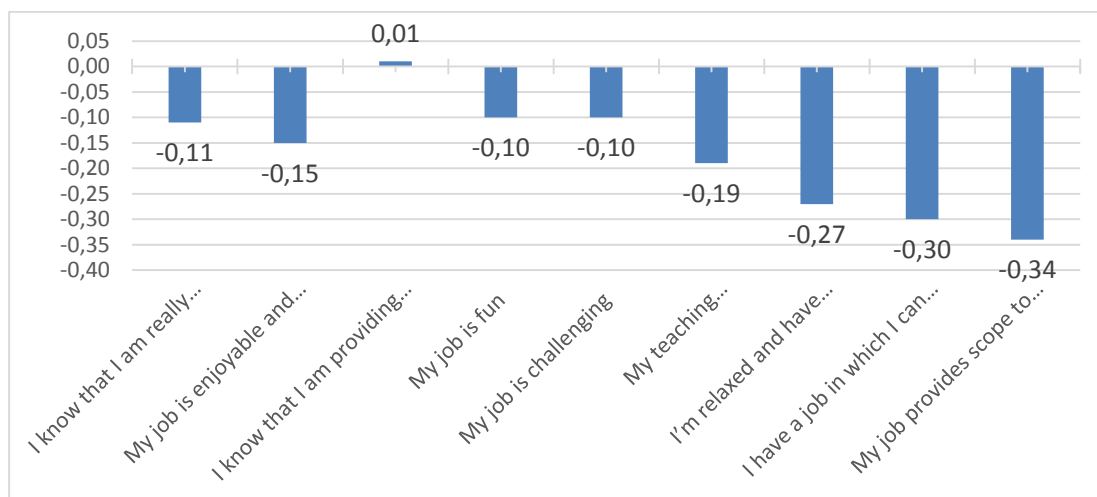


from other teachers' had a % -0,05 discrepancy percentage. The lowest discrepancy with a % -0,01 belonged to the intrinsic factor item 'Providing service to society' which was also rated as the least important item by the EFL teachers.

The items in this group were the ones which were the least important for the EFL teachers. The high discrepancy results suggest that the least important aspects of their jobs were also not satisfying for the EFL teachers. On the other hand, support from other teachers and service to society were not regarded as important aspects by the EFL teachers and they also do not regard them as the rewards they get from their jobs. As a result, the discrepancy percentages of these two items were low.

The discrepancies of the items representing only intrinsic factors were illustrated in Figure 4.4 below.

### Discrepancy Percentages of Values and Rewards of the Intrinsic Items



**Figure 4.4: The discrepancy percentages of values and rewards of the intrinsic items**

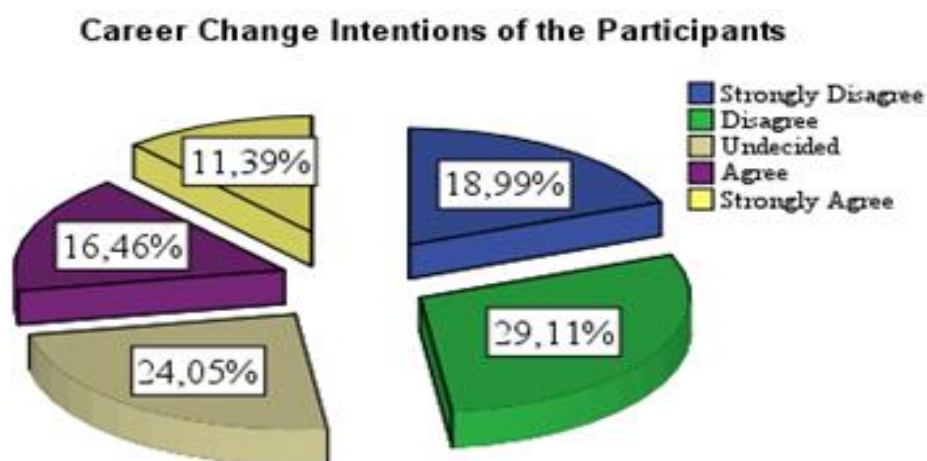
As indicated in Figure 4.4, all the items reflecting intrinsic factors had over % -0,10 discrepancy percentage. The highest discrepancy belonged to the factor related to professional achievement and growth whereas the lowest discrepancy belonged to the factor referring to service to society. These discrepancies suggest that some of the intrinsic aspects of their job, were not satisfying for the EFL teachers.

In short, 6 out of 9 intrinsic factor items and 24 out of 26 extrinsic factor items had over % -0,10 discrepancy percentages. Items reflecting the extrinsic factors such as salary, job security, physical working conditions, career prospects and training,

autonomy, school management and policies, teaching conditions, workload and working schedule and intrinsic factors such as job happiness and professional achievement or challenge or growth had the highest discrepancies. That is to say, the EFL teachers were not satisfied with most of the intrinsic and extrinsic factors related to their jobs which lead to the assumption that the current motivation level of the participant EFL teachers is low.

### 4.3.3 Career or Job Changing

In order to complement the preceding findings about the current motivation level of the EFL teachers, through the additional questions in third section of the questionnaire and in the interviews the participant EFL teachers were asked about their intentions to change their current careers and jobs.

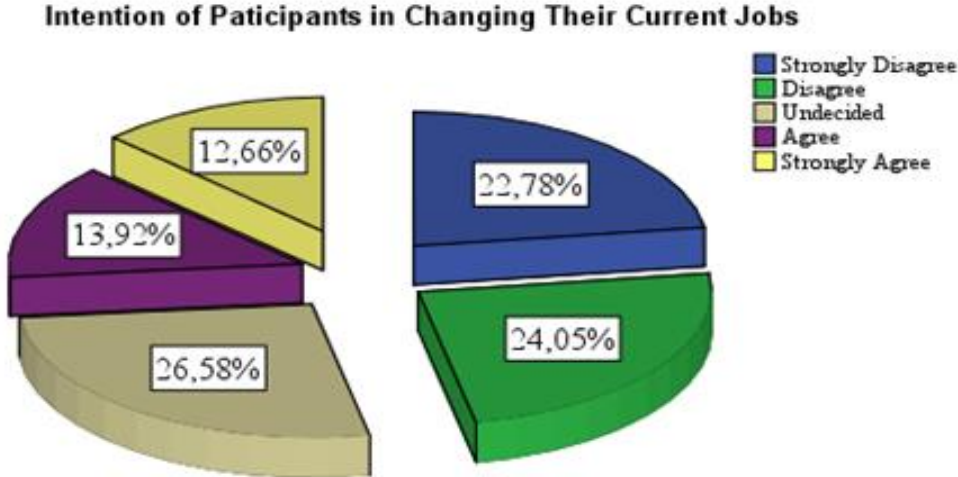


**Figure 4.5: The percentages of the EFL teachers on their intention in changing their career**

Figure 4.5 above indicates the intentions of the 79 EFL teachers in changing their career if they have the opportunity to do so. % 18,99 (n=15) of the EFL teachers chose the ‘strongly disagree’ option while % 29,11 (n=23) chose ‘disagree’ option for this question. That is to say, almost half of the participants, namely, %48,1 (n=38) want to pursue their current careers. On the other hand, % 16,46 (n=13) of the participants agreed and % 11,39 (n=9) participants strongly agreed with the idea of changing their career. In total, % 27,85(n=22) participants did not want to pursue

their career. This is not a percentage that can be underestimated. Furthermore, % 24,05 (n=19) participants chose the option ‘undecided’ which may imply that they are not really happy in their current career and in the future they may want to change their career.

The other question within this respect sought for the intentions of the EFL teachers in changing their present jobs if they have the opportunity to do so. Figure 4.6 below shows similar results to the career change intentions.



**Figure 4.6: The percentages of the EFL teachers on their intention in changing their jobs**

As it is clear from the Figure above, when asked about their intentions in changing their present jobs, % 22,78 (n=18) of the EFL teachers chose ‘strongly disagree’ option and % 24,05 (n=19) of the participants chose the option ‘disagree’. In total, % 46,83 (n=37) of the EFL teachers, that is almost half the teachers, did not have any intentions for changing their current jobs. Conversely, % 13,92 (n=11) of the participants agreed while % 12,66 (n=10) of the participants strongly agreed with the idea of changing their current jobs. In total % 26,58 (n=21) of the EFL teachers did not want to do this job if they have a chance to change it. As in the career change intentions, this percentage can not be underrated. Moreover, % 26,58 (n=21) of the EFL teachers were undecided about changing their jobs which is not again a little percentage.

The results of both career and job change intentions of the EFL teachers show parallelism. For each item, almost half of the teachers stated they did not have any intention to change their career or job. However, % 27,85 of teachers did not want to pursue their career while % 26,58 of the teachers did not want to do this job when they had an opportunity for this. The percentage of undecided teachers is quite high for both career and job change intentions with a percentage over % 20.

The participants were also asked whether they had had any intentions to change their careers/jobs in their professional life in the interviews and when the qualitative data findings were examined, half of the teachers (nine out of 18 teachers) stated that they were strongly committed to their jobs and they had had no intentions for changing their careers or jobs. Some comments of the teachers within this respect:

“I have never wanted. I have got great pleasure” (Int.9, 16 years TE, F).

“I have never wanted. I am happy in this way” (Int.16, 16 years TE, M).

On the other hand, the other half, namely nine teachers stated that they had had some intentions for changing their careers or jobs. Some comments:

“If I had a chance today, I would not look back and leave. However, teaching is a nice profession. I try to do my best in this job, but it is not the job which I want at heart” (Int.12, 14 years TE, M).

“I have had a desire for a few years since the students’ attitudes towards the teachers have changed a lot. ....I wish teachers were dignified more” (Int.8, 10 years TE, F).

These results related to career or job change intentions of the EFL teachers do not provide a clear picture about the current motivation level of the EFL teachers. Although half of the participant EFL teacher did not have any intentions for career or job change, the other half stated they have some intentions or they are undecided about career or job change which suggests that the current level of motivation of the participant EFL teachers is not high.

In summary, the analysis referring to research question three indicated that:

- As an intrinsic factor, imparting knowledge and as extrinsic factors, good relationships with students and colleagues were found to be the most satisfying aspects of the EFL teachers' job.
- Intrinsic factors related to job happiness and professional achievement or challenge or growth and service to society were found to be not satisfying aspects of the EFL teachers' job.
- Extrinsic factors related to students, parents, colleagues and administrators, external recognition, physical working conditions, school management and policies, autonomy, workload and working schedule, teaching conditions, job security, career prospects, training and salary were found to be the rewards that EFL teachers do not get from their jobs which suggest that the current motivation level of the EFL teachers is low.
- 6 out of 9 intrinsic factor items and 24 out of 26 extrinsic factor items had over % -0,10 discrepancy percentages which suggest that although they give a lot importance to most of the intrinsic and extrinsic aspects related to their jobs, the EFL teachers are not happy with most of these aspects in their present jobs.
- Almost half of the EFL teachers did not have any intentions for changing their careers or jobs. However, over % 20 of the teachers had intentions for career or job change and the rest were undecided about career or job change according to the quantitative data results which suggest that the motivation level of the EFL teachers is not high.

#### **4.4 Summary**

In this chapter the findings of both quantitative and qualitative data were analysed in order to address the three research questions. Drawing on these analyses the following results were reached:

- Research question one
  - Intrinsic factors which were rated as very important or important were related to imparting knowledge and job happiness and professional achievement or challenge or growth.
- Research question two

- Factors including job security, relationship with students, autonomy in the job such as teaching freedom and work independence, teaching conditions such as well-prepared course materials and course guidelines, relations with colleagues, parents and administrators, school management and policies, workload and working schedule, physical working conditions, training opportunities, external recognition and salary were regarded as the very important or important extrinsic factors by the EFL teachers according to the questionnaire results.
- Personal/physical conditions of the teachers and weather conditions were also found as among the extrinsic factors influencing the motivation of the EFL teachers according to the qualitative data findings.
- Research question three
  - Imparting knowledge as an intrinsic factor and good relationships with students and colleagues were found to be the most satisfying aspects of the EFL teachers' job.
  - Extrinsic factors related to students, parents, colleagues and administrators, external recognition, physical working conditions, school management and policies, autonomy, workload and working schedule, teaching conditions, job security, career prospects, training and salary were found to be the rewards that EFL teachers do not get from their jobs.
  - 6 out of 9 intrinsic factor items and 24 out of 26 extrinsic factor items had over % -0,10 discrepancy percentages which suggest that although they give a lot importance to most of the intrinsic and extrinsic aspects related to their jobs, the EFL teachers are not happy with most of these aspects in their present jobs and their current motivation level is low.
  - Almost half of the EFL teachers did not have any intentions for changing their careers or jobs. However, over % 20 of the teachers had intentions for career or job change and the rest were undecided about career or job change according to the quantitative data results.

## **CHAPTER 5**

### **DISCUSSION**

#### **5.0 Presentation**

This chapter discusses the main findings of the study and it also attempts to interpret the findings in the light of the reviewed literature. First of all, related to research question one, the intrinsic factors that motivate and de-motivate the EFL teachers in the primary and secondary state schools in Turkey are dealt with. Secondly, focusing on research question two, the extrinsic factors that motivate and de-motivate the EFL teachers in the primary and secondary state schools in Turkey are discussed and lastly regarding research question three, the current motivation level of the EFL teachers is discussed.

#### **5.1 The Intrinsic Factors That Motivate and De-motivate the EFL Teachers**

Intrinsic factors which were defined as imparting knowledge, service to society and job happiness and professional achievement or challenge or growth were given importance by the EFL teachers a lot and seven out of nine items reflecting intrinsic factors in the second section of the questionnaire were among the very important and important items (see Table 4.2). The item which got the highest value mean in the questionnaire was the item ‘Helping my students to learn English’. As an intrinsic aspect of the teaching job, % 86,1 of the participant teachers rated this item as a very important aspect in their jobs. This finding seems to lend support to the suggestion of Dörnyei and Ushioda (2011) who stated that the inherent desire to educate people and transferring knowledge and values are the prominent aspects of the teaching job. The results of some empirical studies also support this view. In their studies Roussos (2001) and Yau (2010) found out that the most salient factors for the teachers to pursue their careers in teaching are the teachers’ enjoyment being with young people and the desire to see their contributions in the development of their students.

The other items reflecting the intrinsic aspects of the job and regarded as very important factors were ‘Having a job in which I can perform to the best of my

ability' and 'Having a job that is enjoyable and stimulating'. These two items refer to job happiness and professional achievement or growth or challenge in the job and related to the employment itself. These items were followed by the items 'Having a job in which I can learn and develop my abilities to my full potential', 'Having a job in which I am relaxed and have peace of mind', 'Having a job that is fun' and 'Being recognized for my teaching accomplishments'. These four aspects were rated as important factors by the EFL teachers and they refer to job happiness and professional achievement or growth or challenge in the job. As these results suggest, the EFL teachers in the present study by attaching a lot importance to the seven items reflecting intrinsic aspects of their job, indicated the significant influence of the intrinsic aspects on the motivation of the teachers. This notion is in line with some of the findings of Seebaluck and Seegum (2011) who in their study revealed that teachers are motivated by communicating with pupils and transferring knowledge, the opportunities they have for enhancing their professional skills, the responsibilities related to teaching job, and fulfilling their goals.

On the other hand, two items which represent the intrinsic aspects were not among the very important or important items. 'Having a challenging job' and 'Providing service to society' were among the least important items. What is interesting to note is that the EFL teachers did not attach importance to service to society which got the lowest score mean although they gave importance to imparting knowledge. At this point, the participant teachers appear to like the activity of teaching and transferring knowledge to their students inherently, however they do not regard this procedure as a part of serving to society. This result supports the findings of Yau (2010) who in his study came to the conclusion that service to society when compared to the other intrinsic aspects including helping students to learn English, was not as significant as the other intrinsic factors for the EFL teachers. Contrary to this, Dörnyei and Ushioda (2011) underlined the notion that 'advancing a community or a whole nation' is also a salient aspect of the teaching job.

The participant teachers in the present study pictured the significance of the intrinsic factors on their motivation by rating most of them as very important or important factors. Their initial motivation to teach appears to stem from the love of their job when they observe that they contribute to their students' personal and



academic growth. In parallelism with their students the results indicated that teachers are also motivated through their own professional achievements and growth in their jobs. On the other hand, despite the fact that people tend to associate the teaching job with the service to society, the participant teachers do not seem to care so much about this aspect of their job. The underlying reasons for such an attitude might be the outside factors affecting the teaching job which are called as the extrinsic factors. With this backdrop, in the next section the findings related to these factors will be discussed.

## **5.2 The Extrinsic Factors That Motivate and De-motivate the EFL Teachers**

The findings of the present study revealed that extrinsic factors such as job security, relationship with students, autonomy in the job such as teaching freedom and work independence, teaching conditions such as materials related to the course, relations with colleagues, parents and administrators, school management and policies, workload and working schedule, physical working conditions, training opportunities, external recognition and salary have a significant impact on the motivation of the EFL teachers (see Table 4.3).

Regarding the extrinsic factors, the EFL teachers seem to attach much importance to the job security, relationships with students, autonomy in the job, teaching conditions, relations with colleagues and school management and policies which were all rated as the very important factors related to their jobs (see Table 4.3). Job security was rated as the first very important extrinsic factor by the participant teachers who all work for the state sector and are accepted as among the employee group whose job is under the guarantee of the government. The government is also supposed to provide all the necessary conditions for the employees' job security and it is obvious that the participant teachers care about this aspect of their job a lot.

Relationships with students was found to be the next very important factor both in the quantitative and qualitative data which was an expected result of the study because students are in the centre of everything related to education and teachers have direct contacts with the students in a great deal of time (see Appendix I for all the qualitative data statistics). As a result, having good relationships with the

students can be accepted to provide positive educational outcomes both in terms of the students and the teachers whose motivation may also be increased through those positive relations. On the other hand, when the positive environment is not enabled in the classroom, teachers are directly affected from that situation which may result in the de-motivation of them. The findings of Kızıltepe's study confirms the powerful effect of students on teachers motivation by providing findings which suggest that students are the major sources of university teachers motivation and de-motivation (2008).

Autonomy in the job such as teaching freedom and work independence was also perceived to be very important by the EFL teachers. Although teachers appear to be the primary power in the classroom, they may not feel this power most of the time in their job as they are restricted by certain regulations and rules in their work places and the qualitative data findings revealed that their views are not effectively taken into consideration by the administrators or the authorities. This result seem to be in line with Scott, Stone and Dinham's findings which suggest that the lack of professional autonomy erode some core satisfiers of teachers (2001).

The participant EFL teachers again attached a lot importance to the teaching conditions including the materials related to course in their jobs. The item 'Having well prepared course materials' was found to be the fourth very important item in the quantitative findings and the significance of this aspect was also emphasized in the qualitative data. As mentioned in the methodology part, the effects of the teaching conditions were investigated through the addition of two new items to the questionnaire regarding the conditions in Turkey context. Both qualitative and quantitative data findings legitimized the addition of these items which refer to the factors related to teaching conditions through the high importance means given to those items.

Relationships with colleagues were also regarded as very important by the EFL teachers. Besides the students, teachers are always, whether they want or not, in contact with their colleagues and administrators both socially and professionally. Therefore, building positive relationships with them probably creates a positive atmosphere at school which naturally affects the teachers themselves and their attitudes in their work places.

A further factor which was among the very important ones was related to school management and policies. The participant teachers appear to give great importance to having a fair administration, having clear rules and procedures at school and having administrators who are responsive to suggestions and complaints and being evaluated positively by their administrators. These results also support the findings of Griffin (2010) and Webb (2007), who both concluded in their studies that there is a positive correlation between the leadership approaches of the school principals and teachers' job satisfaction and work motivation.

Having good relationships with parents was another important extrinsic aspect by the EFL teachers according to the both quantitative and qualitative data findings. Especially the qualitative data provided some deeper understanding of the effect of this factor on the motivation of the EFL teachers. The attitudes of the parents towards the teachers and the parents' positive feedback about the performance of the teachers were emphasized twelve times in the qualitative data.

Workload and working schedule, physical working conditions, training opportunities, external recognition and salary were found to be the other extrinsic factors regarded as important by the EFL teachers. In this respect, the studies of Awajan (2010) and Kassabgy et al. (2001) both suggest that these extrinsic factors are influential on the motivation of the EFL teachers. In Turkey context, some of these extrinsic factors were also listed in the studies of Karaköse and Kocabaş (2006), Kızıltepe (2006) and Kocabaş (2009).

Based on just the qualitative data results, two factors which have not been observed in the reviewed literature either on teacher motivation or EFL teacher motivation were found out as among the extrinsic factors. These are Personal/Physical conditions of the teachers and weather conditions. When the social aspect of the teaching job is considered, it was not so surprising to come across these factors in the present study.

Four extrinsic factors namely, the good reputation of the institution, promotion (career) prospects, support from other teachers and having a prestigious job title were rated as the least important items reflecting extrinsic factors by the EFL teachers. Among these factors, teachers' not giving importance to the support from other teachers was a surprising result for the current study as the participant teachers gave a lot importance to the team work with other teachers. The underlying reason for this

result might be the different perceptions of these two items by the EFL teachers. This result is contrary to the findings of Erkaya (2012) who underlined the positive influence of having supportive colleagues in the work place on the motivation of Turkish EFL teachers in her study.

### **5.3 Current Level of Motivation**

After the discussion of the key factors regarded as important by the EFL teachers on their motivation, the findings related to the current motivation level of the EFL teachers were to be discussed. The current motivation level of the EFL teachers was investigated by examining their satisfaction or dissatisfaction with various aspects related to their jobs (rewards that they receive or do not receive from their jobs) and by examining their intentions for career and job change. According to the results of the analysis, imparting knowledge as an intrinsic factor and as extrinsic factors, good relationships with students and colleagues were found to be the most satisfying aspects of the EFL teachers' job. Extrinsic factors including some factors related to students and colleagues, relations to parents and administrators, external recognition, physical working conditions, school management and policies, autonomy, workload and working schedule, teaching conditions, job security, career prospects, training and salary were found to be the rewards that EFL teachers do not get from their jobs. Most of the intrinsic factors and extrinsic factors had over % - 0,10 discrepancy percentages which suggest that although the EFL teachers attach a lot importance to most of the intrinsic and extrinsic aspects of their jobs, they are not satisfied with most of these aspects in their current jobs. Over % 20 of the EFL teachers had intentions for career or job change if they have an opportunity to do so.

As in the first research question findings, the findings related to the second research question were also discussed under the headings of intrinsic and extrinsic factors below.

#### *Intrinsic factors*

When the rewards that the EFL teachers receive from their jobs were examined, only one reward item which represents an intrinsic aspect of their jobs was observed to be satisfying for the EFL teachers. 'I know that I am really helping

my students to learn English' as an intrinsic reward item also got the highest reward mean of all the items (see Table 4.8). In other words, the participant teachers while carrying out their jobs were found to be mostly satisfied with the idea that they impart their knowledge through which they make certain contributions to their students' academic and personal growth. This reward result is also compatible with the importance result attached to this aspect in the 'values' section (see table 4.2). The most important aspect of the job was also found to be the most salient reward for the EFL teachers. This aspect of teaching job was also found to be the most satisfying aspect in the studies of Kitchen, Morgan and O'Leary (2009) and Lam and Yan (2011). Without this desire of the teachers to impart knowledge and the joy while observing the positives changes in their students' academic and personal growth, it seemed not possible to have good educational outcomes even if all the other conditions were enabled for the teachers and for the students.

Another intrinsic factor refers to job happiness and professional achievement or challenge or growth was found to be not satisfying for the EFL teachers regarding their present jobs. To be more precise, teachers do not regard their job enjoyable, peaceful and stimulating enough. Furthermore, they seem to not to have enough opportunities for professional development and to use their full potentials in their jobs. This finding also confirmed Roussos' findings (2003), in her study who concluded that one of the dissatisfying factors was the lack of personal growth and intellectual stimulation for the Greek EFL teachers.

Service to society also as an intrinsic factor was not found as a satisfying aspect of the job. However, since the EFL teachers did not give importance to this factor, that is it was one of the least valued factors, they also seemed not to regard this aspect as a reward in their jobs.

When all the items reflecting intrinsic factors were considered, the existence of only one item reflecting an intrinsic aspect among the aspects which satisfy the EFL teachers in their jobs is controversial to the findings of some studies. In Greek context Tziava (2003) and Roussos (2003), in New Zealand context Yau (2010) and in Turkey context Topkaya and Uztosun (2012) and Erkaya (2013) found out that the EFL teachers are generally more motivated through intrinsic factors rather than extrinsic factors. However, the present study could not prove the superiority of neither intrinsic nor extrinsic factors on the motivation of Turkish EFL teachers.

### *Extrinsic factors*

Among all the extrinsic factors, only good relationships with students and colleagues were found to be the rewards that the EFL teachers get from their jobs. That is to say, the participant EFL teachers appear to be happy regarding their relationships with their students and colleagues. However, when all the items related to colleagues and students in the reward section of the questionnaire were examined, it was observed that there were also other items representing the factors related to students and colleagues such as frequent feedback from students, evaluation of the teacher by the students, team work with other teachers and support from other teachers which were found among the dissatisfying aspects of the EFL teachers' job (see Table 4.9). Qualitative data findings also highlighted the factors related to students and colleagues with 79 mentions for both in total. Considering the various aspects of student-teacher relations and colleague relations, it would be too optimistic to expect everything in these relations to be perfect. Nevertheless, among the rewards that the EFL teachers receive from their jobs, the existence of only two items reflecting extrinsic factors related to students and colleagues presents a pessimistic picture.

Other factors including relations to parents and administrators, external recognition, physical working conditions, school management and policies, autonomy, workload and working schedule, teaching conditions, job security, career prospects, training and salary were also found to be the rewards that EFL teachers do not get from their jobs although most of the items related to these factors were rated as very important or important by the EFL teachers. In other words, teachers value these factors related to their jobs a lot but they are the dissatisfaction sources rather than satisfaction in their jobs. In Aydın' study, some of the above factors namely, students and their parents, school administrators, colleagues, and physical working conditions were also found to be the main dissatisfying aspects for the teachers in Turkish EFL setting (2012). In a totally different context, in Greece, Tziava (2003) came to the conclusion that salary, support level of the educational authorities, the lack of autonomy in the job and teaching conditions including course materials are the de-motivating factors for Greek EFL teachers.

When the discrepancy percentages of both intrinsic and extrinsic factor items were examined, it was observed that most of these items had over % -0,10 discrepancy percentages which reveals that the EFL teachers are not satisfied with most of these aspects in their present jobs though they attach a lot importance to most of the intrinsic and extrinsic aspects related to their jobs.

For the present study, as the number of satisfaction sources are much less than the dissatisfaction sources, a gloomy picture was revealed in terms of the rewards that the EFL teachers get from their jobs which leads to the assumption that the current motivation level of the participant EFL teachers is low. Within this respect, the examination of the participant teachers' intentions for career or job change enabled some further insights.

### **5.3.1 Career or Job Change Intentions of the EFL Teachers**

The intentions of the EFL teachers for changing their careers or jobs if they have an opportunity to do so were sought out through the questions both in the questionnaire and in the interviews. The findings revealed that almost half of the teachers had no intentions for changing their careers or jobs even if they had a chance to do so. Despite the dominance of the factors that influence their motivation negatively, nearly half of the teachers indicated their desire to continue their careers or jobs. Various underlying reasons might exist for this outcome and among these the most optimistic interpretation might be the teachers' commitment to their jobs under any circumstances. However, when the intentions of the other half were examined, it was obvious that the other half of the EFL teachers did not have the same desire to pursue their careers or jobs. Over % 26 of the teachers stated their intentions for changing both their careers and jobs and the rest of them were founded to be undecided. Drawing on the results which indicate the rewards that the EFL teachers receive and do not receive from their jobs, the percentages of the teachers who do not want to pursue their careers or jobs and who are undecided are not surprising. Actually, the surprising thing at this point is to observe that the number of the teachers who stated they have no intentions for career or job change is still higher than the ones who do not want to pursue their careers or jobs in spite of the existence of various de-motivating factors which were outlined through their own answers related to their jobs.

## **CHAPTER 6**

### **CONCLUSION**

#### **6.0 Presentation**

In this chapter the results are summarized with regard to the research questions of the study. Then, concluding remarks will be made including, the implications of the study and recommendations for further research.

#### **6.1 Summary of the Findings**

The first research question of this study sought for the intrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey and through the second research question the extrinsic factors that motivate and de-motivate English language teachers in primary and secondary state schools in Turkey were investigated. Lastly, via the third research question, the current motivation level of the EFL teachers were tried to be identified. In order to collect the necessary data for the study, a mixed method approach was employed and both quantitative and qualitative methods were used. The main data of the study were collected through the use of a questionnaire which included 80 close-ended questions with the participation of 79 EFL teachers. Also, 18 interviews were conducted in order to complement the findings of the quantitative data. The quantitative data were analysed by means of SPSS 20.0 (Statistical Package for Social Sciences) and the qualitative data were content analysed.

##### **6.1.1 The Intrinsic and Extrinsic Factors that Motivate and De-motivate the EFL Teachers**

Based on the analysed data, the findings of research question one and two which focused on the intrinsic and extrinsic factors that motivate and de-motivate the EFL teachers in primary and secondary state schools in Turkey revealed that most of the factors reflecting intrinsic and extrinsic factors were regarded as very important or important by the EFL teachers. ‘Imparting knowledge’, namely helping students to learn English and making contributions to their academic and personal growth was founded to be the most important factor among all the intrinsic and extrinsic factors which affect the motivation of the EFL teachers. The other intrinsic items which



were regarded as very important or important were about 'job happiness and professional achievement or challenge or growth'. Extrinsic factors including 'job security', 'relationship with students', 'autonomy' in the job such as teaching freedom and work independence, 'teaching conditions' such as well-prepared course materials and course guidelines, 'relations with colleagues, parents and administrators', 'school management and policies', 'workload and working schedule', 'physical working conditions', 'training opportunities', 'external recognition' and 'salary' also played an important role in influencing EFL teachers' motivation. (see Appendix H for all the items' value means). Although the EFL teachers defined imparting knowledge as a very effective factor on their motivation, they did not give much importance to the wider perspective of providing service to society.

### **6.1.2 Current Motivation Level of the EFL Teachers**

Regarding research question three which investigated the current motivation level of the EFL teachers in primary and secondary state schools in Turkey, both intrinsic and extrinsic factors were found to be motivation and de-motivation sources for the EFL teachers. 'Imparting knowledge' as an intrinsic factor and 'good relationships with student and colleagues' as extrinsic factors were defined as the major motivation sources for the EFL teachers while intrinsic factors related to 'job happiness and professional achievement or challenge or growth' were regarded as de-motivation sources. Furthermore, extrinsic factors 'related to students, parents, colleagues and administrators', 'external recognition', 'physical working conditions', 'school management and policies', 'autonomy', 'workload and working schedule', 'teaching conditions', 'job security', 'career prospects', 'training' and 'salary' were found as the de-motivating sources for the EFL teachers (see Appendix J for all the items' reward means). In total, six out of nine intrinsic factor items and 24 out of 26 extrinsic factor items had over % -0,10 discrepancy percentages which suggest that although they give a lot importance to most of the intrinsic and extrinsic aspects related to their jobs, the EFL teachers are not happy with most of these aspects in their present jobs. That is to say, the current motivation level of the EFL teachers working at primary and secondary state schools in Turkey appears to be low. Career and job change intentions were also looked for and it was concluded that nearly half

of the EFL teachers did not have any intentions for changing their careers or jobs. However, over % 20 of the teachers had intentions for career or job change if they have an opportunity to do so and the rest were undecided about career or job change which also presents a gloomy picture about the motivation levels of the EFL teachers.

## **6.2 Implications of the Study**

The reviewed literature in the present study revealed that teachers have very significant influences on students' personal and academic growth. When teachers are motivated to teach, they also lead their students to be motivated to learn (Dörnyei & Ushioda, 2011). Therefore, defining the factors that motivate and de-motivate the teachers constitutes great importance in order to decide on what can be done for nurturing and sustaining the motivation of the teachers. Especially in Turkey context where there have always been arguments about the quality of English language teaching, in order to have better educational outcomes in this field, enhancing the motivation sources of the EFL teachers and removing the de-motivating factors might help to increase the quality of ELT in Turkey. For this reason, teachers' perceptions of the factors that motivate and de-motivate them should be taken into account by the authorities in the field of education. In this regard, the findings of this study may shed light to the authorities in the educational contexts in Turkey.

## **6.3 Recommendations for Further Research**

This study focused on the intrinsic and extrinsic factors that motivate and de-motivate the EFL teachers and the current motivation level of the EFL teachers working only in primary and secondary state schools in Turkey. EFL teachers working at private schools and other state schools involving high schools and universities were not included in the present study. The inclusion of these EFL teachers into the studies which investigate the EFL teacher motivation would provide more generalized and reliable results in this field. Moreover, this study did not examine the effect other factors such as gender, year of teaching experience, etc. on EFL teachers' motivation. However, further studies might also focus on the impact of various demographic factors on the motivation of EFL teachers such as age, gender, tenure, year of teaching experience and the educational background.

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## APPENDICES

### APPENDIX A

#### THE ORIGINAL QUESTIONNAIRE

##### SECTION TWO

Rate each of the following according to how important this aspect of work is to you personally. Indicate your response by circling a number on the scale below each item. The numbers on the scale correspond to the following:

5=very important 4=somewhat important 3=no opinion 2=somewhat unimportant  
1=not important at all

1. Earning a good salary 1 2 3 4 5
2. Having flexible working hours 1 2 3 4 5
3. Job security 1 2 3 4 5
4. Fringe benefits 1 2 3 4 5
5. Having clear rules and procedures 1 2 3 4 5
6. Having a manageable work load 1 2 3 4 5
7. Being fairly treated in my organization 1 2 3 4 5
8. Having a supervisor who is responsive to suggestions and grievances 1 2 3 4 5
9. Having a supervisor who gives clear guidance 1 2 3 4 5
10. Having sufficient variety in tasks/type of activity 1 2 3 4 5
11. Working for a reputable educational organization 1 2 3 4 5
12. Having a profession that is prestigious 1 2 3 4 5
13. Having a prestigious job title 1 2 3 4 5
14. Having the freedom to do what is necessary in my teaching to do a good job 1 2 3 4 5
15. Being allowed to deal creatively with students' problems 1 2 3 4 5
16. Being included in the goal setting process 1 2 3 4 5
17. Being able to introduce changes without going through a lot of red tape 1 2 3 4 5

18. Having a job in which I can perform to the best of my ability 1 2 3 4 5
19. Being promoted to a senior supervisory job at some point in my career 1 2 3 4 5
20. Having a challenging job 1 2 3 4 5
21. Having a job in which I can learn and develop my abilities to my full potential 1 2 3 4 5
22. Having contact with professionals in the field of English language teaching 1 2 3 4 5
23. Frequent feedback about the effectiveness of my performance 1 2 3 4 5
24. Being able to work independently and use my own initiative 1 2 3 4 5
25. Being evaluated positively by my students 1 2 3 4 5
26. Being evaluated positively by my supervisors 1 2 3 4 5
27. Being recognized for my teaching accomplishment 1 2 3 4 5
28. Really helping my students to learn English 1 2 3 4 5
29. Having good relationships with colleagues 1 2 3 4 5
30. Having a friendly relationship with my students 1 2 3 4 5
31. Having a good relationship with my supervisor(s) 1 2 3 4 5
32. Having a good relationship with my students' parents 1 2 3 4 5
33. Working with other teachers as a team 1 2 3 4 5
34. Having a job that is enjoyable and stimulating 1 2 3 4 5
35. Having a job that is fun 1 2 3 4 5
36. Having a job in which I am relaxed and have peace of mind 1 2 3 4 5

### SECTION THREE

Read the following statements and think about each in relation to your current job. The numbers on the scale correspond to the following:

5=strongly agree 4=agree 3=no opinion 2=disagree 1=strongly disagree

1. I have a good salary. 1 2 3 4 5
2. I have flexible working hours. 1 2 3 4 5
3. I have good job security. 1 2 3 4 5

4. I have good fringe benefits. 1 2 3 4 5
5. There are clear rules and procedures at work. 1 2 3 4 5
6. I have a manageable work load. 1 2 3 4 5
7. I am fairly treated in the organization. 1 2 3 4 5
8. My supervisor is responsive to suggestions and grievances. 1 2 3 4 5
9. My supervisor gives clear guidance. 1 2 3 4 5
10. My job provides sufficient variety in tasks/type of activity. 1 2 3 4 5
11. I work for a reputable educational organization. 1 2 3 4 5
12. Teaching English is a prestigious profession. 1 2 3 4 5
13. My job title is satisfactory. 1 2 3 4 5
14. I am allowed sufficient freedom to do what is necessary in my teaching in order to do a good job. 1 2 3 4 5
15. Creativity is emphasized and rewarded. 1 2 3 4 5
16. I am included in my organization's goal-setting process. 1 2 3 4 5
17. I am able to introduce changes without going through a lot of red tape. 1 2 3 4 5
18. I have a job in which I can perform to the best of my ability. 1 2 3 4 5
19. I have prospects for promotion. 1 2 3 4 5
20. My job is challenging. 1 2 3 4 5
21. My job provides scope to learn and develop my abilities to my full potential. 1 2 3 4 5
22. I have sufficient opportunities for contact with professionals in the field of English teaching. 1 2 3 4 5
23. I receive frequent enough feedback about the effectiveness of my performance. 1 2 3 4 5
24. Independence and initiative are rewarded. 1 2 3 4 5
25. My students evaluate me positively. 1 2 3 4 5
26. My supervisor evaluates me positively. 1 2 3 4 5
27. Teaching accomplishments are recognized. 1 2 3 4 5

28. I know that I am really helping my students to learn English. 1 2 3 4 5
29. I have good relationships with colleagues. 1 2 3 4 5
30. I have a friendly relationship with my students. 1 2 3 4 5
31. I have a good relationship with my supervisor(s). 1 2 3 4 5
32. I have a good relationship with my students' parents. 1 2 3 4 5
33. The emphasis is on team work. 1 2 3 4 5
34. My work is enjoyable and stimulating. 1 2 3 4 5
35. My job is fun. 1 2 3 4 5
36. I'm relaxed and have peace of mind in my job. 1 2 3 4 5
37. I am truly satisfied with my profession as a teacher. 1 2 3 4 5
38. I am truly satisfied with my present job. 1 2 3 4 5
39. I will change my career if I have the opportunity to do so. 1 2 3 4 5
40. I will change my job if I have the opportunity to do so.

## APPENDIX B

### THE QUESTIONNAIRE OF THE PRESENT STUDY

# QUESTIONNAIRE FOR LANGUAGE TEACHER MOTIVATION

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*This questionnaire for English language teachers in primary and secondary state schools in Turkey aims to find out the teacher's degree of motivation/de-motivation and investigate the reasons for these. Participation is entirely voluntary. Your answers will be kept strictly confidential and evaluated only by the researcher; the obtained data will be used for scientific purposes. Names of the schools will not be announced in any reports of the findings.*

*The questionnaire does not contain questions that may cause discomfort in the participants. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the survey (i.e., data collector) that you have not completed the questionnaire.*

*The questionnaire includes three sections. The first one is a brief personal information section. The second and third sections consist of statements to be responded to according to a five-point scale. We would like to thank you in advance for your participation in this study. For further information about the study, you can contact Neslihan Sözen (researcher) from Gazi Ahmet Muhtar Paşa Secondary School (Phone: 03123302128; Mobile phone: 0505 635 5989; E-mail: [neslihan.sozen@metu.edu.tr](mailto:neslihan.sozen@metu.edu.tr)) or Dr. Müge Gündüz (project supervisor) from Middle East Technical University (Phone: 0312 210 6491; Email: [gmuge@metu.edu.tr](mailto:gmuge@metu.edu.tr)).*

***I am participating in this study totally on my own will and am aware that I can quit participating at any time. I give my consent for the use of the information I provide for scientific purposes.***

Name-Surname

Date

Signature:

...../...../.....



**SECTION 1: PERSONAL INFORMATION (Please, feel free to complete as much as you wish by writing/ticking/crossing the situation that applies to you)**

1. **Gender:** Male ( ) Female ( )

2. **Age:** 20-30 ( ) 31- 40 ( ) 41-50 ( ) 51 & over ( )

3. **Your academic degrees/diplomas/certificates:**

4. **Which situation applies to you?**

I work as an English language teacher at a primary state school. ( )

I work as an English language teacher at a secondary state school. ( )

5. **Total number of years of language teaching experience:** 0- 5 years ( ) 6 - 10 years ( )

11- 20 years ( ) 21 & over ( )

**SECTION 2: CLOSE-ENDED QUESTIONS (please, tick/cross)**

Please, rate each of the following items according to how important this aspect of work is to you personally. Indicate your response by placing a tick/cross on the scale beside each item:

1. Earning a good salary	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
2. Having flexible working hours	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
3. Job security	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
4. Having a manageable workload	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
5. Working for an institution with a good reputation	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
6. Having clear rules and procedures	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
7. Having a profession that is prestigious	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
8. Being fairly treated in my institution	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
9. Having an administrator who is responsive to suggestions and complaints	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)

10. Having an administrator who gives clear guidance	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
11. Having the freedom to do what is necessary in my teaching to do a good job	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
12. Being allowed to deal creatively with students' problems	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
13. Being included in the goal setting process in my institution	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
14. Having a job in which I can perform to the best of my ability	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
15. Being promoted to a senior supervisory job at some point in my career	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
16. Having a challenging job	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
17. Having a prestigious job title	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
18. Having a job in which I can learn and develop my abilities to my full potential	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
19. Having contact with professionals in the field of English language teaching	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
20. Frequent feedback about the effectiveness of my performance from my students	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
21. Frequent feedback about the effectiveness of my performance from my administrators	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
22. Being able to work independently and use my own initiative	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
23. Being evaluated positively by my administrators	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
24. Being recognized for my teaching accomplishment	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
25. Helping my students to learn English	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)

26. Having good relationships with colleagues	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
27. Having a friendly relationship with my students	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
28. Having a good relationship with my administrators	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
29. Having a good relationship with my students' parents	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
30. Working with other teachers as a team	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
31. Having a job that is enjoyable and stimulating	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
32. Having well-prepared course materials	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
33. Having a job in which I am relaxed and have peace of mind	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
34. Having an adequate physical working environment	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
35. Providing service to society	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
36. Having support from other teachers	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
37. Having a job that is fun	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)
38. Having effective course guidelines	<input type="checkbox"/> Very important (5)	<input type="checkbox"/> Important (4)	<input type="checkbox"/> No opinion (3)	<input type="checkbox"/> Not important (2)	<input type="checkbox"/> Not important at all (1)

**SECTION 3: CLOSE-ENDED QUESTIONS (please, tick/cross)**

Please, read the following statements and think about each in relation to your current job. Indicate your response by placing a tick/cross on the scale beside each item:

1. I have a satisfactory salary	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
2. I have flexible working hours	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
3. I have good job security	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
4. I have a manageable work load.	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
5. I work for a good educational institution	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
6. Teaching English is a prestigious profession	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
7. I have prospects for promotion	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
8. I am fairly treated in my institution	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
9. I am allowed sufficient freedom to do what is necessary in my teaching in order to do a good job	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
10. There are clear rules and procedures at work	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
11. I have support from other teachers	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
12. I am included in my institution's goal-setting process	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
13. I have sufficient opportunities for contact with professionals in the field of English teaching	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
14. I receive frequent feedback about the effectiveness of my performance from my students	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
15. I have good relationships with colleagues	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
16. I have a friendly relationship with my students	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
17. I have a good relationship with my administrators	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)

18. I have a good relationship with my students' parents	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
19. There is team work between teachers in my institution	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
20. I have an adequate and comfortable physical working environment	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
21. My administrators are responsive to suggestions and complaints	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
22. My job provides scope to learn and develop my abilities to my full potential	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
23. I have a job in which I can perform to the best of my ability	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
24. My job is challenging	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
25. I receive frequent enough feedback about the effectiveness of my performance from my administrators	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
26. My students evaluate me positively	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
27. My administrators evaluate me positively	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
28. My teaching accomplishments are recognized	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
29. I know that I am really helping my students to learn English	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
30. I know that I am providing service to society	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
31. My job is enjoyable and stimulating	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
32. I have well-prepared course materials	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
33. I'm relaxed and have peace of mind in my job	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
34. My job is fun	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)

35. I am truly satisfied with my profession as a teacher	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
36. My job title is satisfactory	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
37. My creative skills are emphasized and rewarded	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
38. I will change my career if I have the opportunity to do so	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
39. I have effective course guidelines	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
40. I am truly satisfied with my present job	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
41. I will change my job if I have the opportunity to do so	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)
42. I am proud of my job	<input type="checkbox"/> Strongly Agree (5)	<input type="checkbox"/> Agree (4)	<input type="checkbox"/> Undecided (3)	<input type="checkbox"/> Disagree (2)	<input type="checkbox"/> Strongly Disagree (1)

*Thank you very much for your participation ☺*

## APPENDIX C

### MATCHING ITEMS IN SECTION 2 AND SECTION 3

SECTION 2	SECTION 3
1.Earning a good salary	1.I have a satisfactory salary
2.Having flexible working hours	2.I have flexible working hours
3.Job security	3.I have a good job security
4.Having a manageable workload	4.I have a manageable workload
5.Working for an institution with a good reputation	5.I work for a good educational institution
6.Having clear rules and procedures	10.There are clear rules and procedures at work
7.Having a profession that is prestigious	6.Teaching English is prestigious a profession
8.Being fairly treated in my institution	8.I am fairly treated in my institution
9.Having an administrator who is responsive to suggestions and complaints	21.My administrators are responsive to suggestions and complaints
11.Having the freedom to do what is necessary in my teaching to do a good job	9.I am allowed sufficient freedom to do what is necessary in my teaching in order to do a good job
13.Being included in the goal setting process in my institution	12.I am included in my institution's goal-setting process
14.Having a job in which I can perform to the best of my ability	23.I have a job in which I can perform to the best of my ability
15.Being promoted to a senior supervisory job at some point in my career	7.I have prospects for promotion
16.Having a challenging job	24.My job is challenging
18.Having a job in which I can learn and develop my abilities to my full potential	22.My job provides scope to learn and develop my abilities to my full potential
19.Having contact with professionals in the field of English language teaching	13.I have sufficient opportunities for contact with professionals in the field of English teaching

20.Frequent feedback about the effectiveness of my performance from my students	14.I receive frequent feedback about the effectiveness of my performance from my students
21.Frequent feedback about the effectiveness of my performance from my administrators	25.I receive frequent enough feedback about the effectiveness of my performance from my administrators
23.Being evaluated positively by my administrators	27.My administrators evaluate me positively
24.Being recognized for my teaching accomplishment	28.My teaching accomplishments are recognized
25.Helping my students to learn English	29.I know that I am really helping my students to learn English
26.Having good relationships with colleagues	15.I have good relationships with colleagues
27.Having a friendly relationship with my students	16.I have a friendly relationship with my students
28.Having a good relationship with my administrators	17.I have a good relationship with my administrators
29.Having a good relationship with my students' parents	18.I have a good relationship with my students' parents
30.Working with other teachers as a team	19.There is team work between teachers in my institution
31.Having a job that is enjoyable and stimulating	31.My job is enjoyable and stimulating
32.Having well-prepared course materials	32.I have well-prepared course materials
33.Having a job in which I am relaxed and have peace of mind	33.I'm relaxed and have peace of mind in my job
34.Having an adequate physical working environment	20.I have an adequate and comfortable physical working environment
35.Providing service to society	30.I know that I am providing service to society
36.Having support from other teachers	11.I have support from other teachers
37.Having a job that is fun	34.My job is fun.
38.Having effective course guidelines	39.I have effective course guidelines



## **APPENDIX D**

### **THE QUESTIONS FROM WHICH THE PRESENT STUDY'S INTERVIEW QUESTIONS WERE ADAPTED**

#### **SECTION ONE**

1. Think of the educational organization where you work and list the major factors that have a positive influence on your job.
  
2. List the major factors that have a negative influence on your job.
  
3. Think of a time when, in your relationship with your supervisor (principal, department head, or another title), something very favourable and positive happened that made you feel good about your teaching and your relationship with your supervisor.
  
4. Think of a time when, in your relationship with your supervisor (principal, department head, or another title), something very unfavourable and negative happened that did not make you feel good about your teaching and your relationship with your supervisor.

#### **INTERVIEW QUESTIONS**

1. Why did you choose to become a language teacher?
2. Was there any time in your career that you want to change your career? (What happened?)
3. Any measurements you recommend that you think may likely attract more international students to come to New Zealand?
4. Any measurements you recommend that you think may likely attract more people to become language teachers like you in New Zealand?
5. Do you think you are a motivated/de-motivated language teacher? Why (factors)?
6. Do you think you can still be motivated in one year time? Why?
7. What can change that?

## APPENDIX E

### THE INTERVIEW QUESTIONS OF THE PRESENT STUDY

**School Name:**

**Date:**

*Age:*

*Year of experience:*

#### INTERVIEW QUESTIONS

1. Why did you choose to become a language teacher?
2. While conducting your job, does your motivation level stay same all the time or does it increase or decrease from time to time?
3. What are the major factors, inside or outside the classroom, that have a positive impact on your motivation?
4. What are the major factors, inside and/or outside the classroom, that have a negative impact on your motivation?
5. Which factors, inside the classroom and/or outside the classroom, are more influential on the increase or decrease of your motivation level? (Why?)
6. Could you please think of a time when, during classroom teaching or dealing with your students, something very favourable and positive happened that made you feel content about your job?
7. Could you please think of a time when, during classroom teaching or dealing with your students, something very unfavourable and negative happened that made you feel discontent about your job?
8. Could you please think of a time when, in your relationship with your administrators or colleagues, something very favourable and positive happened that made you feel content about your job and your relationship with them?
9. Could you please think of a time when, in your relationship with your administrators or colleagues, something very unfavourable and negative happened that made you feel discontent about your job and your relationship with them?
10. Could you please name any measures (that can be taken by your institution and/or by the ministry of education) that you think could **improve** your feelings of motivation and satisfaction about your job?
11. Have you ever wanted to change your career / job? If yes, why? Could you explain it briefly?

## APPENDIX F

### INTERVIEW CONSENT FORM

This study aims to find out the factors that motivate or de-motivate English language teachers in primary and secondary state schools in Turkey. Participation in the study is entirely voluntary. Your answers will be kept strictly confidential and evaluated only by the researcher; the obtained data will be used for scientific purposes.

The interview does not contain questions that may cause discomfort in the participants. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time without being disadvantaged in any way.

I would like to thank you in advance for your participation in this study. For further information about the study, you can contact Neslihan Sözen (researcher) from Gazi Ahmet Muhtar Paşa Secondary School (Phone: 03123302128; Mobile phone: 0505 635 5989; E-mail: [neslihan.sozen@metu.edu.tr](mailto:neslihan.sozen@metu.edu.tr)) or Dr. Müge Gündüz (project supervisor) from Middle East Technical University (Phone: 0312 210 6491; Email: [gmuge@metu.edu.tr](mailto:gmuge@metu.edu.tr)).

*I am participating in this study totally on my own will and am aware that I can quit participating at any time. I give my consent for being interviewed and the contents be taped for scientific purposes.*

**Name-Surname:**

**Date : ...../...../.....**

**Signature:**

## APPENDIX G

### SAMPLE CODING OF THE QUALITATIVE DATA OF BOTH RATERS

#### INTERVIEW 1

R: Hello.

I1: Hello.

R: First of all, could you please tell your name and school name, please?

I1: I am KadriyeOrhan. I am an English language teacher. I work at ŞehitKubilay secondary school.

R: What is your experience year?

I1: I have been working as an EFL teacher for about 7 years.

R: If you let me, I will ask 11 questions to you for my thesis which is about teacher motivation.

I1: OK.

R: If you have any questions, please do not hesitate to ask.

I1: OK:

R: Why did you want to be an EFL teacher?

I1: I was interested in foreign languages and my first English teacher impressed me a lot. I became an EFL teacher as I like foreign languages.

R: I see. Your teachers' impact.

I1: Yes, my teacher also affected me.

R: While you are carrying out your job, does your motivation level stay same all the time or does it increase or decrease from time to time?

I1: It increases or decreases from time to time. Students' attitudes affect...

R: We will talk about a little later.

I1: OK:

R: You say, it increases and decreases.

I1: It increases and decreases. I can say it changes.

R: What are the factors that influence your motivation positively inside or outside the classroom? Inside or outside the classroom?

I1: Positively... When I have all the materials, it affects me, yes.

R: That is, your being prepared?

I1: Yes. My being prepared... Students' attitudes also affect. You know, students may have some prejudices against foreign languages. That is, if the students listen to you eagerly, your motivation also increases.

R: I see.

I1: Outside factors... Of course, the attitudes of the administrators' against the foreign language, their support to us and to me affect me.

R: I see. Outside the class, do you have any other things to mention? Things related to living quality or teaching quality?

I1: Sure. That affects. If there are negative things that I have had at home, they affect my motivation. It would be wrong to disregard this.

R: I see. I meant that. Well, what are the main factors inside or outside the classroom that affect your motivation positively?

I1: The thing that affects me positively is to leave home positively. That is, being happy, coming to school happily and healthily... The attitudes of the administrators in the school... For example, when we live a little problem, if they are understanding towards us without exaggerating that thing...

R: Solving the problem quickly...

I1: Of course, solving the problems quickly and positively... Moreover, students' conditions, my being prepared, students' being prepared... These are the factors that affect me positively.

R: I see. Well, inside or outside the classroom, which factors are more effective for the decrease or increase of your motivation? That is, the one that you think is the most affective factor?

I1: As the first thing, I can say that my being prepared for the lesson and students' doing their homework and being prepared for the lesson. I can say that this is the initial factor. That is, the others are in the second place for me.

R: Well, this is affective for the increase. What about the decrease?

I1: In the decrease, especially my coming to school... If I do not come to school peacefully and healthily, that affects me negatively.

R: That is, if you are not comfortable psychologically and physically....

I1: If I am not comfortable psychologically and physically, it affects me negatively. I believe that this also influences the students.

R: This is only human nature.

I1: Yes.

R: You are very right. I wish we did not reflect.

I1: That is, as we are the teachers, we do our best but we can not disregard our being a human being.

R: Yes. Could you please think of a time when, during classroom teaching or dealing with your students, something very favourable and positive happened that made you feel content about your job? A clear incident for example...

I1: One of my students, without mentioning a name, remembered a tip that most of the students had forgotten and she told it very well. That satisfies me a lot. When you think that students did not understand an important rule or detail, but a student raises his/her hand and tells it... This makes me really happy.

R: I think this a very nice point. Could you please think of a time when, during classroom teaching or dealing with your students, something very unfavourable and negative happened that made you feel discontent about your job?

I1: The thing that makes me feel discontent... You know, teaching is a holy job and when it is carried out with love... You believe that you have studied a topic for many times in a detailed way and every student can understand it, however, a student or some students look as if they heard that topic for the first time. This leaves me in a difficult situation.

R: I see. You are very right. Could you please think of a time when, in your relationship with your administrators or colleagues, something very favourable and positive happened that made you feel content about your job and your relationship with them? Something you say I can not forget this incident or it motivates me a lot.

I1: I do not remember a concrete case but the most affective one is to share things with my group teachers. Working collaboratively with them affects me a lot, but I do not remember a concrete case

R: OK. Do you remember any concrete negative cases in your relationship with your administrators or colleagues that decrease your motivation?

I1: A concrete case might be... When you are coming to school with love and passion and you get prepared well but you have had a small trouble about the car or something else. You inform an administrator about this but as the other administrator is not informed about the situation, his negative reactions when I come to school make me feel sad sometimes.

negative

R: You are very right. Let me check. Could you please name any measures (that can be taken by your institution and/or by the ministry of education) that you think could improve your feelings of motivation and satisfaction about your job?

I1: With regard to the Ministry, we have some problems related to our books. That is, some books are too loaded with grammar and while studying them, they are very boring for students. Some of the books do not include satisfying dialogues enough especially for practical uses. If the Ministry took some measures about the books, it would be very pleasing. With regard to the school management, you know due to the financial inadequacies, we do not have language labs. If the management tries to supply materials for language teaching, it will be a good support for us.

negative

negative

negative

R: Classroom environment...

I1: Yes, classroom environment... For students visually....

R: Teaching materials.....

positive

I1: I believe that the improvement of the materials will also be positive in terms of the students and the teachers of course.

R: Sure. Have you ever wanted to change your career / job? If yes, why? Could you explain it briefly?

Yes

I1: I wanted once. I was offered to be an instructor at a university. However, due to the family issues, I was not able to fulfil this, but I am very happy to be a teacher and I love my job.

R: I see. You wanted to change with that offer.

I1: I wanted to change that offer. I questioned whether studying with adults would be more productive or effective.

studying with adults

R: I see. Thank you very much Kadriye Teacher.

I1: Thank you, too.

## INTERVIEW 1

R: Hello.

I1: Hello.

R: First of all, could you please tell your name and school name, please?

I1: I am KadriyeOrhan, I am an English language teacher. I work at ŞehitKubilay secondary school.

female

R: What is your experience year?

I1: I have been working as an EFL teacher for about 7 years. experience

R: If you let me, I will ask 11 questions to you for my thesis which is about teacher motivation.

I1: OK.

R: If you have any questions, please do not hesitate to ask.

I1: OK:

R: Why did you want to be an EFL teacher?

I1: I was interested in foreign languages and my first English teacher impressed me a lot. I became an EFL teacher as I like foreign languages.

her first teacher

R: I see. Your teachers' impact.

I1: Yes, my teacher also affected me.

R: While you are carrying out your job, does your motivation level stay same all the time or does it increase or decrease from time to time?

I1: It increases or decreases from time to time. Students' attitudes affect...

Students

R: We will talk about a little later.

I1: OK:

R: You say, it increases and decreases.

I1: It increases and decreases. I can say it changes.



R: What are the factors that influence your motivation positively inside or outside the classroom? Inside or outside the classroom?

I1: Positively... When I have all the materials, it affects me, yes.

R: That is, your being prepared?

I1: Yes. My being prepared... Students' attitudes also affect. You know, students may have some prejudices against foreign languages. That is, if the students listen to you eagerly, your motivation also increases.

R: I see.

I1: Outside factors... Of course, the attitudes of the administrators' against the foreign language, their support to us and to me affect me.

R: I see. Outside the class, do you have any other things to mention? Things related to living quality or teaching quality?

I1: Sure. That affects. If there are negative things that I have had at home, they affect my motivation. It would be wrong to disregard this.

R: I see. I meant that. Well, what are the main factors inside or outside the classroom that affect your motivation positively?

I1: The thing that affects me positively is to leave home positively. That is, being happy, coming to school happily and healthily... The attitudes of the administrators in the school... For example, when we live a little problem, if they are understanding towards us without exaggerating that thing...

R: Solving the problem quickly...

I1: Of course, solving the problems quickly and positively... Moreover, students' conditions, my being prepared, students' being prepared... These are the factors that affect me positively.

R: I see. Well, inside or outside the classroom, which factors are more effective for the decrease or increase of your motivation? That is, the one that you think is the most affective factor?

I1: As the first thing, I can say that my being prepared for the lesson and students' doing their homework and being prepared for the lesson. I can say that this is the initial factor. That is, the others are in the second place for me.

R: Well, this is affective for the increase. What about the decrease?

I1: In the decrease, especially my coming to school... If I do not come to school peacefully and healthily, that affects me negatively.

R: That is, if you are not comfortable psychologically and physically....

I1: If I am not comfortable psychologically and physically, it affects me negatively. I believe that this also influences the students. *negative*

R: This is only human nature.

I1: Yes.

R: You are very right. I wish we did not reflect.

I1: That is, as we are the teachers, we do our best but we can not disregard our being a human being.

R: Yes. Could you please think of a time when, during classroom teaching or dealing with your students, something very favourable and positive happened that made you feel content about your job? A clear incident for example...

I1: One of my students, without mentioning a name, remembered a tip that most of the students had forgotten and she told it very well. That satisfies me a lot. When you think that students did not understand an important rule or detail, but a student raises his/her hand and tells it... This makes me really happy. *Positive*

R: I think this a very nice point. Could you please think of a time when, during classroom teaching or dealing with your students, something very unfavourable and negative happened that made you feel discontent about your job?

I1: The thing that makes me feel discontent... You know, teaching is a holy job and when it is carried out with love... You believe that you have studied a topic for many times in a detailed way and every student can understand it, however a student or some students look as if they heard that topic for the first time. This leaves me in a difficult situation. *negative*

R: I see. You are very right. Could you please think of a time when, in your relationship with your administrators or colleagues, something very favourable and positive happened that made you feel content about your job and your relationship with them? Something you say I can not forget this incident or it motivates me a lot.

I1: I do not remember a concrete case but the most affective one is to share things with my group teachers. Working collaboratively with them affects me a lot, but I do not remember a concrete case. *positive*

R: OK. Do you remember any concrete negative cases in your relationship with your administrators or colleagues that decrease your motivation?

I1: A concrete case might be... When you are coming to school with love and passion and you get prepared well but you have had a small trouble about the car or something else. You inform an administrator about this but as the other administrator is not informed about the situation, his negative reactions when I come to school make me feel sad sometimes. *Negative*

R: You are very right. Let me check. Could you please name any measures (that can be taken by your institution and/or by the ministry of education) that you think could improve your feelings of motivation and satisfaction about your job?

I1: With regard to the Ministry, we have some problems related to our books. That is, some books are too loaded with grammar and while studying them, they are very boring for students. Some of the books do not include satisfying dialogues enough especially for practical uses. If the Ministry took some measures about the books, it would be very pleasing. With regard to the school management, you know due to the financial inadequacies, we do not have language labs. If the management tries to supply materials for language teaching, it will be a good support for us. *negative*

R: Classroom environment...

I1: Yes, classroom environment... For students visually....

R: Teaching materials.....

I1: I believe that the improvement of the materials will also be positive in terms of the students and the teachers of course.

R: Sure. Have you ever wanted to change your career / job? If yes, why? Could you explain it briefly?

I1: I wanted <sup>once</sup> I was offered to be an instructor at a university. However, due to the family issues, I was not able to fulfil this but I am very happy to be a teacher and I love my job.

R: I see. You wanted to change with that offer.

I1: I wanted to change that offer. I questioned whether studying with adults would be more productive or effective. *the reason*

R: I see. Thank you very much Kadriye Teacher.

I1: Thank you, too.

## APPENDIX H

### SECTION TWO- ALL ITEMS

SECTION TWO ITEMS	Means	SD
25.Helping my students to learn English	4,86	0,35
3.Job security	4,71	0,46
27.Having a friendly relationship with my students	4,71	0,46
32.Having well-prepared course materials	4,70	0,49
11.Having the freedom to do what is necessary in my teaching to do a good job	4,70	0,69
14.Having a job in which I can perform to the best of my ability	4,68	0,47
26.Having good relationships with colleagues	4,65	0,58
8.Being fairly treated in my institution	4,62	0,56
31.Having a job that is enjoyable and stimulating	4,62	0,56
6.Having clear rules and procedures	4,56	0,59
10.Having an administrator who gives clear guidance	4,54	0,68
9.Having an administrator who is responsive to suggestions and complaints	4,53	0,64
33.Having a job in which I am relaxed and have peace of mind	4,49	1,04
18.Having a job in which I can learn and develop my abilities to my full potential	4,49	0,77
4.Having a manageable work load	4,49	0,55
22.Being able to work independently and use my own initiative	4,47	0,71
20.Frequent feedback about the effectiveness of my performance from my students	4,46	0,55
23.Being evaluated positively by my administrators	4,44	0,61
19.Having contact with professionals in the field of English language teaching	4,42	0,65
12.Being allowed to deal creatively with students' problems	4,41	0,69
34.Having an adequate physical working environment	4,38	0,94
28.Having a good relationship with my administrators	4,38	0,70
30.Working with other teachers as a team	4,32	0,76
2.Having flexible working hours	4,28	0,77
37.Having a job that is fun	4,25	1,11
7.Having a profession that is prestigious	4,25	0,82
38.Having effective course guidelines	4,23	1,17
1. Earning a good salary	4,20	0,81
13.Being included in the goal setting process in my institution	4,20	0,95
24.Being recognized for my teaching accomplishment	4,18	0,93
29.Having a good relationship with my students' parents	4,09	0,80
21.Frequent feedback about the effectiveness of my performance from my administrators	4,05	0,81
5.Working for an institution with a good reputation	3,99	1,04
16.Having a challenging job	3,92	0,86
15.Being promoted to a senior supervisory job at some point in my career	3,92	0,94
36.Having support from other teachers	3,90	0,96
35.Providing service to society	3,84	1,03
17.Having a prestigious job title	3,82	0,97

Note: 1 Colour illustrates intrinsic items

**APPENDIX I**  
**SECTION THREE-ALL ITEMS**

<b>SECTION THREE ITEMS</b>	<b>Reward Means</b>	<b>Value mean</b>	<b>SD</b>
29.I know that I am really helping my students to learn English	4,31	4,86	0,63
16.I have a friendly relationship with my students	4,15	4,70	0,80
*42.I am proud of my job	4,10		0,97
15.I have good relationships with colleagues	4,06	4,64	0,74
31.My job is enjoyable and stimulating	3,95	4,62	0,78
17.I have a good relationship with my administrators	3,91	4,38	0,75
30.I know that I am providing service to society	3,86	3,84	0,73
34.My job is fun	3,84	4,25	0,93
*26.My students evaluate me positively	3,78		0,89
18.I have a good relationship with my students' parents	3,77	4,09	0,73
6.Teaching English is a prestigious profession	3,77	4,25	1,13
11.I have support from other teachers	3,70	3,9	0,79
14.I receive frequent feedback about the effectiveness of my performance from my students	3,65	4,46	0,88
19.There is team work between teachers in my institution	3,56	4,32	0,93
*35.I am truly satisfied with my profession as a teacher	3,54		1,05
24.My job is challenging	3,52	3,92	0,93
21.My administrators are responsive to suggestions and complaints	3,49	4,53	0,93
10.There are clear rules and procedures at work	3,49	4,56	0,92
27.My administrators evaluate me positively	3,49	4,44	0,88
*40.I am truly satisfied with my present job	3,49		1,05
*36.My job title is satisfactory	3,47		1,02
12.I am included in my institution's goal-setting process	3,41	4,2	0,91
28.My teaching accomplishments are recognized	3,39	4,18	0,82
4.I have a manageable work load.	3,38	4,49	1,22
5.I work for a good educational institution	3,33	3,99	1,05
33.I'm relaxed and have peace of mind in my job	3,28	4,49	0,97
8.I am fairly treated in my institution	3,28	4,62	0,99
23.I have a job in which I can perform to the best of my ability	3,27	4,68	1,05
39.I have effective course guidelines	3,14	4,23	1,01
2.I have flexible working hours	3,14	4,28	1,28
9.I am allowed sufficient freedom to do what is necessary in my teaching in order to do a good job	2,99	4,7	1,16
32.I have well-prepared course materials	2,99	4,70	1,26
22.My job provides scope to learn and develop my abilities to my full potential	2,95	4,49	1,00
20.I have an adequate and comfortable physical working environment	2,95	4,38	1,07
25.I receive frequent enough feedback about the effectiveness of my performance from my administrators	2,92	4,05	0,93

### SECTION THREE-ALL ITEMS(CONT.)

SECTION THREE ITEMS	Reward Means	Value mean	SD
3.I have good job security	2,91	4,71	1,29
*37.My creative skills are emphasized and rewarded	2,81		0,86
13.I have sufficient opportunities for contact with professionals in the field of English teaching	2,80	4,42	1,09
7.I have prospects for promotion	2,77	3,92	1,07
*38.I will change my career if I have the opportunity to do so	2,72		1,27
*41.I will change my job if I have the opportunity to do so	2,70		1,31
1.I have a satisfactory salary	2,28	4,2	1,10

Note:

1 Colour illustrates intrinsic items

## APPENDIX J

### THE QUALITATIVE DATA STATISTICS

<b>Intrinsic Factors</b>	<b>Positive (f)</b>	<b>Negative (f)</b>
• Imparting knowledge	<b>Total: 16</b>	<b>Total: 4</b>
- <i>Students' understanding the lesson content</i>	8	2
- <i>Students' success in English and observing their development</i>	8	2
• Service to society	<b>Total:1</b>	<b>Total:2</b>
- <i>Working at rural areas</i>	0	1
- <i>Teaching English to students who do not know even Turkish</i>	0	1
- <i>Seeing some students' being EFL teachers</i>	1	0
• Job Happiness and Professional Achievement or Challenge or Growth	<b>Total:5</b>	<b>Total:0</b>
- <i>Teachers' creativity for producing activities in the class</i>	2	0
- <i>Trying to do one's job well</i>	1	0
- <i>Being prepared for the lesson</i>	1	0
- <i>Students' testing the knowledge of the teacher</i>	1	0
<b>Extrinsic factors</b>	<b>Positive (f)</b>	<b>Negative (f)</b>
• Relations with colleagues	<b>Total: 12</b>	<b>Total: 1</b>
- <i>Team work with other English teachers</i>	3	1
- <i>Having good relationships with colleagues</i>	4	1
- <i>Support of the colleagues</i>	2	0
- <i>Colleagues' feedback</i>	2	1
• Motivational factors related to students	<b>Total: 37</b>	<b>Total: 29</b>
- <i>Students' motivation to learn</i>	4	3
- <i>Interaction with students</i>	3	0
- <i>Students' personal problems-family issues</i>	0	1
- <i>Students' prejudices against the lesson</i>	0	3
- <i>Students' interest and joy in the class</i>	14	9
- <i>Students' being prepared for the lesson</i>	5	4
- <i>Students' feedback</i>	9	0
- <i>Students' behaviours and attitudes</i>	2	9
• Relations with parents	<b>Total:10</b>	<b>Total:2</b>
- <i>Parents' feedback</i>	8	2
- <i>Parents' attitudes</i>	2	4
• School management and policies	<b>Total:15</b>	<b>11</b>
- <i>Relationships between teachers and administrators</i>	1	0
- <i>Management support and attitudes</i>	6	7
- <i>Administrators' feedback</i>	5	1
- <i>Discipline at school</i>	1	2
- <i>Rewards</i>	2	0
- <i>Teachers' clothes</i>	0	1

## THE QUALITATIVE DATA STATISTICS (CONT.)

Extrinsic factors	Positive (f)	Negative (f)
• Teaching Conditions	<b>Total:4</b>	<b>Total: 12</b>
- <i>Language Labs</i>	<b>0</b>	<b>1</b>
- <i>Technological Materials</i>	<b>1</b>	<b>4</b>
- <i>Books' being enjoyable and suitable for students' level</i>	<b>0</b>	<b>2</b>
- <i>Other teaching materials such as CDs, flashcards, posters</i>	<b>3</b>	<b>4</b>
- <i>The frequent change of books</i>	<b>0</b>	<b>1</b>
• Autonomy (control of curriculum)	<b>Total: 1</b>	<b>Total: 5</b>
- <i>The lesson content's being enjoyable</i>	<b>1</b>	<b>0</b>
- <i>The curriculum (too many things to teach)</i>	<b>0</b>	<b>3</b>
- <i>Preparing students for the central exams</i>	<b>0</b>	<b>2</b>
• Workload and Working schedule	<b>Total:0</b>	<b>Total:4</b>
- <i>Work schedule</i>	<b>0</b>	<b>3</b>
- <i>Changing classes during the term</i>	<b>0</b>	<b>1</b>
• Physical Working Conditions	<b>Total:3</b>	<b>Total:9</b>
- <i>The number of the students in a class</i>	<b>1</b>	<b>2</b>
- <i>The physical conditions in the classroom such as temperature, noise coming from outside</i>	<b>2</b>	<b>6</b>
- <i>Special education students in an active class</i>	<b>0</b>	<b>1</b>
• Career prospects	<b>Total:0</b>	<b>Total:0</b>
• Training	<b>Total:1</b>	<b>Total:0</b>
- <i>Having the chance to go trainings both in the country and abroad</i>	<b>1</b>	<b>0</b>
• External Recognition	<b>Total:2</b>	<b>Total:6</b>
- <i>The attitudes towards the teachers or the teaching profession</i>	<b>1</b>	<b>4</b>
- <i>Ignorance of teachers' views about the things related to teaching</i>	<b>0</b>	<b>1</b>
- <i>Having a prestigious job</i>	<b>1</b>	<b>0</b>
- <i>Teachers' being included in the political issues</i>	<b>0</b>	<b>1</b>
• Personal / Physical Conditions of the teachers	<b>Total:2</b>	<b>Total:7</b>
- <i>Being psychologically in good mood</i>	<b>1</b>	<b>2</b>
- <i>Personal problems</i>	<b>0</b>	<b>3</b>
- <i>Being physically healthy</i>	<b>1</b>	<b>2</b>
• Salary	<b>Total:0</b>	<b>Total:2</b>
• Job Security	<b>Total:0</b>	<b>Total:1</b>
• Other (Weather)	<b>Total:1</b>	<b>Total:0</b>



## APPENDIX K

### TURKISH SUMMARY

#### İNGİLİZCE ÖĞRETMENLERİNİN MOTİVASYON FAKTÖRLERİ ALGISI ÜZERİNE BİR ARAŞTIRMA

Bu çalışma Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerini motive ve de-motive eden içsel ve dışsal faktörleri belirlemeyi ve bu öğretmenlerin şu andaki motivasyon düzeylerini bulmayı amaçlamıştır. Çalışma altı bölümden oluşmaktadır. İlk bölüm yani, giriş bölümünde motivasyon konusuna genel bir giriş yapılmış ve Türkiye'deki İngilizce öğretimi ve İngilizce öğretiminin profesyonelleşmesi hakkında bilgi verilmiştir. Araştırmanın arka planı, amacı, literatürdeki önemi, araştırma soruları, sınırlamaları ve çalışmanın düzeni hakkındaki bilgiler bu bölümde verilmiştir. İkinci bölüm literatür taramasının yapıldığı bölümdür. Üçüncü bölümde çalışmanın metodoloji anlatılmıştır. Dördüncü bölümde yapılan analizler sonucunda elde edilen bulgular anlatılmıştır. Beşinci bölümde elde edilen bulgular literatürdeki diğer çalışmalarla karşılaştırılarak tartışılmıştır. Altıncı bölümde çalışmanın genel bir özeti yapılmış ve sonraki çalışmalar için öneriler sunulmuştur.

#### *Giriş*

Motivasyon, özellikle öğrenci motivasyonu alanında yıllardan beri araştırmacılar tarafından yoğun bir şekilde çalışılan bir konu olmuştur. Ancak öğrenci motivasyonu yoğun bir şekilde araştırılmasına rağmen, öğretmen motivasyonu daha çok daha sonra dikkat çekmeye başlamıştır. İngilizce öğretmenlerinin motivasyonları ise öğretmen motivasyonunda olduğu, öğrenci motivasyonu kadar araştırılmamış ve araştırmacıların ilgisini son yıllarda çekmeye başlamıştır. Bu doğrultuda bu çalışma, Türkiye'deki İngilizce öğretmenlerinin motivasyonlarını araştırarak, bu alandaki çalışmalara katkı sağlamayı hedeflemektedir.

### *Türkiye’de İngilizce Öğretimi*

Türkiye’deki İngilizce öğretimine bakıldığında, dünyadaki diğer birçok ülkede olduğu gibi, Türkiye’de de İngilizce en çok öğretilen ve öğrenilen yabancı dil olarak ilk sırada yer almaktadır. Türkiye’de İngilizcenin yoğun bir şekilde öğretilmeye başlaması 1950’li yıllara dayanmaktadır. 1997 yılına kadar, Türkiye’de yabancı dil öğretimine altıncı sınıfta yani ortaokulda başlanıyordu. Ancak 1997 yılında yapılan bir değişiklikle Türkiye’de zorunlu eğitim sekiz yıla çıkarıldı ve bu değişikle yabancı dil öğretimine ilkokul dördüncü sınıfta başlandı. Bu düzenleme 2013 yapılan, eğitim alanındaki bir başka düzenleme olan 4+4+4 sisteminin başlamasına kadar devam etti. 2013 yılında yürürlüğe giren yeni eğitim sistemi ile birlikte Türkiye’de devlet okullarında yabancı dil öğretimi ilkokul ikinci sınıfta uygulanmaya başlandı. Yapılan son düzenlemelerle birlikte, Türkiye’de yabancı dil öğretimi ilkokul ikinci sınıfta başlayarak, lise son sınıfa kadar devam etmektedir. Yani, 11 yıl boyunca yabancı dil öğretimi sürdürülmektedir. Liseden sonra, üniversiteye giden öğrenciler, İngilizce’lerini, üniversitelerin hazırlık sınıflarında ya da bölümlerinde zorunlu ya da seçmeli olarak verilen İngilizce derslerinde geliştirme şansına sahiplerdir. Ayrıca Milli Eğitim Bakanlığının kontrolünde hizmet veren özel kurslarda da öğrenciler İngilizce öğrenebilmektedir.

### *Türkiye’de İngilizce Öğretiminin Profesyonelleşmesi*

Türkiye’deki yabancı dil öğretiminin profesyonelleşmesine bakıldığında, yabancı dil öğretiminin üniversitelerin farklı bölümlerden mezun olan kişiler tarafından gerçekleştirildiği görülmektedir. Bu bölümler İngilizce öğretmenliği, İngiliz dili ve edebiyatı, Amerikan dili ve edebiyatı, İngiliz dil bilimi ve Mütercim tercümanlık bölümleridir. İngilizce öğretmenliği bölümünden mezun olmayanlar, pedagojik formasyon derslerini alarak devlete kurumlarında ya da çoğu özel kurumda İngilizce öğretmeni olarak çalışabilmektedir.

Türkiye’de İngilizce öğretmenleri devlete bağlı ilkokul, ortaokul ve liselerde çalışmak için KPSS girmek ve atanabilmek için gerekli puanı almak zorundadır. Her

yıl yüzlerce İngilizce öğretmeni bu sınava girmekte ve bazıları kadrolu olarak Türkiye'nin çeşitli yerlerindeki devlete bağlı ilkokul, ortaokul ve liselerde kadrolu İngilizce öğretmeni olarak çalışma şansını yakalamaktadır.

Devlet üniversitelerinde çalışmak isteyen İngilizce öğretmenleri, temel akademik başarıyı ölçen ALES ve yabancı dil bilgisini ölçen YDS sınavlarına girmek zorundadır. Bu sınavlardan elde edilen puanların yanı sıra, üniversiteler kendi sözel ya da yazılı sınavlarını da uygulayarak, kurumlarında kadrolu olarak çalışacak İngilizce öğretmenlerini belirlemektedir.

İngilizce öğretmenleri ayrıca özel ilkokul, ortaokul, lise, üniversite ve kurslarda da çalışma şansına sahiptirler. Özel kurumlar, öğretmenlerini kendi belirledikleri kriterlere göre seçmektedirler.

#### *Çalışmanın Amacı ve Araştırma Soruları*

Bu amaçla, çalışmada aşağıdaki sorular sorulmuştur:

- 1) İngilizce öğretmenlerinin algılarına dayanarak, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin motivasyonlarını etkileyen içsel faktörler nelerdir?
- 2) İngilizce öğretmenlerinin algılarına dayanarak, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin motivasyonlarını etkileyen dışsal faktörler nelerdir?
- 3) İngilizce öğretmenlerinin algılarına dayanarak, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin şu andaki motivasyon düzeyleri nedir?

#### *Çalışmanın Sınırlamaları*

- 1) Çalışmada zamanın kısıtlı olmasından dolayı, anket katılımcısı olarak 79 İngilizce öğretmeni ile, görüşme katılımcısı olarak ise 18 İngilizce öğretmeni ile çalışılmıştır.

- 2) Çalışmaya devlete bağlı olan anaokulu, lise ve üniversitelerde çalışan İngilizce öğretmenleri ile özel kurumlarda çalışan İngilizce öğretmenleri dahil edilmemiştir.

### *Literatür Taraması*

Bu bölümde öncelikle motivasyon alanındaki teoriler incelenmiş ve çalışmanın alt yapısını oluşturan self-determination (Deci & Ryan, 1985; 2000) teori hakkında bilgi verilmiştir. Bu teoride, motivasyon iki guruba ayrılmıştır. İçsel motivasyon ve dışsal motivasyon. İçsel motivasyon kişilerin herhangi bir dış unsur beklentisi olmaksızın, kendi arzuları doğrultusunda eylemlerini gerçekleştirmelerini sağlayan motivasyon olarak tanımlanmıştır. Dışsal motivasyon ise ödül ya da ceza gibi bir dış unsur beklentisine bağlı olarak kişilerin eylemlerini gerçekleştirmesini sağlayan motivasyon türü olarak tanımlanmıştır.

Motivasyon teorilerinin incelenmesinin ardından, iş motivasyonu hakkında bilgi verilmiştir. Bundan sonra ise, eğitim alanındaki motivasyon çalışmaları incelenmiştir. Öncelikli olarak öğrenci motivasyonu alanındaki çalışmalar ele alınmıştır. Bu alandaki çalışmalarda, öğrenci motivasyonunu etkileyen faktörler çoğu çalışmanın konusunu teşkil etmektedir. Bu çalışmalarda, öğretmenler, öğrenci motivasyonunu etkileyen önemli faktörlerden biri olarak gösterilmiştir. Bu doğrultuda, öğretmen motivasyonu alanında yapılan çalışmalar da detaylı bir şekilde ele alınmıştır. İncelenen çalışmalarda, öğretmenlerin motivasyonunu etkileyen faktörlerin hem içsel ve hem de dışsal faktörler olduğu tespit edilmiştir. İçsel faktörler öğretim isteği, topluma hizmet ve iş mutluluğu ve profesyonel başarı, zorlanma ve gelişme iken, dışsal faktörler iş arkadaşlarıyla ilişkiler, öğrencilerle ilişkilere yönelik faktörler, velilerle ilişkiler, okul yönetimi ve yönetim şekilleri, eğitim-öğretim şartları, otonomi, iş yükü ve iş programı, fiziksel çalışma şartları, kariyer beklentileri, eğitim, mesleğe dışarıdan bakış, öğretmenlerin kişisel ve fiziksel durumları, maaş ve iş güvenliği olarak gözlemlenmiştir. Bu çalışmalarda içsel faktörler olarak öğretim ve bilgi paylaşımı isteği ön plana çıkarken, dışsal faktörler olarak ise öğrenciler, iş arkadaşları ile ilişkiler ve okul yönetimi ve yönetim şekilleri ön plana çıkmıştır. Öğretmen motivasyonu alanındaki çalışmaların incelenmesinden sonra, İngilizce öğretmenlerinin motivasyonlarını araştıran çalışmalar ele alınmıştır.

Bu çalışmalar, İngilizce öğretmenlerinin motivasyonları üzerine uluslararası çalışmalar ve Türkiye’de yapılan çalışmalar olarak iki başlık altında incelenmiştir. Uluslararası yapılan çalışmalarda, İngilizce öğretmenlerini motive eden unsurlar arasında daha çok içsel faktörlerin yer aldığı sonucu birçok çalışmada öne sürülmüştür. Türkiye’de yapılan çalışmalarda ise hem içsel hem de dışsal faktörlerin İngilizce öğretmenlerinin motivasyonları üzerinde etkili olduğu öne sürülmüştür.

### *Metodoloji*

Çalışmada betimsel bir analiz yaklaşımıyla düzenlenmiştir. Hem nitel hem de nicel verilerin kullanıldığı karma yöntem yaklaşımı kullanılarak, çalışmanın verileri toplanmıştır.

### *Katılımcılar*

Anket katılımcıları, Ankara’nın Yenimahalle ve Keçiören ilçelerindeki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinden oluşmuştur. Anket katılımcıları 79 kişiden oluşmaktadır. Katılımcılardan 68’i bayan 10’u erkektir. Bir kişinin cinsiyeti belirtilmemiştir. Katılımcıların yarısı 30 yaş üstü, 16’sı 40 yaş üstü, kalan 1 kişi ise 30 yaş altındadır. Katılımcıların 46’sı devlete bağlı ortaokullarda, 32’si devlete bağlı ilkokullarda biri ise hem ilkokul hem de ortaokulda çalışmaktadır. Katılımcıların dokuzu 0-5 yıl arası, 27’si 6-10 yıl arası, 32’si 10-20 yıl arası ve 11’i 20 yıl üzeri İngilizce öğretimi deneyimine sahiptir.

Görüşme katılımcıları, Ankara’nın Yenimahalle ve Keçiören ilçelerindeki ilk ve ortaokullarda çalışan 18 İngilizce öğretmeninden oluşmuştur. Katılımcıların 5’i erkek 1’ü bayandır. Katılımcıların üçü 30 yaş altı, sekizi 30 yaş üstü, yedisi ise 40 yaş üstündedir. Katılımcıların dördü ilkokullarda, 14’ü ortaokullarda çalışmaktadır. Katılımcıların biri 0-5 yıl arası, altısı 6-10 yıl arası ve 10’u 11-20 yıl arası İngilizce öğretimi deneyimine sahiptir.

## *Araştırma Araçları*

Araştırmanın nicel verileri 80 sorudan oluşan bir ölçek vasıtası ile 79 İngilizce öğretmeninden elde edilmiştir. Bu ölçek daha önce yapılan bir çalışmadan uyarlanmıştır. Bu ölçek üç bölümden oluşmaktadır. İlk bölümde katılımcıların kişisel bilgilerinin alındığı sorular yer almaktadır. İkinci bölümde, 38 madde yer almaktadır. Bu maddeler ile katılımcıların işleriyle ilgili bazı özelliklere ne kadar önem verdikleri ölçülmeye çalışılmıştır. Üçüncü bölümde 42 madde yer almaktadır. Bu bölümde katılımcıların işleriyle ilgili bazı özelliklerden tatmin olup olmadıkları ölçülmeye çalışılmıştır. Ankette yer alan bazı sorular aşağıdaki gibidir:

### *İKİNCİ BÖLÜM: KAPALI UÇLU SORULAR (Lütfen tik atınız ya da çarpı işareti koyunuz)*

Lütfen her bir ifadeyi, sizin için arz ettiği öneme göre tik atarak ya da çarpı koyarak işaretleyiniz.

1. İyi bir maaş

Çok önemli- Önemli - Fikrim yok -Önemli değil -Hiç önemli değil

2. Esnek çalışma saatleri

Çok önemli- Önemli - Fikrim yok -Önemli değil -Hiç önemli değil

3. İş güvenliği

Çok önemli- Önemli - Fikrim yok -Önemli değil -Hiç önemli değil

4. Başa çıkabileceğim kadar iş yükü

Çok önemli- Önemli - Fikrim yok -Önemli değil -Hiç önemli değil

5. İyi bir üne sahip olan bir kurumda çalışmak

Çok önemli- Önemli - Fikrim yok -Önemli değil -Hiç önemli değil

6. Net kurallar ve süreçlere sahip olma

Çok önemli- Önemli - Fikrim yok -Önemli değil -Hiç önemli değil

7. Prestijli bir mesleğe sahip olma

Çok önemli- Önemli - Fikrim yok -Önemli değil -Hiç önemli değil

### *ÜÇÜNCÜ BÖLÜM: KAPALI UÇLU SORULAR (Lütfen tik atınız ya da çarpı işareti koyunuz)*

*Lütfen aşağıdaki ifadeleri okuyunuz ve şu andaki mesleğinizle bağlantılı olarak üzerinde düşününüz. Cevabınızı yandaki ölçekte belirtiniz:*

1. Tatmin edici bir maaşım var

Kesinlikle katılıyorum-Katılıyorum-Kararsızım-Katılmıyorum-Kesinlikle katılmıyorum

2. Esnek çalışma şartlarına sahibim

Kesinlikle katılıyorum-Katılıyorum-Kararsızım-Katılmıyorum-Kesinlikle katılmıyorum

3. İyi bir iş güvenliğine sahibim

Kesinlikle katılıyorum-Katılıyorum-Kararsızım-Katılmıyorum-Kesinlikle katılmıyorum

4. Başa çıkabileceğim bir iş yüküm var

Kesinlikle katılıyorum-Katılıyorum-Kararsızım-Katılmıyorum-Kesinlikle katılmıyorum

5. İyi bir eğitim kurumu için çalışıyorum

Kesinlikle katılıyorum-Katılıyorum-Kararsızım-Katılmıyorum-Kesinlikle katılmıyorum

6. İngilizce öğretmek saygın bir iş

Kesinlikle katılıyorum-Katılıyorum-Kararsızım-Katılmıyorum-Kesinlikle katılmıyorum

7. Terfi etme beklentim var

Kesinlikle katılıyorum-Katılıyorum-Kararsızım-Katılmıyorum-Kesinlikle katılmıyorum

Bu ölçeğin güvenilir olup olmadığını tespit etmek için, önceden 50 İngilizce öğretmeninin katıldığı bir pilot çalışma yapılmış ve bu pilot çalışma neticesinde anketin yüksek derecede güvenilir bir anket olduğu görülmüştür.

Araştırmada, 18 İngilizce öğretmeninin katıldığı görüşmeler gerçekleştirilmiştir. Bu görüşmelerde öğretmenlerin motivasyonlarını etkileyen faktörler üzerine 11 soru sorulmuştur. Görüşme sorularından bazıları aşağıdaki gibidir:

## RÖPORTAJ SORULARI

1. Neden yabancı dil öğretmeni olmayı istediniz?
2. İşinizi icra ederken, motivasyon düzeyiniz hep aynı mı kalıyor ya da zaman zaman artıp azalıyor mu?
3. Sınıf içinden ya da dışından, sizin motivasyonunuzu olumlu olarak etkileyen ana faktörler nelerdir?
4. Sınıf içinden ya da dışından, sizin motivasyonunuzu olumsuz olarak etkileyen ana faktörler nelerdir?
5. Sınıf içinden ya da dışından, hangi faktörler motivasyon düzeyinizin artmasında ya da azalmasında daha etkilidir? Neden?
6. Ders sırasında ya da öğrencilerinizle ilgilenirken, size mesleğinizden tatmin olma hissini yaşatan, olumlu bir olayı paylaşabilir misiniz?
7. Ders sırasında ya da öğrencilerinizle ilgilenirken yaşadığımız, sizi mesleğinizden soğutan, olumsuz bir olayı paylaşabilir misiniz?
8. Yönetici ya da öğretmen arkadaşlarınızla ilişkilerinizde, size mesleğinizden tatmin olma hissini yaşatan olumlu bir olayı paylaşabilir misiniz?
9. Yönetici ya da öğretmen arkadaşlarınızla ilişkilerinizde sırasında yaşadığımız, sizi mesleğinizden soğutan olumsuz bir olayı paylaşabilir misiniz?
10. Kendi çalıştığınız okul ya da Milli Eğitim Bakanlığı tarafından alınabilecek hangi tedbirler, sizin mesleğinizden tatmin olma hissinizin ya da motivasyon düzeyinizin daha iyi hale gelmesini sağlayabilir?
11. Daha öne hiç kariyerinizi değiştirmeyi istediniz mi? Cevabınız evet ise, Neden? Kısaca açıklayabilir misiniz?

### *Veri Analizleri*

Veri toplama süreci yaklaşık iki buçuk ay sürmüştür. Araştırmanın nicel verileri SPSS 20. 0 programı ile analiz edilmiş, nitel verilerine ise içerik analizi yapılmıştır. Yapılan analizlerde, içsel ve dışsal motivasyon unsurları ana kategoriler olarak hem nicel hem de nitel verilerin açıklanmasında kullanılmıştır. Ayrıca, elde edilen verilerin açıklanmasında, daha önce bir çalışmada kullanılan (Yau, 2010) alt kodlar kullanılmıştır. Bu alt kodlar aşağıdaki gibidir:

Nicel verilerin analizinde kullanılan alt kodlar:

- İçsel faktörler
  - Bilgi paylaşımı,



- Topluma hizmet
- Kişisel başarı ve zorlanma ve gelişim
- Dışsal faktörler
  - İş yükü ve iş programı
  - Mesleğe dışarıdan bakış
  - Maaş
  - Eğitim-öğretim şartları
  - Otonomi
  - Kariyer beklentileri
  - Eğitim
  - İş güvenliği
  - Öğrencilerle ilişkili motivasyon faktörleri
  - Fiziksel çalışma şartları
  - İş arkadaşları ile ilişkiler
  - Okul yönetimi ve yönetim yaklaşımları
  - Destek

Nitel verilerin analizinde kullanılan alt kodlar:

- İçsel faktörler
  - Bilgi paylaşımı,
  - Topluma hizmet
  - Kişisel başarı ve zorlanma ve gelişim
- Dışsal faktörler
  - İş yükü ve iş programı
  - Mesleğe dışarıdan bakış
  - Maaş
  - Eğitim-öğretim şartları
  - Otonomi
  - Kariyer beklentileri
  - Eğitim
  - İş güvenliği

- Öğretmenlerin kişisel/fiziksel durumları
- Öğrencilerle ilişkili motivasyon faktörleri
- Fiziksel çalışma şartları
- İş arkadaşları ile ilişkiler
- Okul yönetimi ve yönetim yaklaşımları
- Destek
- Velilerle ilişkiler
- Diğer

Anketin ikinci bölümü ile toplanan veriler ile, katılımcılar tarafından bu bölümdeki her bir maddeye verilen değerler, yani 38 maddenin değer ortalamaları analiz edildi ve maddeler içsel ve dışsal olarak gruplandı. Daha sonra, katılımcıların maddeleri çok önemli, önemli ve en az önemli maddeler olarak skorlamalarına göre, maddeler farklı renklerde gösterildi.

Anketi üçüncü bölümünden elde edilen verilere göre, 42 maddeden hangilerinin, öğretmenlerin işlerindeki beklentilerini karşıladığı ya da karşılamadığı analiz edildi. Daha sonra bu maddeler içsel ve dışsal olarak iki gruba ayrıldı. Her bir maddenin ortalamalarına göre, İngilizce öğretmenlerinin işlerinde beklentilerini karşılayarak, onları motive eden içsel ve dışsal faktörler ve İngilizce öğretmenlerinin işlerinde beklentilerini karşılamayarak onları de-motive eden içsel ve dışsal faktörler ayırt edildi. Her iki bölümün analizlerinden sonra, iki bölümdeki örtüşen maddelerin ortalamalarına göre uyumsuzluk analizleri yapıldı. Bu analizlerle, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin şu andaki motivasyon düzeyleri hakkındaki analizlere destek sağlandı. Ayrıca, katılımcıların yine şu andaki motivasyon düzeyleri hakkında daha fazla veri sağlamak için kariyer ve iş değişikliğine yönelik niyetleri iki ayrı madde ile analiz edildi.

Yapılan 18 görüşme aracılığı ile toplanan veriler kelimesi kelimesine yazıldı ve bu verilere içerik analizi yapıldı. Katılımcıların algılarına göre, veriler yine içsel ve dışsal faktörler olarak iki ana başlık altında gruplandı. Daha sonra, görüşmelerde bu faktörlerin pozitif ya da negatif olarak bahsedilme şekillerine göre, faktörler pozitif ve negatif olarak daha önce belirtilen kodların altında gruplandı.

## *Bulgular*

Daha önce de belirtildiği gibi araştırmada İngilizce öğretmenlerinin algılarına dayanarak, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin motivasyonlarını etkileyen içsel faktörler, İngilizce öğretmenlerinin algılarına dayanarak, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin motivasyonlarını etkileyen dışsal faktörler ve İngilizce öğretmenlerinin algılarına dayanarak, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin şu andaki motivasyon düzeyleri araştırılmıştır.

Bu soruların cevabına yönelik yapılan analizlerde şu bulgulara ulaşılmıştır:

Dokuz içsel maddeden yedisi, katılımcılar tarafından çok önemli ya da önemli olarak skorlanmıştır. 'Öğrencilerin İngilizce öğrenmesine yardım etmek' maddesi anketin en çok önem verilen içsel faktör maddesi olarak tespit edilmiştir. Nitel verilerin bir kısmı da bu bulguyu desteklemektedir. Katılımcılar tarafından çok önemli ya da önemli olarak değerlendirilen diğer içsel faktörler, işteki mutluluk, profesyonel başarı, zorlanma ve gelişme ile ilgili maddeler olarak belirlenmiştir. İçsel faktörleri temsil eden sadece iki madde katılımcılar tarafından az önemli olarak skorlanmıştır. Bu maddeler, 'topluma hizmet sağlama' ve 'zorlayıcı bir işe sahip olma' maddeleridir.

Araştırmanın ikinci sorusuna yönelik bulgular aşağıdaki gibidir:

Nitel bulgulara göre, iş güvenliği, öğrencilerle ilişkiler, otonomi, eğitim-öğretim şartları, iş arkadaşlarıyla, ailelerle ve yöneticilerle olan ilişkiler, okul yönetimi ve yönetim şekilleri, iş yükü ve iş programı, fiziksel çalışma şartları, eğitim fırsatları, mesleğe dışarıdan bakış ve maaş, Türkiye'de ilk ve ortaokullarda çalışan İngilizce öğretmenleri tarafından çok önemli ve önemli olarak görülmüştür.

En az önem verilen maddeler arasında dışsal faktörleri temsil eden dört adet madde gözlemlenmiştir. Bu faktörler, çalışılan kurumun iyi olarak tanınması, işte yükselme beklentileri, diğer öğretmenlerden destek ve saygın bir iş başlığı olarak tespit edilmiştir.

Nicel bulgulara dayanarak öğretmenlerin kişisel ve fiziksel durumları ile hava koşulları da İngilizce öğretmenlerinin motivasyonlarını etkileyen faktörler arasında bulunmuştur.

Nitel ve nicel bulguların sonuçlarının çoğunlukla aynı yönde olduğu görülmüştür. Ancak iş güvenliği ve maaş faktörleri İngilizce öğretmenleri tarafından önem verilen maddeler arasında olmasına rağmen, nicel verilerde sadece bir öğretmen iş güvenliğinden ve sadece iki öğretmen maaşlardan bahsetmiştir.

Araştırmanın üçüncü sorusuna yönelik bulgular aşağıdaki gibidir:

İçsel bir faktör olarak öğretme isteği ve bilgi aktarımı, dışsal faktörler olarak ise, öğrenciler ve iş arkadaşlarıyla iyi ilişkiler Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin işlerinde tatmin olduğu ve onların motivasyonlarını arttıran faktörler olarak tespit edilmiştir.

İşteki mutluluk ve profesyonel başarı, zorlanma ve gelişmeyi ve topluma hizmeti kapsayan içsel faktörler, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin işlerinde tatmin olmadığı ve onların motivasyonlarını olumsuz olarak etkileyen faktörler tespit edilmiştir.

Öğrencilerle, velilerle, iş arkadaşlarıyla ve yöneticilerle olan ilişkiler, mesleğe dışarıdan bakış, fiziksel çalışma şartları, okul yönetimi ve yönetim şekilleri, otonomi, iş yükü ve iş programı, eğitim-öğretim şartları, iş güvenliği, kariyer beklentileri, eğitim ve maaş Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin işlerinde tatmin olmadığı ve onların motivasyonlarını olumsuz olarak etkileyen dışsal maddeler olarak tespit edilmiştir.

Dokuz içsel faktörden altısının ve 26 dışsal faktörden 24'ünün -% 10'un üzerinde uyumsuzluk yüzdesine sahip olduğu görülmüştür. Bu verilere göre, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin işlerinde tatmin olmadığı birçok faktöre önem vermelerine rağmen, işleriyle alakalı içsel ve dışsal bir çok unsurdan memnun olmadıkları tespit edilmiştir.

Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin işleriyle alakalı şu andaki motivasyon düzeyini ölçmek amacıyla, İngilizce öğretmenlerinin kariyer ve iş değişikliğine yönelik niyetlerini tespit eden analizlerin sonucuna göre, İngilizce öğretmenlerinin yarısının herhangi bir iş ya da kariyer değişikliği istemediği görülmüştür. Ancak, katılımcıların % 20sin'den fazlasının kariyer ya da iş

değişikliği için niyetleri olduğu, kalan diğer İngilizce öğretmenlerinin ise bu konuda kararsız oldukları görülmüştür.

### *Sonuç*

Yapılan analizlerin sonuçlarına göre, Türkiye'deki ilkököl ve ortaokullarda çalışan İngilizce öğretmenlerinin çoğu içsel ve dışsal faktörü motivasyonlarını etkileme açısından çok önemli ya da önemli olarak gördüğü tespit edilmiştir. 'Öğrencilerin İngilizce öğrenmesine yardımcı olma' maddesi, anketteki bütün maddeler arasında katılımcılar tarafından en çok önem verilen madde olarak belirlenmiştir. Çok önemli ya da önemli olarak değerlendirilen diğer içsel faktörler, işteki mutluluk, profesyonel başarı, zorlanma ve gelişme ile ilgili maddeler olarak tespit edilmiştir. İçsel faktörleri temsil eden sadece iki madde katılımcılar tarafından az önemli olarak belirlenmiştir. Bu maddeler, 'topluma hizmet sağlama' ve 'zorlayıcı bir işe sahip olma' maddeleridir.

Araştırmanın üçüncüsü sorusuna yönelik yapılan analiz sonuçlarına göre, öğretmenlerin işlerindeki birçok içsel ve dışsal özellikten tatmin olmadığı ve şu andaki motivasyon düzeylerinin çok yüksek olmadığı gözlemlenmiştir. İçsel bir faktör olarak öğretme isteği ve bilgi aktarımı, dışsal faktörler olarak ise, öğrenciler ve iş arkadaşlarıyla iyi ilişkiler Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerini tatmin eden özellikler olarak bulunmuştur.

İşteki mutluluk ve profesyonel başarı, zorlanma ve gelişmeyi ve topluma hizmeti kapsayan içsel faktörler, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin işlerinde onları tatmin etmeyen unsurlar olarak tespit edilmiştir.

Öğrencilerle, velilerle, iş arkadaşlarıyla ve yöneticilerle olan ilişkiler, mesleğe dışarıdan bakış, fiziksel çalışma şartları, okul yönetimi ve yönetim şekilleri, otonomi, iş yükü ve iş programı, eğitim-öğretim şartları, iş güvenliği, kariyer beklentileri, eğitim ve maaş, Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerini işlerinde tatmin etmeyen dışsal unsurlar olarak tespit edilmiştir.

### *Araştırmanın Çıkarımları*

Araştırmada yapılan literatür taraması şunu göstermiştir ki öğretmenler öğrencilerin kişisel ve akademik gelişimleri üzerinde çok önemli bir etkiye sahiptir. Bu nedenle öğretmenlerin motivasyonlarını arttırmak için ne yapılabileceğini belirlemek adına, öğretmenleri motive ve de-motive eden faktörleri tespit etmek büyük önem arz etmektedir. Özellikle, İngilizce öğretiminin kalitesine yönelik her daim tartışmaların yaşandığı Türkiye ortamında, İngilizce öğretimi alanında daha iyi sonuçlar elde etmek için, İngilizce öğretmenlerinin motivasyonlarını arttıran kaynakları geliştirmek ve İngilizce öğretmenlerinin motivasyonlarını azaltan kaynakları ortadan kaldırmak, Türkiye'deki İngilizce öğretiminin kalitesini arttırmaya yardımcı olabilir. Bu nedenle, eğitim alanındaki otoriteler, öğretmenlerin motivasyon arttıran ve azaltan faktörlere yönelik görüşlerini dikkate almalıdırlar.

### *İlerideki Çalışmalar İçin Öneriler*

Bu çalışmada Türkiye'deki ilk ve ortaokullarda çalışan İngilizce öğretmenlerini motive ve de-motive eden içsel ve dışsal faktörleri belirlemeyi ve bu öğretmenlerin şu andaki motivasyon düzeylerini bulmayı amaçlamıştır. Türkiye'deki diğer devlet kurumlarında çalışan İngilizce öğretmenleri ile, özel kurumlarda çalışan İngilizce öğretmenleri çalışmaya dahil edilmemiştir. Bu nedenle çalışmaya dahil edilmeyen İngilizce öğretmeni gruplarının da İngilizce öğretmenlerinin motivasyonlarını araştıran çalışmalara dahil edilmesi, bu alanda daha genellenebilir ve güvenilir sonuçlar elde edilmesine olanak sağlayacaktır. Ayrıca, bu çalışmada cinsiyet, tecrübe yılı, gibi diğer faktörlerin İngilizce öğretmenlerinin motivasyonu üzerindeki etkilerine bakılmamıştır. Ancak, ileride bu alanda yapılacak çalışmalar, yaş, cinsiyet, tecrübe yılı ve eğitim geçmişi gibi çeşitli demografik özelliklerin İngilizce öğretmenlerinin motivasyonları üzerindeki etkilerini araştırabilirler.

**APPENDIX L**  
**TEZ FOTOKOPİSİ İZİN FORMU**

**ENSTİTÜ**

- Fen Bilimleri Enstitüsü
- Sosyal Bilimler Enstitüsü
- Uygulamalı Matematik Enstitüsü
- Enformatik Enstitüsü
- Deniz Bilimleri Enstitüsü

**YAZARIN**

Soyadı :  
Adı :  
Bölümü :

**TEZİN ADI** (İngilizce) :

**TEZİN TÜRÜ** : Yüksek Lisans  Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**