

A MULTIVARIABLE EXAMINATION OF THE RELATIONSHIPS
BETWEEN EFL INSTRUCTORS' SELF-EFFICACY BELIEFS AND
MOTIVATION IN HIGHER EDUCATION

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF MIDDLE EAST TECHNICAL UNIVERSITY

BY

ÇAĞLA TAŞCI

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

APRIL 2019

Approval of the Graduate School of Social Sciences

Prof. Dr. Tülin Gençöz
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Çiğdem Sağın Şimşek
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

Assist. Prof. Dr. Müge Gündüz
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Kenan Dikilitaş (Bahçeşehir Uni., FLE) _____

Assist. Prof. Dr. Müge Gündüz (METU, FLE) _____

Prof. Dr. Melek Çakmak (Gazi Uni., EDS) _____

Assoc. Prof. Dr. Çiler Hatipoğlu (METU, FLE) _____

Assist. Prof. Dr. Serap Emil (METU, EDS) _____

I hereby declare that all the information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this work.

Name, Last name: ÇAĞLA TAŞÇI

Signature :

ABSTRACT

A MULTIVARIABLE EXAMINATION OF THE RELATIONSHIPS BETWEEN EFL INSTRUCTORS' SELF-EFFICACY BELIEFS AND MOTIVATION IN HIGHER EDUCATION

TAŞCI, ÇAĞLA

Ph.D., Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Müge Gündüz

April 2019, 256 pages

This study aimed to investigate the overall beliefs of EFL instructors regarding motivation beliefs about both intrinsic and extrinsic dimensions and self-efficacy beliefs with its dimensions of classroom management, instructional strategies and student engagement efficacy. Secondly, the relationship among them was investigated at EFL higher education context. Two instruments were used for the study. The first instrument used as the data collection instrument is a questionnaire to measure motivation beliefs created by the researcher considering the motivation literature and expert opinions. The second instrument used is the short English version of Teachers' Sense of Efficacy Scale. The results indicate that teachers' overall motivation and self-efficacy beliefs were both high. According to the results, both intrinsic motivation and extrinsic motivation are high. Instructors' motivation beliefs significantly correlate with their self-efficacy beliefs. As for self-efficacy, total self-efficacy and other dimensions are quiet high but the student

engagement is lower than the other categories. As for the relationship between motivation and self-efficacy beliefs, there is a significant correlation between them. The analyses indicate that EFL instructor's instructional strategies and student engagement beliefs associate with intrinsic motivation beliefs. Their years of experience and instructional strategies beliefs predict extrinsic motivation beliefs. The results of the study in terms of the relationship between intrinsic and extrinsic motivation variables and self-efficacy and motivation variables can be used for increasing both self-efficacy and motivation of instructors, and beneficial for instructors, administrators and curriculum developers in the field of ELT.

Keywords: Teacher Efficacy, Teacher Motivation, Self-Efficacy, English Language Teaching, English as a Foreign Language.

ÖZ

İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRETEN EĞİTMENLERİN ÖZ-YETERLİK İNANÇLARI VE MOTİVASYONU ARASINDAKİ İLİŞKİLERİN YÜKSEK ÖĞRETİMDE ÇOK DEĞİŞKENLİ İNCELEMESİ

TAŞÇI, ÇAĞLA

Doktora, İngiliz Dili Öğretimi Bölümü

Tez Yöneticisi: Dr. Öğr. Üyesi Müge Gündüz

Nisan 2019, 256 Sayfa

Bu çalışma yüksek öğretimde yabancı dil eğitmenlerinin iç ve dış boyutlarıyla motivasyon inançlarını ve öz-yeterliğin sınıf yönetimi, ders anlatım stratejileri ve öğrencilerin derse katılımını sağlama boyutlarına dair inançlarını ve bu boyutlar arasındaki ilişkiyi araştırmayı amaçlamaktadır. Araştırmada iki tür veri toplama aracı kullanılmıştır. Kullanılan ilk ölçek İngilizce eğitmenlerinin motivasyon inançlarını ölçmek için araştırmacı tarafından literature ve uzman görüşlerine göre hazırlanan ölçektir. İkinci ölçek olarak sınıf yönetimi, ders anlatım stratejileri ve öğrencilerin derse katılımını sağlama alt testleri olan Öğretmen Özyeterlik Ölçeği'nin kısa İngilizce versiyonu kullanılmıştır. Sonuçlara göre genel olarak motivasyon ve öz-yeterlik inançları yüksek düzeydedir. İç ve dış motivasyon arasında düşük fakat anlamlı bir ilişki bulunmuştur. Öz-yeterlik inançlarına gelince toplam öz-yeterlik inançları ve diğer boyutları oldukça yüksektir fakat öğrencilerin katılımını sağlama becerileri diğer boyutlardan düşük bulunmuştur. Motivasyon ve

öz-yeterlik inançlarına gelince, iki yapı arasında korelasyon vardır. Ders anlatım stratejileri ve öğrencinin derse katılımını sağlama inançları İngilizce'yi yabancı dil olarak öğreten öğretmenlerin iç motivasyon inançları ile ilişkilidir. Öğretmenlerin deneyim yılı ve ders anlatım stratejileri ise dışsal motivasyonu yordamaktadır. Dışsal motivasyon ise içsel ve dışsal motivasyon boyutları ve öz yeterlik ve motivasyon boyutları arasındaki ilişkinin sonuçları öğretmenlerin gerek öz-yeterliği gerekse de motivasyonun artırılması için kullanılabilir ve öğretmenler, yöneticiler, ve müfredat geliştiricilere faydalı olabilir.

Anahtar Kelimeler: Öğretmen Öz Yeterliği, Öğretmen Motivasyonu, Öz-Yeterlik, İngiliz Dili Öğretimi, Yabancı Dil Olarak İngilizce.

To my beloved grandfather
Remzi Taşçı

ACKNOWLEDGEMENTS

I would like to express my deep gratitude to my advisor, Dr. Mge Gndz for providing assistance and guidance and being patient and polite towards me.

I would like to express my heartfelt gratitude to Prof. Dr. Melek akmak and Assoc. Prof. iler Hatipođlu for their invaluable support and generous feedback during the thesis supervision process. Their understanding and kind attitude enabled me to continue my thesis process with passion and eagerness coping with the challenges of the research process. I would like to kindly extend my thanks to Associate Assoc. Prof. Kenan Dikilitař and Asst. Dr. Serap Emil for their revisions and suggestions contributing to the quality of this thesis. I also thank to Pamukkale University faculty who assisted me to complete all these quantitative data analysis presented in this theses: Prof. Murat Balkız, Associate Prof. Fatma Ekici, Prof. Kamil Erdem, Dr. Cahit Kaya without whose support I would never have completed the data analysis.

I also thank to my colleagues and administrators of the School of Foreign Languages of Pamukkale University where I have been working for about 17 years since 2002 their patience and support they provided in the process of completing my assignments and this thesis during the PHD.

I also thank to my family, for their continuous encouragement throughout the PHD process, and for their endless patience and support they provided especially dealing with the challenges.

TABLE OF CONTENTS

ABSTRACT	iv
ÖZ.....	vi
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiv
LIST OF FIGURES.....	xvi
LIST OF ABBREVIATIONS	xvii
CHAPTER	
1. INTRODUCTION.....	1
1.1 Background of the Study.....	3
1.2 Purpose Statement and Research Questions.....	10
1.3 Significance of the Study	12
1.4 Definition of Terms	16
2. LITERATURE REVIEW	17
2.1 The Concept of Motivation and Related Concepts and Theories.....	17
2.1.1 Intrinsic motivation.	20
2.1.2 Extrinsic motivation.	21
2.1.3 Self-efficacy and self-efficacy theory.	21
2.1.3.1 Sources of self-efficacy and contextual influences on self-efficacy.	23
2.1.3.2 Measurement of self-efficacy.	25
2.1.4 Self-determination theory.....	25
2.1.5 Flow theory.	29
2.1.6 Goal setting theory and achievement goal approach to teacher motivation.....	30
2.2 Factors that Motivate and Demotivate EFL/ESL Instructors	31

2.2.1	Intrinsic and extrinsic motivation factors.	31
2.2.2	Contextual factors linked to teacher motivation and self-efficacy. ..	34
2.2.2.1	Organizational climate.....	36
2.2.2.2	Administration.....	37
2.2.2.3	Colleagues.	38
2.2.2.4	Learners.	39
2.3	Research Studies on Teacher Motivation.....	41
2.3.1	Research studies on teacher motivation based on the theoretical approaches to teacher motivation abroad in non-EFL context.	41
2.3.2	Studies investigating the factors related to EFL teachers’ motivation abroad.	46
2.3.3	Qualitative studies in EFL teacher motivation research.	52
2.3.4	Studies related to teacher motivation and student factors.....	55
2.3.5	Studies regarding teacher motivation and principal leadership.	57
2.3.6	The research into teacher motivation in Turkey in non-EFL context.....	59
2.3.7	EFL teacher motivation research in Turkey.....	62
2.3.8	Studies which investigate both self-efficacy and motivation and the relationship between these two constructs.	66
2.4	Research into Teacher Efficacy in Different Countries in both Non-EFL and EFL Contexts	70
2.4.1	Research into teacher efficacy in different countries in the non-EFL contexts.....	70
2.4.2	Self-efficacy studies in EFL contexts in different countries.....	74
2.4.3	EFL teacher self-efficacy research in Turkey.....	82
2.5	Summary and Conclusions	88
3.	METHODOLOGY.....	92
3.1	Research Design.....	92
3.2	Instruments.....	94
3.2.1	Motivation scale.....	94
3.2.1.1	Preparation of the items for the piloting of the scale: Preparation of the item pool.....	96

3.2.1.2	Finalized version of the scale for initial piloting.....	98
3.2.2	Data collection procedure for the pilot study.....	101
3.2.3	Data analysis of the pilot study: Exploratory factor analysis.....	101
3.2.3.1	Confirmatory factor analysis of motivational beliefs scale and composite reliability analysis.....	104
3.3	Self-Efficacy Scale.....	107
3.4	The Data Collection Context.....	109
3.4.1	Research participants.....	110
3.5	Data Collection Procedures.....	113
3.6	Data Analysis Procedures.....	114
4.	FINDINGS AND DISCUSSIONS.....	116
4.1	The Level of Motivation Beliefs of Preparatory School Instructors in Higher Education.....	117
4.2	The Association of Demographical Factors with EFL Teacher’s Motivation in Higher Education.....	119
4.3	The Relationship between Intrinsic and Extrinsic Motivation Beliefs.....	123
4.4	The Level of Self-Efficacy Beliefs of EFL Instructors in Higher Education.....	127
4.5	The Relationship between the Demographical Information and Self-Efficacy Beliefs.....	129
4.6	The Results of Hierarchical Regression Analysis: The Relationship between The Motivation Beliefs and Self-Efficacy Beliefs of EFL Instructors.....	134
4.6.1	Testing assumptions of hierarchical regression analysis.....	134
4.6.2	The relationship between EFL instructors’ motivational beliefs and self-efficacy beliefs.....	137
4.6.3	The relationship between EFL instructors’ intrinsic motivational beliefs and self-efficacy beliefs.....	140
4.6.4	The relationship between EFL instructors’ extrinsic motivational beliefs and self-efficacy beliefs.....	141
4.7	Summary of the Results.....	143
5.	DISCUSSIONS AND CONCLUSIONS.....	148

5.1 Discussion of the Main Findings	148
5.1.1 Discussion of the findings for intrinsic and extrinsic motivation and overall motivation.	148
5.1.1.1 Association of the demographical variables with motivation.	155
5.1.1.2 Discussion of the findings concerning the relationship between intrinsic and extrinsic motivation beliefs.....	157
5.1.2 Discussion of the findings related to self-efficacy beliefs.....	160
5.1.2.2 The association of the demographical variables with self- efficacy beliefs	163
5.1.3 Discussion of the relationship between teacher motivation and self-efficacy.....	165
5.2 Implications based on the Findings.....	169
5.3 Recommendations based on the Findings.....	177
5.4 Recommendations for Teacher-Driven Activities for Mutual Development of Motivation and Self-Efficacy Together	186
5.5 Limitations and Implications for Further Research	188
REFERENCES.....	192
APPENDICES	
APPENDIX A: MOTIVATION SCALE FIRST DRAFT WITH ADAPTATIONS	222
APPENDIX B: OUTPUT OF EXPLORATORY FACTOR ANALYSIS	224
APPENDIX C: ROTATED COMPONENT MATRIX.....	226
APPENDIX D: RESULTS FOR SKEWNESS AND KURTOSIS.....	228
APPENDIX E: ITEMS IN TEACHER MOTIVATION SURVEY	229
APPENDIX F: QUESTIONS USED IN THE SCALE	230
APPENDIX G: HUMAN SUBJECTS ETHICS COMMITTEE APPROVALS...	232
APPENDIX H: CURRICULUM VITAE	234
APPENDIX I: TURKISH SUMMARY / TÜRKÇE ÖZET	236
APPENDIX J: TEZ İZİN FORMU / THESIS PERMISSION FORM	256

LIST OF TABLES

Table 3.1	List of Main Suggestions by Colleagues as Expert Opinion.....	98
Table 3.2	Remaining Items After Revisions	100
Table 3.3	Items Left After Revisions for the Motivation Scale	103
Table 3.4	Regression Weights of Motivational Beliefs Scale.....	105
Table 3.5	Regression Weights of Teacher Self-efficacy Scale Items	108
Table 3.6	The Number of Collected Questionnaires as Hard Copies and Google Form from Various Universities in Ankara.....	111
Table 3.7	Demographic Characteristics of the Participants	112
Table 3.8	The Number of the Recruited EFL Instructors in Each University	113
Table 4.1	Minimum, Maximum Mean and Standard Deviation of Measurements of Motivation Beliefs	118
Table 4.2	ANOVA Results for Total Motivation.....	120
Table 4.3	ANOVA Results for Intrinsic Motivation.....	120
Table 4.4	ANOVA Results for Extrinsic Motivation.....	121
Table 4.5	Correlations between Intrinsic and Extrinsic Motivational Factors.....	123
Table 4.6	Self-Efficacy Beliefs Scores in Terms of Descriptive Statistics: Minimum, Maximum Mean and Standard Deviation of Measurements	128
Table 4.7	ANOVA Results for Total Self-Efficacy Scores	129
Table 4.8	ANOVA Results for Instructional Strategies Related Self-Efficacy Scores	130
Table 4.9	ANOVA Results for Student Engagement Related Self-Efficacy Scores	131
Table 4.10	ANOVA Results for Classroom Management Related Self-Efficacy Scores	131
Table 4.11	Correlation between Motivation and Self-efficacy Variables.....	137

Table 4.12 Hierarchical Regression for Total motivation.....	139
Table 4.13 Hierarchical Regression for Intrinsic Motivation	141
Table 4.14 Hierarchical Regression Results for Extrinsic Motivation	142
Table 4.15 The Main Findings of the Current Study	145

LIST OF FIGURES

Figure 2.1 The self-determination continuum showing types of motivation with their regulatory styles, loci of causality and corresponding processes.....	28
Figure 2.2 Maslach and Leiter (1999)'s model of teacher burnout.	40
Figure 2.3 Summary of the most important strategies suggested to increase the motivation of EFL teachers at three distinctive levels	54
Figure 3.1 Confirmatory factor analysis model.	106
Figure 3.2 Three-factor CFA model of TSES.....	109
Figure 4.1 Normal P-P plot of regression standardized residual for overall motivation.....	135
Figure 4.2 Scatterplot indicating normality of overall motivation	135
Figure 4.3 Normal P-P plot of regression standardized residual for intrinsic motivation.....	135
Figure 4.4 Scatterplot Indicating normality of intrinsic motivation	136
Figure 4.5 Normal P-P plot of regression standardized residual for extrinsic motivation	136
Figure 4.6 Scatterplot for normality of extrinsic motivation	136
Figure 5.1 Prediction of motivation variables by self-efficacy variables	167
Figure 5.2 Prediction of instructional strategies and motivation variables.....	167

LIST OF ABBREVIATIONS

CET	Cognitive Evaluation Theory
CFA	Confirmatory Factor Analysis
CoHE	The Council of Higher Education
EFL	English as a Foreign Language
EL	English Linguistics
ELT	English Language Teaching
ESL	English as a Second Language
ET	English Translation
M	Mean
Min	Maximum
N	Number
OIT	Organismic Integration Theory
SDT	Self-determination theory
TSES	Teachers' Sense of Efficacy Scale

CHAPTER 1

INTRODUCTION

The motivation of foreign language learners has been widely discussed and studied in the world. Although the research on teacher motivation is scarce, the research regarding teacher motivation has accelerated recently (Dörnyei & Ushioda, 2011). For the present study, the growing body of literature has been embodied studying teacher motivation considering the related theories such as self-efficacy, expectancy-value, achievement goal and self-determination theory (Richardson, Karabenick & Watt, 2014). The motivation of teachers has been studied in light of several factors which affect teachers intrinsically and extrinsically and given that there is not a specific overarching motivation theory.

The research suggests that motivation is a multifaceted construct and can not be explained with only one approach or factor (Dörnyei & Ushioda, 2011). A sense of competence and self-efficacy are basic psychological needs for intrinsic motivation in terms of the self-determination theory (SDT) (Ryan & Deci, 2000). Therefore, the main purpose of this research study is to examine the relationship between EFL teachers' self-efficacy beliefs and student engagement and motivational beliefs. There is less research that focused on the EFL instructors' who work in higher education in the literature. In order to reflect the multifaceted nature of the factors which are involved in the motivation, it is dealt with as motivation beliefs based on intrinsic and extrinsic sources and factors. The self-efficacy beliefs have been studied with its subcategories as classroom management, instructional strategies and student engagement beliefs (Tachannen-Moran & Woolfok Hoy, 2001). The literature regarding motivation has focused on intrinsic and extrinsic factors

(Bexley, 2003; Sözen, 2015; Tziava, 2003), and extrinsic factors have also been regarded as financial issues related to job, school-based factors such as colleagues, administration, students and physical conditions of the context (Sözen, 2015; İpek & Kanatlar, 2018). The research into teacher motivation, and its relationship with organizational culture (Yılmaz, 2009) and other specific factors as administrative behavior (Elzahiri, 2010), learners (Mifsud, 2011) have been discussed in the literature.

According to Bandura (1994) self-efficacy beliefs are influential for motivation and to maintain it in several ways: People set some goals for themselves based on their self-efficacy beliefs which determine the effort they can expend and the length they sustain their effort and their resilience in facing obstacles and difficulties. Individuals can easily feel burdened and tend to give up when faced with challenges. “Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought” (Bandura, 1994, p. 4). This study aims to reveal the correlation between self-efficacy beliefs and intrinsic motivation, extrinsic motivation and general motivation beliefs for instructors teaching EFL in post-secondary education (will be named as higher education from now on) in Turkey. In the literature, there have been limited research studies on teacher motivation in Turkey (İpek & Kanatlar, 2018; Öztürk, 2015; Sözen, 2015). When it comes to higher education, the research studies found in the literature did not reveal much in terms of motivation beliefs and intrinsic and extrinsic dimensions of motivation and its link to self-efficacy beliefs. Teacher efficacy, as a motivational construct and teachers’ self-efficacy beliefs are known to affect not only student achievement and motivation but also teachers’ own beliefs regarding their motivation and teaching (Taschannen-Moran & Woolfolk Hoy, 2001).

The reason for the study was to uncover how self-efficacy beliefs predict motivation beliefs including intrinsic and extrinsic motivations of the EFL instructors working at the schools of foreign languages at higher education. High self-efficacy beliefs positively affect motivation or motivation beliefs (Bandura, 1997). It is associated

with various types of teacher behavior, and linked with explaining the impact of teachers' perception of their contexts on their behavior or activities (Klaeijnsen, Vermeulen & Martens, 2018) However, there is a lack of information discussing the relationship between teachers' efficacy beliefs and their beliefs regarding intrinsic and extrinsic motivational factors in the literature. Teachers with low self-efficacy may display a low level of motivation both intrinsically and extrinsically. However, this relationship between these constructs has not been researched in higher education, especially at the preparatory classes or similar EFL contexts with the variables. Finally, as for the practical gap, the instrument prepared to measure motivation of EFL instructors can be beneficial for those who attempt to measure EFL instructors' motivation. The findings of this study can be beneficial for EFL instructors, administrators, curriculum developing and teacher training units at the school of foreign languages in Turkey and other EFL institutions worldwide.

1.1 Background of the Study

“Motivation explains why people decide to do something, how hard they are going to pursue it and how hard they are willing to sustain the activity” (Dörnyei, 2001, p. 7). Concerning motivational psychology, as Dörnyei's definition suggests, not only the initial drive to start an activity, but also the effort exerted on it and maintenance of it is important. Many researchers have looked into the issue of motivation from various perspectives such as that of learners and teachers alongside the outcomes and antecedents of it (Mifsud, 2011).

While many studies have focused on learners' motivation, the matter of teacher motivation has not attracted as much attention as student motivation in educational psychology and second language acquisition literature (Dörnyei, 2001; Dörnyei & Ushioda 2011; Mifsud, 2011). Pennington's (1995) study on ESL teacher motivation is one of the pioneers of the teacher motivation research and since then there has been an increasing attention and interest in teacher motivation (Akman, 2018; Börü, 2018; Bradley, 2010; Christopher, 2010; Dörnyei & Ushioda, 2011; Dweik & Awajan, 2013; de Jesus & Lens 2005; Fernet et al., 2008; İpek &

Kanatlar, 2018; Ma, 2012; Roness, 2012). As psychological theorists and researchers started to study questions regarding teachers' motives, teacher motivation research has increased dramatically in the last decade (Richardson, Karabenick & Watt, 2014).

The reason for the attention directed towards teacher motivation has been the acknowledgment of the impact of teacher motivation on the quality of education (Ofoegbu, 2004; Christopher, 2012). As Csikszentmihalyi (1997) states that only motivated teachers can foster the motivation of learners. Similarly, Haberman (2004) believes that only teachers who are motivated internally can inflict upon their students the genuine joy of learning. Higher education also succeeds or fails based on the degree of motivation of the stakeholders, but not on the pure cognitive transfer of information (Csikszentmihalyi, 1997). The essential significance of the teachers' role in sustaining the high quality of education must be considered as motivated teachers tend to work harder, enhance their professional skills and build rapport with their colleagues and students (VSO, 2002). Therefore, a variety of reasons underlying their motivation need to be investigated.

Formation of desirable behavior in students is directly associated with the motivation levels of the teacher. English is the most commonly used international language; therefore, English language teachers have a great responsibility to strive more for the success of their learners and be more motivated than other teachers (Dweik & Awajan, 2013). Teacher motivation enhances the quality of education at various levels (Christopher, 2012; Hildebrant & Eom, 2011; Klaeijsen, Vermeulen & Martens, 2018; Ofoegbu, 2004; Sharabyan, 2011). Nias (1989 cited in Gheralis-Roussos, 2003) emphasizes the lifelong learning aspect of the teaching profession and need for dedication to excel in the teaching profession.

According to Gardner (2007), studying a second language differs from studying other subjects as it includes the ingredients of another culture. Bernaus et al. (2009) suggested a link between teachers' motivation and their use of motivating strategies which are associated with student motivation and their achievement in learning English. Thus, Bernaus et al. (2009) suggest that if changes in the educational

system are to be made, they should promote higher levels of teacher motivation, which would lead to the improvement in the levels of education of the students. There is a growing body of literature which confirms that teacher motivation directly affects student motivation (Bernaus, Wilson & Gardner, 2009; Carbonneau, Vallerand, Fernet, & Guay, 2008; de Jesus & Lens, 2005; Dörnyei, 2003). The interplay between learners' and teachers' motivation in education settings has also been stated by Butler as: "Just as teachers influence student motivation, so students presumably influence teachers' motivation and sense of competence" (Butler, 2014, p. 29). Teacher motivation is enhanced by their students' enthusiasm, interest, motivation and achievement (Atkinson, 2010; Börü, 2018; Dinham & Scott, 1997; İpek & Kanatlar, 2018; Mifsud, 2011; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; Zembylas & Papanastasiou, 2004).

Dörnyei and Ushioda (2011) put forth four aspects of motivation which are featured with respect to teacher motivation:

- Its intrinsic component as the main ingredient.
- It is very closely related to contextual factors.
- It involves an extended, often lifelong, process with an aspect of temporal axis.
- "It appears to be particularly fragile, that is exposed to several powerful negative influences (some inherent already in the procession and some are derived from outside sources)" (p. 160).

Teaching is a dynamic and complex profession which requires face-to-face interaction with students, involving in the decision-making process, meeting teaching requirements, following the advancements in the profession and plan courses and lessons. While only pursuing routine practices results in teachers to lose their commitment and enthusiasm for teaching, the research shows that the multi-tasking and over workload alongside the face-to-face nature of teaching may cause great stress for teachers. Teachers experience stress and burnout like other professions that are based on face-to-face interaction because of personal and contextual factors (Friedman & Farber, 1992; Maslach, Schaufeli & Leiter, 2001; Schaufeli & Buunk, 2003).

Many scholars investigating motivation explained it based on a variety of theories and processes which affect it. In terms of the socio-cognitive perspective, the concept of motivation was interpreted and investigated in light of expectancy-value theory (Watt & Richardson, 2008), self-efficacy theory (Ashton, 1985, Bandura 1991), self-determination theory (Deci & Ryan, 1985; Dybowski, Sehner & Harendza, 2017; Deci et al. 1997; Pelletier, Sequin-Levesque & Legault, 2002; Ryan & Deci, 2003), achievement goal approach (Butler, 2007; Butler 2014; Malmberg, 2008) and goal setting (Locke, & Latham, 1990). All these theoretical approaches interpreting the motivation of teachers indicate the complexity of the phenomenon and multifaceted nature of it. Watt and Richardson (2008) considered the expectancy-value theory to analyze the motivational orientations to become teachers. They drew on Eccles' (1998) expectancy-related and task value beliefs—the peoples' expectation for achievement in a task and the value that they ascribe to the task to be performed. On the other hand, self-determination theory (SDT) was adopted as the basis of autonomous motivation of teachers as self-determined people seek for circumstances to feel intrinsically motivated, and are more self-determined. From SDT perspective, autonomy, relatedness and competence postulated by Deci and Ryan (1985) to describe intrinsic human behavior are important to describe intrinsic human behavior and teacher motivation. Teachers' autonomous motivation (in which they regard themselves as the initiator of their actions) results in positive psychological outcomes and conditions not only for themselves but also for their students, in contrast to teachers' controlled motivations, which are suppressive (Roth et al., 2007). Teachers' autonomous motivation has been shown to reduce burnout and to associate with teachers' personal sense of accomplishment, autonomy supportive teaching behaviors, and student motivation to learn (Roth, 2014). Goal setting theory emphasizes that setting goals affect the performance, and as long as there is sufficient commitment, the more specific and challenging the goal, the higher is performance (Locke & Latham, 1990). In order to be committed, people need to be convinced that the goal is important and achievable and it is also enhanced by being recognized, rewarded and participate in goal setting (Locke & Latham, 1990). The feedback provided to

the individuals is also regarded as important on the way to achieve the goal (Knowles, 2007).

Self-efficacy is a socio-cognitive concept that is related to the motivation of EFL teachers, which is the other main concern of the study. A teacher's efficacy belief is “a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning” (Tschannen-Moran & Woolfolk Hoy, 2001, p. 783). Overlapping the concept of *competence*, which Deci and Ryan (1985) named as one of the three essential qualities of intrinsic motivation, self-efficacy also has great relevance to the study of teacher motivation. In addition, self-efficacy was found to influence teachers' performance, commitment, teaching enthusiasm and job satisfaction, and students' success (Tschannen-Moran & Woolfolk Hoy, 2001; Klassen & Tze, 2014).

Kaplan (2014) also emphasizes that the research in the category of socio-cultural construction should also pursue questions concerning the motivational implications of cultural meanings of teaching among teachers from different cultural groups, from different school-levels and subject domains, and from schools with different demographics and educational philosophies and approaches, and from classrooms with students having different characteristics. Furthermore, considering the cognitive aspect of teaching, low self- efficacy can cause low intrinsic motivation thereby reducing the goal value of professional activities (de Jesus & Lens, 2005). Therefore, the self-efficacy beliefs of EFL instructors are the second construct explored in this thesis.

In terms of some specific definitions of teacher motivation to be used in this thesis, the research studies reviewed suggest that teacher motivation comprises of a variety of factors which have intervening and constraining effect on teacher motivation and need to be explained in light of them. Dörnyei and Ushioda (2011) specify that cognitive theories of motivation explain it considering the instrumental role of mental structures, beliefs and information processing mechanisms shaping individual behavior and action. In cognitive terms, motivation is regarded as being related to choices and decisions as Keller (1983, p. 389 cited in Brown, 2007)

defined it “the choices people make as to what experiences and goals they will approach or avoid and the degree of effort they will exert in that respect”. From the point of socio-constructivist view of motivation, each individual is motivated in different ways in interaction with others in their own social context (Williams & Burden, 1997). In terms of teacher motivation, it was attempted to be described rather than defined by researchers. Drawing on the motivational psychology, Sinclair (2008) indicates “Motivation is what moves us to do something, including beginning a new career or initial teacher education course” (p. 80). Sinclair attempted to explain teacher motivation as a driving factor which determines what appeals individuals to teaching, “...how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with (concentrate on) their courses and the profession” (p. 80). Michaelowa (2002, p. 5) described teacher motivation as “willingness, drive or desire to engage in good teaching” taking a cognitive stance. Dörnyei (2001) describes teacher motivation as “teachers’ enthusiasm; commitment to and expectations for the students’ learning; their relationship with students; relationship with their parents” (p. 32). Considering the conditions of higher education, the definition used by Brown (2007) has been adopted as it refers to both intrinsic and extrinsic dimensions in accordance with SDT: It indicates “anything intrinsic or extrinsic that elicits positive behavior, work ethic, or attitudes about teaching” (p. 12). Intrinsic and extrinsic dimensions of motivation were described from the SDT perspective and the definitions were used accordingly in this thesis. Ryan and Deci (2000) define intrinsic motivation as “doing of an activity for its inherent satisfactions rather than for some separable consequence” (p. 56). They posit that extrinsic motivation indicates “a construct that pertains whenever an activity is done in order to attain some separable outcome” (p. 60).

In this thesis, the motivation from the perspectives of teachers working at lower education and higher education is named as ‘teacher motivation’ as the literature mostly cites teacher motivation considering the teaching occupation. For example, Richardson, Karabenick and Watt (2014) used this concept as an umbrella term in their edited book’s title, covering a selection of studies in both higher and lower education in multiple chapters written by multiple authors. On the other hand, Bess

(1997) editing the chapters focused more on higher education from faculty motivation perspective. In this thesis, ‘teacher motivation’ is also used to indicate instructors’ motivation at the preparatory classes of universities, as they are mostly concerned with the teaching profession. It is considered that they are not the faculty as in the sense that they work at the departments in various faculties and pursue a career to become professors. EFL instructors who are the participants in this study named as instructors rather than faculty throughout this thesis.

In higher education, teachers working at preparatory classes are named as instructors or lecturers in Turkey. As for the term, “teacher motivation”, it is used including the instructors who work at the preparatory classes of the universities in Turkey because their main function at higher education is teaching English as a foreign language at various proficiency levels and teaching various skills (i.e. reading, writing) in higher education. Similarly, as the term “Teacher efficacy beliefs” is also used to indicate the self-efficacy beliefs of EFL instructors who work at the preparatory classes of the universities by Ülkümen (2013) and Şekerci (2011) in a similar context. Like the concept of teacher motivation, teacher self-efficacy is also used as applicable to the instructors in this thesis. In terms of its definition, “It is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (Taschannen-Moran, Hoy & Hoy, p. 233). This definition was adopted by the researcher as it refers to the specificity of the task and the context issue, which is also important in self-efficacy research as well as teacher motivation research. Taschannen-Moran et al. (1998) further point out that attention should be given to the question whether the stability of efficacy changes over career stages or in various settings.

Higher education is called as post-secondary education in the USA however, it is called tertiary education in the UK. In this thesis, university and college education have been used as higher education. In Turkey, the higher education institutions were made to affiliate to the Council of Higher Education (CoHE). CoHE “became responsible for all higher education institutions as an institution that has autonomy and public identity within the framework of powers and duties given to it with the

Article 130 and 131 in Constitution and the said provisions of Law” (History of the Council of Higher Education, 2019, para. 3).

The learners who attend higher education in this thesis are referred to as students throughout this thesis. The context of the study is preparatory English language education units at universities which take university students for one term or the whole academic year based on their proficiency levels. Especially students who are going to study subject courses in English at universities have to take English proficiency exams. If they can not pass English proficiency exam which they take at the beginning of the term, based on their proficiency level, they may be obliged to study English at preparatory English classes for one academic year.

1.2 Purpose Statement and Research Questions

In light of the socio-cognitive theories, the purpose of this study is to investigate the self-efficacy beliefs and motivational beliefs of EFL instructors working at the preparatory classes of schools of foreign languages of state and private universities. The second purpose is to examine to what extent Turkish EFL instructors’ self-efficacy beliefs relate to their motivational beliefs. Finally, as sub-questions, demographical variables were also considered to as they may have interacted with the results. For example, it is supposed that experienced instructors may have a higher level of overall self-efficacy beliefs or intrinsic motivation beliefs than novice instructors.

Teachers’ beliefs regarding their own competence for dealing with difficult conditions affect their own teaching performances and intrinsic motivation (Tschannen-Moran, Wookfolk Hoy & Hoy, 1998). They indicate that self-efficacy beliefs affect teachers’ persistence in teaching in the face of difficulties, determining the sustainment of their motivation. Bandura (1994) indicate that people tend to motivate themselves and direct their actions based upon their self-efficacy beliefs. The perception of success is driven by self-efficacy. Individuals

with high self-efficacy initiate actions which they believe they can complete. Inversely, those with low self-efficacy will not attempt such a feat.

Although some researchers suggest teachers' self-efficacy beliefs relate to teachers' motivation and commitment (Caprara, Barbaranelli, Steca & Malone, 2006; Caprara, Barbaranelli, Borgogni, Petitta & Rubinacci, 2003; Rodriguez et al., 2009), there has not been a report of the relationship of teachers' self-efficacy beliefs with regard to their motivation beliefs in EFL context. This study will examine how intrinsic and extrinsic factors are predicted by individuals' self-efficacy beliefs. The intrinsic motivation beliefs in this study were regarded as teachers' beliefs in terms of intrinsic sources of motivation regarding teaching related factors and teachers' own intrinsic emotions regarding teaching and extrinsic motivation included sources such as financial or administrative factors. The motivation of the EFL teachers has been considered as a criterion variable and self-efficacy categories were considered as predictor variables. Motivation has been regarded with its *intrinsic and extrinsic dimensions* as studied in the previous literature (Bexley, 2003; Sözen, 2015; Tziava, 2003) and self-efficacy as *instructional strategies, classroom management and student engagement dimensions* proposed by Taschannen-Moran and Woolfolk Hoy (1998). A model of the relationship between these variables will enable the construction of a model which can outline the association of these interrelated variables. The main and sub-research questions, considering the factors, are as follows:

1. What is the level of EFL instructors' motivation beliefs at higher education level?
 - 1.1 To what extent gender, years of teaching experience, age and their degree level predict instructors' motivation beliefs?
 - 1.2 Do intrinsic motivation beliefs relate to their extrinsic motivation beliefs?
2. What is the level of EFL instructors' self-efficacy beliefs at higher education level?
 - 2.1 To what extent gender, years of teaching experience, age and their degree level predict instructors' self-efficacy beliefs?

3. What is the relationship between EFL instructors' motivational beliefs and self-efficacy (with subcategories) beliefs at higher education level?
 - 3.1 What is the relationship between EFL instructors' intrinsic motivational beliefs and self-efficacy beliefs (with subcategories) at higher education level?
 - 3.2 What is the relationship between EFL instructors' extrinsic motivational beliefs and self-efficacy beliefs (with subcategories) at higher education level?

1.3 Significance of the Study

While teacher self-efficacy beliefs have been widely studied in some areas, in other contexts, there is a dearth of study (Crook, 2016). A limited amount of research examined the association between self-efficacy and teacher motivational beliefs (Kutluca, 2018). Whether the efficacy beliefs are associated with the intrinsic and extrinsic motivation beliefs of EFL instructors who work in higher education has not been investigated so far in Turkey and abroad. The link between self-efficacy and teacher motivation has been indicated in the following description: "self-efficacy is a powerful construct, related to teachers' motivation and behavior in the classroom as well as contributing to important student outcomes" (Tschannen-Moran & Johnson, 2011, p. 751).

The theoretical link between self-efficacy beliefs and motivation has been studied in a small number of research studies in student motivation. For example, Husain (2014) investigated the link between self-efficacy beliefs and academic motivation beliefs from the perspective of university students and found strong evidence that there is an association between efficacy beliefs and academic motivation beliefs confirming the theory of self-efficacy. Similarly, Chowdhury and Shahabuddin (2007) examined the association among intrinsic and extrinsic dimensions of motivation and self-efficacy and performance outcomes of students. They found that the students whose motivation and high efficacy are high performed better than

the ones with low self-efficacy and motivation. Furthermore, researchers reported a correlation between intrinsic and extrinsic dimensions and self-efficacy.

In the current literature of teacher motivation, Huangfu (2012) explored the relationship between motivation and self-efficacy beliefs of EFL teachers. Her study focused on teachers' beliefs regarding motivational teacher behavior to bring about motivated student behavior and sustaining student motivation. She found an association between teachers' self-efficacy beliefs and their motivational teaching behaviors. She considered the relationship from the behavioral perspective not from intrinsic and extrinsic motivational beliefs as in this study. Kutluca (2018) investigated the primary school teacher candidates' self-efficacy beliefs with the variables of motivation, epistemological and pedagogical beliefs. They found that those variables were significantly associated with teacher self-efficacy. He regarded motivational beliefs of teacher candidates as predicting variable of teacher efficacy unlike this study which regards teacher efficacy as predicting a variable of motivational beliefs of EFL instructors. Apart from Huangfu (2012) and Kutluca (2018) a few other correlational studies were conducted on self-efficacy in different domains such as career or occupation in the business sector. Day and Allen (2004) investigated career self-efficacy and career motivation which shed light on the associations between mentoring, career self-efficacy and motivation of employees who work at different departments of companies. In their study, career motivation was regarded in terms of career resilience, career identity and career insight. Similarly, the link between occupational self-efficacy and work motivation was also investigated by Çetin and Çelik (2018) and they reported an association between self-efficacy with work motivation in Turkey. Cherin and Jacob (2018) discussed the significant influence of self-efficacy on motivation and performance of employees in their meta-analysis.

Apart from the studies on self-efficacy beliefs, the research studies recently have focused on self-determination theory seeking the link between *competence* and *work motivation* of EFL instructors. Boset, Asmawi and Abedalaziz (2017) conducted a study considering the relationship between competency and work motivation which is based on the Self-determination Theory in EFL context at

lower education and found a positive relationship. Similarly, Aziz, Akhtar and Rauf (2014) and Sukrapi, Muljono and Purnaningsih (2014) found that teachers' competency beliefs and work motivation beliefs are positively and significantly correlated.

The other studies mainly focus on job satisfaction studies. The relationship between self-efficacy and job satisfaction indicated positive relationship between those constructs (Akomolafe & Ogunmakin 2014; Caprara, Barbaranelli, Steca & Malone, 2006; Carswell, 2018; Türkoğlu, Cansoy, & Parlar, 2017). In addition, other studies focused on descriptive findings related to motivation and satisfaction factors (Börü, 2018; Doyle & Kim, 1999; Erkaya, 2013; Gheralis-Roussos, 2003; Kassabgy, Boraie, & Schmidt, 2001; Pennington, 1995; Roness, 2010; Wang, 2005) job satisfaction, motivation and stress (Karavas, 2009) demotivating and motivating factors (Aydın, 2012; Fattash, 2013 Johnson, 2000; Shoaib, 2004; Tsutsumi, 2013).

However, there is a contextual gap when we consider the motivation studies in Turkey; only a few studies were found concerning the motivation of EFL teachers at higher education level. The context of the research concerns the preparatory classes of universities where university students study English for one academic year to become proficient in English. As indicated before there are only a few studies conducted in this context (Erkaya, 2013; Öztürk, 2015). These studies mainly focus on gaining in-depth insight into the factors that motivate instructors at higher education. Erkaya (2013) attempted to explore the intrinsic and extrinsic factors in a qualitative research. Her study revealed that students, administration, working conditions, classes, colleagues and salary/payment were the most influential factors for EFL teachers. Öztürk (2015) and İpek and Kanatlar (2018) have come up with similar categories in their qualitative study conducted in Turkey. Similarly, Sözen (2015) focused on the intrinsic and extrinsic dimensions of teacher motivation of primary and secondary teachers. However, there has not been any attempt to explore the relationship between these intrinsic and extrinsic sub-dimensions and self-efficacy categories quantitatively. The interrelationship among these factors are crucial, and as Dörnyei (2007) suggests quantitative data can provide precise reliable and replicable data which can be useful for future studies.

Another missing point has been identified in motivation studies in terms of the categories they used. Extrinsic or intrinsic factors in some quantitative studies were regarded as a whole construct (Bexley, 2003; Brown, 2007) but it was found necessary to include contextual dimensions categorically while considering the extrinsic motivation sources of instructors. Hoy (2008) also emphasized that “research on teacher motivation will have to be especially sensitive to context” (p. 495). Therefore, the current study attempts to identify motivation factors as intrinsic and extrinsic which include contextual factors as *students, administrative issues, collegial support, physical environment and financial issues*. This study also considered the relationship among all these factors statistically unlike the previous studies.

Furthermore, none of the EFL studies in Turkey used a scale taking all these factors into account analyzing the factor loadings of the items and categories with exploratory and confirmatory factor analysis which make the items and categories more valid. Using a standardized instrument enables the researchers to compare their results with previous findings of the researchers in a more valid way. However, in teacher motivation literature, there has not been a valid instrument developed for EFL instructors working at higher education and it makes it difficult to compare the findings. Erkaya (2013) who conducted a qualitative study noticed this gap in the literature and called for a survey to assess motivational factors for EFL instructors in higher education. Consequently, another gap in the literature of EFL studies has been regarded as a lack of a valid scale to analyze the multiple dimensions of motivation factors and sources with a valid instrument at least for the Turkish EFL context for higher education. For the purpose of the study, a scale was developed including intrinsic and extrinsic dimensions which include subcategories; considering the contextual influences in Turkish EFL settings and more specifically preparatory classes of universities in Turkey. It is aimed that this study will be a pioneering one to measure the intrinsic and extrinsic motivation beliefs with a valid measure and to investigate the relationship among the categories. The scale can be used by future studies and the results can be compared with this study.

To summarize, this study attempts to contribute to the current literature which emphasizes the importance of considering both teacher self-efficacy beliefs and teachers' motivation beliefs and the relationship between them including the contextual factors like learners, administration and resources. Furthermore, the school-related factors' impact on teacher motivation provides valuable information for the administrators and improvement of the self-efficacy and motivation of EFL instructors.

1.4 Definition of Terms

Some definitions or terms have been provided to guide the readers for the key concepts discussed throughout the literature. Some main specific definitions in the thesis are as follows:

Teacher Motivation: “anything intrinsic or extrinsic that elicits positive behaviors, work ethic, or attitudes about teaching” (Brown, 2007, p. 12)

Intrinsic Motivation: “doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan & Deci, p. 56).

Extrinsic Motivation: “a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan & Deci, p. 60).

Self-Efficacy Beliefs: “Beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3)

Teacher Efficacy Beliefs: “the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (Taschannen-Moran, Hoy & Hoy, 1998, p. 233).

CHAPTER 2

LITERATURE REVIEW

In this chapter a broad review of the literature in terms of both motivation and self-efficacy are summarized. First, intrinsic and extrinsic motivation concepts are elaborated. After that, the concept of self-efficacy and self-efficacy theory alongside with other related motivation theories in the literature are discussed. The literature on what factors motivate and demotivate EFL/ESL instructors are elaborated along with the research studies in terms of global and local context. Finally, the research studies related to self-efficacy beliefs in terms of global and local context will be summarized.

2.1 The Concept of Motivation and Related Concepts and Theories

Walker and Symons (1997) emphasized that the concept of motivation was discussed by many psychologists and was considered obsolete by most of them and it was discussed a lot in other sciences. They state that “it has had too many meanings; therefore was not very successful” (p. 4) and they attempted to define it as “the conditions and processes that activate, direct, and sustain behavior” (p. 4). Similarly, from a cognitive perspective, “motivation explains why people decide to do something, how hard they are going to pursue it and how hard they are willing to sustain the activity” (Dörnyei, 2001, p. 7).

As for the concept of “teacher motivation”, there are many theories (i.e. self-determination theory) and reports of research to explain motivational factors affecting teacher motivation (Mifsud, 2011; Sözen, 2015) in the literature; however,

there are only a few attempts to define it. Teacher motivation indicates “anything intrinsic or extrinsic that elicits positive behaviors, work ethic, or attitudes about teaching” (Brown, 2007, p.12). Based on the definition of motivation and in light of socio-cognitive theories, teacher motivation refers to teachers’ motives to pursue teaching and teaching related goals and accomplishments in their career, and the effort they exert to fulfill them and maintain it based on the internal and external factors at a specific context. In the literature, it is explained by emphasizing the drive for teachers to fulfill their profession at the utmost level and maintenance of it and discussing the factors which motivate and demotivate teachers (Dörnyei & Ushioda, 2011). “Teacher’s motivation includes factors that cause, channel, sustain and influence teachers’ behavior towards high management and academic achievement standards in schools” (Ofoegbu, 2004, p. 6). Teacher motivation is mainly associated with the factors of the environment in which they work. Both intrinsic and extrinsic motivational factors play important roles in teachers’ professional lives.

Thomas (2002) identified sense of *meaningfulness*, *sense of choice*, *sense of competence* and *sense of progress* as variables of intrinsic motivation and intrinsic rewards. The second one, sense of meaningfulness, implicates the value and importance the person attributes to the goal one is trying to attain. Sense of choice means that one needs to be free to choose how to fulfill their job and to select the work activities that are most important for him/her. Sense of competence means that one feels himself/herself competent enough to fulfill a job and takes pride in the way s/he has done it. The final one, sense of progress, is related to the progress and development in their career.

Uz (2009) considered the means of motivation as financial, psycho-social and organizational-administrative. Financial refers to payment and pay rise issues, extra payments for extra work, financial rewards and sharing the profit. The second one psycho-social involves independent work, social involvement, status and prestige and progress and success, adapting to the work environment, free suggestion system and psychological security and social activities provided by the organization. Organizational-administrative includes unity of purpose, a balance between power

and responsibilities, training and promotion, participation in decision-making, fruitful communication and improvement of physical working conditions.

In the current study, the framework and survey questions have been based on intrinsic and extrinsic motivation factors described above as described by Deci, Kasser and Ryan (1997), and faculty motivation described by McKeachie (1997). Deci, Kasser and Ryan (1997) suggest that when intrinsically motivated, people tend to take part in activities out of interest and enjoyment, out of the satisfactions that the individuals feel as they involve themselves in the activities. People feel rewards as spontaneous feelings of engagement with a true sense of freedom and choice, excitement, accomplishment, or are accompanied by fulfilling the activities. In research studies regarding teacher motivation, extrinsic motivation factors were identified as pay, salary, promotion, holidays, status, job security, retirement, etc. (Shoib, 2004; Tvizia, 2003, Bexley, 2005). Porter (1993 in Brown, 2007) particularly identified key extrinsic motivating factors as competitive salary, health insurance, job security, financial support for workshops and classes, and life insurance. For Balyer and Özcan (2014) extrinsic reasons indicate financial issues, social status and work-related issues. Similarly, for pre-service teachers' career choice motives, extrinsic reasons are satisfactory salary and working conditions, working hours, job security and longer holidays compared to other jobs (Butcher & Lewis, 2002; Knobloch, 2005; Hacimeroğlu & Taşkın, 2010). In this study, the broad extrinsic factors described in the literature have been categorized as *external job-related financial factors*, *financial benefits related*, *administration-related*, *student-related* and *collegial-related* and *physical conditions* related which affect the motivation of EFL instructors at preparatory classes. Financial factors are regarded as related to payment, status and prestige, rewards, retirement and job security related factors. Administrative, student and collegial relations have been regarded as important in both motivation and school climate literature as being part of the school context. Physical conditions are related to the class size, atmosphere of the school setting, provision of resources and facilities.

In the literature, the concept of motivation has been discussed in light of several influential theories. In their review of teacher motivation, Hiver and Kim (2018)

and Richardson, Karabenick and Watt (2014) regarded expectancy-value theory, achievement goal theory, self-determination theory and self-efficacy theory as four prominent motivational theories to shed light on the issue of teacher motivation. Bess (1997) classified those theories as the most influential theories of teaching motivation in his chapter design. Self-efficacy theory has been widely discussed in the motivation research classified as a socio-cognitive motivation theory (Dörnyei & Ushioda, 2011). Following the theoretical approaches, the literature related to the factors which affect teacher motivation is elaborated in light of research studies. In addition, contextual factors are also discussed in relation to motivation and self-efficacy research. Finally, research studies related to teacher motivation and self-efficacy are provided. Summary and conclusions are made referring back to the literature and research studies, highlighting the importance of the current study.

2.1.1 Intrinsic motivation.

Intrinsic motivation refers to “doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan & Deci, p. 56). Schunk, Meece and Pintrich (2014) claim that intrinsically motivated individuals carry on tasks because they enjoy the tasks themselves and participating in the task is rewarding.

Having intrinsic motivation suggests that people pursue an activity on a voluntary basis, without coercion and any external rewards (Ryan & Deci, 2000). Intrinsic motivation is mainly enhanced through elements such as curiosity, creativity, challenge and control (Vockell, 1995 in Ünver, 2004). According to Deci, Kasser and Ryan (1997), being intrinsically motivated to teach entails enthusiasm, interest and enjoyment for teaching and finding it satisfying at the same time. The motivational bases for professors’ feeling committed in their teaching are intrinsic motivation and integrated extrinsic motivation. They further state that higher education settings provide intrinsic rewards for professors who can relate to colleagues and students as they engage in activities and discuss interesting ideas. Expectancy theory also highlights the importance of reward system in motivating more effective teaching. Intrinsic motivation of individuals mostly comes from

intrinsic rewards which include “feeling of accomplishments and the satisfaction that comes from the opportunities to contribute to student growth and development” (Mowday & Nam, 1997, p.120). The next section will highlight the extrinsic motivation which is the second dimension of motivation in this thesis.

2.1.2 Extrinsic motivation.

As well as intrinsic rewards, extrinsic rewards have been found important to affect the motivation of the faculty. According to Deci, Kasser and Ryan (1997) extrinsic motivation indicates any situation in which the reasons for one’s actions are some separable consequences, whether they be interpersonally administered (e.g. praise, monetary payments, or the opportunity to do other, more interesting tasks) or self-administered (e.g., praising self-statements or presents to oneself). It is also defined as “a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan & Deci, p. 60).

Extrinsic rewards are frequently used in order to motivate individuals; for example, as a way of motivating faculty to teach. The most distinctive rewards are extrinsic outcomes such as pay increases and promotions (Mowday & Nam, 1997). The next section will elaborate on the concept of self-efficacy and self-efficacy theory which is the other main concern of this thesis.

2.1.3 Self-efficacy and self-efficacy theory.

In Bandura’s (1986) social cognitive theory, individuals are in dynamic interaction with their environments and “the self-regulatory social, motivational, and affective contributors to cognitive functioning are best addressed within the conceptual framework of the exercise of human agency” (Bandura, 1993, p. 177-178). Self-efficacy is defined as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3).

Bandura (1993) suggests that self-efficacy beliefs have impacts on individuals' thoughts, feelings, motivation and behaviors. Similarly, teachers' motivation increases when teachers feel competent and efficacious. Teacher efficacy indicates "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998, p. 233). Bandura (1993) suggests that "teachers who believe strongly in their instructional efficacy create mastery experiences for their students. Those beset by self-doubts construct classroom environments that are likely to undermine students' sense of efficacy and cognitive development" (p. 140). They may attribute the failures of those students to other factors like their home and neighborhood environment rather than their own influence.

Efficacy also influences motivation through goal setting and people with a low sense of efficacy may show a tendency to avoid a task completely or hold back easily when challenges emerge (Bandura, 1993). People with a high sense of efficacy in a specific area set higher goals and are less to fail, and search for new strategies when they fail (Schunk, 1990). With regard to motivation, Tschannen-Moran and McMaster (2009) assert that self-efficacy is a motivational construct that affects teachers' efforts and persistence, which, in turn, influences performance and becomes a new source of self-efficacy beliefs. Teachers who are efficacious are better able to motivate students, themselves and their colleagues (Tschannen-Moran & Johnson, 2011).

Teachers' self-efficacy beliefs are important as teachers' beliefs function as cognitive filters that screen their experiences shaping their thoughts and actions (Hoy et al., 2009). Tschannen-Moran and Johnson (2011) suggest that teachers who have high self-efficacy are more motivated to achieve stated goals. Teachers need to perform multiple tasks such as using a variety of instructional techniques and strategies, interacting with students and maintain rapport with them, teaching multilevel ability classes and coping with the problems of disruptive and unsuccessful students, thus needing to have a high sense of efficacy in order to accomplish those tasks.

2.1.3.1 Sources of self-efficacy and contextual influences on self-efficacy.

Bandura (1997) identified four sources of expectations about self-efficacy: mastery experiences, vicarious experiences, social persuasion physiological and affective states. *Mastery experiences* are our direct experiences. These are the most powerful source of efficacy development. While accomplishments raise efficacy expectations, failures lower them. *Vicarious experiences* occur as we watch someone else and model achievements. The more closely the individuals identify with the model, the more powerful the impact on self-efficacy. *Social persuasion* may be in the form of specific performance feedback and enable people to perceive that they already have the necessary capabilities to accomplish a given task. *Physiological and affective states* such as anxiety, stress and pleasure affect people's judgment of their capabilities and strength.

Bandura's (1995) social cognitive theory shows that although self-efficacy is a personal factor, it is in a dynamic interaction with one's behavioral and environmental factors. According to Bandura (2001) people are self-reflecting and self-regulating agents in interaction with their environments and they not only affect their environment but are also affected by them. While a person feels efficacious in one situation, they may not feel so in another (Tschannen-Moran et al, 1998).

Bandura (1997) claims that "personal agency operates within a broad network of sociostructural influences" (p. 6). With reference to contextual factors, Tschannen-Moran et al. (1998) point out the importance of factors like principals' leadership styles and behavior, the overall climate of the school and collegial support, student-related factors such as their abilities and motivation, and provision of adequate instructional materials and other physical conditions of teaching setting. In workplace environments, especially mentors' verbal persuasion and modeling have a significant influence on employees' self-efficacy development (Bandura, 1997). In terms of the interaction of self-efficacy with other factors in learning like motivation in educational settings, Schunk and Pajares (2009) demand that we understand how contextual variables operate in order to identify the way self-

efficacy affects motivation, learning, success and self-regulation in educational contexts. They state that decontextualized or atheoretical self-efficacy assessments distort the influence of self-efficacy. When confronted with unfavorable conditions, teachers' efficacy can be low and teacher efficacy is high in contexts where students are well behaved, workloads are moderate and school culture is collaborative (Ross, 1998 in Hoy, Hoy & Davis, 2009). Beginning teachers who felt that they had received high levels of support in their contexts reported higher self-efficacy beliefs (Woolfolk Hoy & Burke-Spero, 2005).

A situational and progressive model of teachers' self-efficacy proposed by Tschannen-Moran, Woolfolk Hoy and Hoy (1998) suggest that teachers develop their efficacy judgments and beliefs by analyzing the teaching task in their own contexts and assessing their competence particular to the task. They argue that as a consequence of their judgments, individuals set goals for themselves in the effort they invest to pursue their goals and persistence when facing challenges. This process paves the way for the outcomes at individual and at collective school level and teachers' efficacy beliefs. Woolfolk Hoy et al. (2009) acknowledge that one of the factors that make teachers' efficacy judgments so influential is the cyclical nature of the process.

As a school is a social network of connections among the stakeholders of an educational setting and teachers' efficacy beliefs may also influence their collective efficacy beliefs (Goddard & Goddard, 2001). School staff members who collectively judge themselves as effective agents in promoting academic success can inspire their schools with a positive climate for development (Bandura, 1993). Due to the collaborative and collective nature of several activities at their schools, teachers might be affected by the beliefs, motivation, and quality of the performance of their colleagues (Goddard, et al., 2000). To conclude, teachers' sense of collective efficacy contributes significantly to positive atmosphere in their schools and their schools' level of academic achievement.

2.1.3.2 Measurement of self-efficacy.

The measures to assess self-efficacy beliefs are mostly scales which aim to quantify this construct. The research studies are centered on quantitative measures of efficacy beliefs unlike the studies using qualitative methods such as interviews or classroom observation. They attempt to quantify the belief system of teachers to obtain a self-report of this into quantities.

Gibson and Dembos' (1984) Teacher Efficacy Scale (TES) consists of 16 items with a six-point Likert type scale. This scale investigates both personal teacher efficacy and general self-efficacy. Another important questionnaire that is used is Bandura's (2005) teacher self-efficacy scale which consists of 28 items and six categories. These categories reflect the multiple dimension of school climate and teachers' efficacy in those areas with rating scale of 'can not do at all' to 'highly certain can do' requiring participants with instruction of "rate your degree of confidence by recording a number from 0 to 100 by using the scale below" (p. 328). The categories of teacher efficacy in that scale are related to influencing decision-making, instructional self-efficacy, disciplinary self-efficacy, enlisting parental involvement, enlisting community involvement, and creating a positive school climate (Bandura, 2005).

The most widely used scale was developed by Tschannen-Moran and Woolfolk Hoy (2001) as the Teacher Sense of Efficacy Scale (TSES). Its validity and reliability have been widely tested in both Western and non-Western contexts (Klassen, et al., 2009). The categories mainly focus on classroom atmosphere-management, student engagement, and instructional strategies.

2.1.4 Self-determination theory.

Self-determination theory (SDT) is another acknowledged theory applied for re-conceptualizing teachers' motivation. The theory focuses on self-determined behavior within socio-cultural conditions affecting it as intrinsic tendencies and

motivations do not develop isolated from one's environment but require specific support and nutrients from one's social environment (Ryan, 2009).

The nature of human beings is to grow and develop through the operation of what is called the organismic integration process (Ryan, 1993). By striving to govern one's environment, by internalizing experiences and values individuals gained during this process and by blending it with intrinsic outlooks of individuals, they develop a gradually more elaborated, refined, and adaptive sense of self (Deci et al., 1997). It operates with three innate psychological needs for competence, autonomy and relatedness. Perceived *competence* is necessary for any type of motivation, and it involves "feeling a sense of accomplishment" (Deci et al., 1997, p. 63). According to SDT, Ryan (1993) states that perceived *autonomy* is necessary for the motivation to be intrinsic. When people feel autonomous, their behavior is choiceful and congruent with their organismic self. *Relatedness* plays an important role in the maintenance of intrinsic motivation as it involves feeling of closeness and connectedness with other individuals. When these three needs are fulfilled and nourished within a social context, people can feel more intrinsic motivation and well-being (Ryan, 2009), and they are essential to human growth, integrity and health (Deci & Ryan, 1991). Sustaining intrinsic motivation tends to be facilitated primarily by feeling competent and autonomous, and integration tends to enhance by feeling satisfaction of all three needs (Deci, et al., 1997).

Ryan and Deci (2000) suggest that social and environmental factors either facilitate or undermine individuals' self-motivation, their functioning in a society and well-being. They noted that "SDT is concerned not only with the specific nature of positive developmental tendencies, but it also examines social environments that are antagonistic toward these tendencies" (p. 69).

"Intrinsic motivation involves people freely engaging in activities that they find interesting, that provide novelty and optimal challenge" (Deci & Ryan, 2000, p. 235). Autonomy supportive contexts enable individuals to sustain or enhance intrinsic motivation (Deci & Ryan, 2002). With reference to relatedness in SDT,

interpersonal relations in educational settings can be affected by other stakeholders in the situation, notably authority figures.

Ryan and Deci (2000) postulated Cognitive evaluation theory (CET) as a sub-theory of self-determination theory. CET further specifies that feelings of competence can thrive in conditions and enhance intrinsic motivation where individuals feel a sense of autonomy. According to CET, “people must not only experience competence or efficacy, they must also experience their behavior as self-determined for intrinsic motivation to be in evidence” (Ryan & Deci 2000, p. 70). Ryan and Deci (2000) state “The more one internalizes the reasons for an action and assimilates them to the self, the more one’s extrinsically motivated actions become self-determined” (p. 62). They further argue that the process of internalization is progressively important since social values and regulations are recurrently internalized over the life span.

Within SDT theory Deci and Ryan (1985) introduced a second sub-theory, Organismic Integration Theory (OIT). Deci and Ryan (1994 in Brown, 2007) outlined a continuum that defined the taxonomy of self-motivation ranging from no autonomy (no self-determination) to full autonomy (full self-determination). The taxonomy includes four parts:

- Extrinsic Regulation - to do something because it is mandatory
- Introjected Regulation - to do something because it is necessary
- Identified Regulation - to do something because it is important
- Intrinsic/Integrated Regulation - to do something because it satisfies personal needs and goals

OIT indicates “different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviors” (Ryan & Deci, 2000, 72). OIT taxonomy of motivation types are summarised in Figure 1, as reproduced from Ryan and Deci (2000, p. 72).

The Ryan and Deci (2000) further suggest that this continuum is not a developmental continuum or sequential, but incremental in nature, and one does not

necessarily progress each phase of internalization with respect to a particular regulation. They state that some behaviors could commence as introjects, others as identifications.

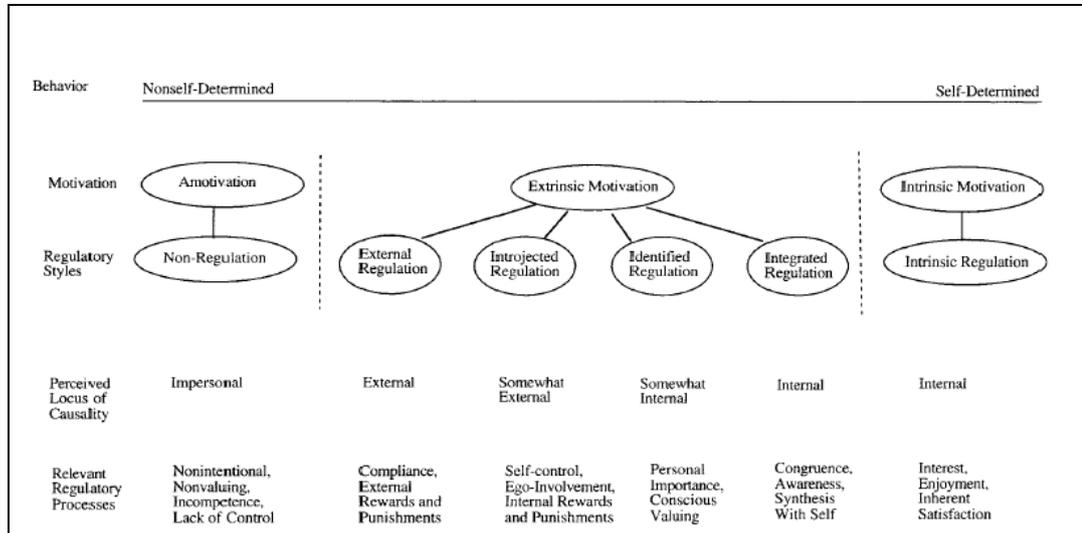


Figure 2.1 The self-determination continuum showing types of motivation with their regulatory styles, loci of causality and corresponding processes

Roth (2014) identified that these conceptualizations have been discussed under three main motivation types as *autonomous*, *controlled* and *amotivation* in the recent literature. He put forth that *autonomous motivation* refers behaviors which are performed with a sense of pleasure and personal choice and includes three subtypes: Identified, integrated and intrinsic. He states that in identified regulation, people have already identified with an activity's importance and perform the behavior with a self-driven autonomy. In integrated regulation, the activity is performed as internalized and autonomous "because it has been reciprocally assimilated with other aspects of the person's self" (Roth, 2014, p. 37, 38) such as values and needs. In intrinsic regulation, people perform an activity as they find it interesting itself; therefore, internalization is not required. Roth (2014) explains that *controlled motivation* denotes behaviors performed with a sense of coercion and compulsion. It includes external and introjected regulation subtypes. He suggests that in external regulation, the behavior is controlled by external reasons such as to get a reward or to avoid punishment and very little internalization happens. Introjected regulation occurs when one does not internalize an action and performs

it upon the expectations of others although the regulation is inherent in the person, s/he does it with internal pressures such as fulfilling an obligation or feeling guilty if not performing it. Another state of motivation is *amotivation* referring to the absence of motivation altogether and people who are amotivated do not find an activity meaningful, nor does it make any sense for them (Roth, 2014).

The literature on SDT indicates prolific studies and findings on teacher motivation in recent years (Roth, 2014). The investigations have focused on multiple dimensions of autonomous motivation and related factors such self-efficacy (Fernet et al., 2008) burnout and school related factors (Pelletier et al., 2002; Fernet et al., 2012).

2.1.5 Flow theory.

The experience flow is described as “deep, spontaneous involvement with the task at hand” (Csikszentmihalyi, 1997, p. 82). Csikszentmihalyi (1997) suggests that teachers who do not regard their subject matter as valuable but teach for extrinsic reasons waste their own time and give the message to the students that learning lacks intrinsic value and is only a means to other ends. He states that in a state of flow, a person knows what needs to be done and his/her capacity to handle it not worrying about the consequences of his/her activity. He further argues that “a sense of time becomes distorted; hours seem to pass in minutes, but afterward one might feel that an eternity has elapsed” (p. 82)

Nakamura and Csikszentmihalyi (2009) specified the conditions to entering flow as follows: The challenges and opportunities individuals perceive for an action that stretch but do not overmatch existing skills; clear proximal goals and immediate feedback concerning the progress that has been made. For individuals who experience flow, “goals are usually clear, and feedback immediate” (Chikszentmihalyi, 1990, p. 54). According to Chikszentmihalyi (1997), it is the classroom structure that has the most effect on how much enjoyment teachers can

experience. For example, in crowded classes, it can be very challenging to manage the activities and monitor individual changes in students.

In terms of teaching, Chikszentmihalyi (1997) suggests that two main action systems yield intrinsic rewards. The first one is the educational process itself. The challenges here are to draw learners' attention and to lead learners to pursue goals set by the teacher. The second kind of intrinsic reward is rendered by the subject matter. At this point, it is the teachers' own life long learning that is both challenging and enjoyable part. Chikszentmihalyi (1997) emphasizes that these two aspects are independent of each other but they do not exclude one another. He suggests that teaching can be most effective when the teacher experiences both processes at the same time. Even subject matter differences may not affect the establishing flow in the classroom. He states that any subject can be taught in a state of flow if the teacher understands the principles of it.

2.1.6 Goal setting theory and achievement goal approach to teacher motivation.

A goal is what a person is striving for, accomplishments, explicit and challenging goals not only enhance but also maintain motivation (Locke & Latham, 1990). Goals define what constitutes an acceptable level of performance for faculty members (Latham, Daghighi & Locke, 1997).

Latham, Daghighi and Locke (1997) propose several implications of this theory for faculty motivation. They state that goals have two attributes: content and intensity. Goal content refers to what is being sought. Goals may vary in terms of difficulty, clarity and specificity, and goal intensity is reflected mostly in commitment to the goal. In terms of faculty motivation, they suggest that there is a linear relationship between the degree of goal difficulty and performance until faculty reach the limits of their ability. They state that hard goals generate greater effort and persistence than do easy ones. They indicate that difficult goals lead to a higher level of performance than vague, non-quantifiable goals, for faculty motivation, goals such as 'do your best' or no specific ones will produce desired results. In the case of a

specific hard goal, only attaining a specific high score is compatible with confirming one's performance (e.g. for faculty getting 90 % of the students in the fourth year honors class accepted by a graduate school) as success. Finally, they indicate that goals are highly effective when the faculty receive feedback showing the progress with regard to the goal and when the faculty is committed to the goal.

Locke and Latham (1990) indicate that it is the commitment that is especially important when the goals are difficult and individuals are most committed when they believe that they can make considerable progress toward attaining them. They posit that people will commit to goals as long as they believe they are meaningful, significant and attainable for individuals. Moreover, the greater the success experienced in accomplishing the goal, the greater the degree of satisfaction experienced (Latham, Daghighi & Locke, 1997). Goal setting theory is most related to expectancy-value theory as expectancies and values have influence on individuals' goal choices and commitment. This theory suggests that workers must be competent and have high self-efficacy. Like expectancy theory, this theory suggests that both intrinsic and extrinsic rewards are necessary to sustain the motivation of college instructors (Walker & Symons, 1997).

Butler (2007) attempted to adapt the theory of students' achievement goals for learning to the domain of teacher motivation. Butler (2007; 2014) used the terms 'mastery' and 'ability' goals to highlight the distinction between efforts to acquire and develop competence and efforts to prove ability. Butler (2007) proposed that the school is an achievement arena both for students and teachers. Teachers' perception of success, the goals they aspire to accomplish, and their personal achievement goal orientations for teaching possibly differ (Butler, 2014).

2.2 Factors that Motivate and Demotivate EFL/ESL Instructors

2.2.1 Intrinsic and extrinsic motivation factors.

As people are intrinsically motivated, they "engage in activities out of interest and enjoyment, out of the satisfactions that accrue spontaneously as they involve

themselves in the activities” (Deci et al., 1997, p. 60). The motivational bases for professors’ feeling committed in their teaching are intrinsic motivation and integrated extrinsic motivation (Deci et al., 1997). Expectancy theory also highlights the importance of the reward system in motivating more effective teaching. The intrinsic motivation of individuals mostly comes from intrinsic rewards which include “feelings of accomplishments and the satisfaction that comes from the opportunities to contribute to student growth and development” (Mowday & Nam, 1997, p.120). As well as intrinsic rewards, extrinsic rewards have been found important to affect the motivation of the faculty (Deci et al., 1997; Fidan, 2014).

Teaching is a complex and dynamic profession with its challenges and EFL and ESL instructors also experience symptoms of demotivation and burnout. The high rate of teacher burnout has long been considered a problem in education and has become a global concern (Borg, 1990). Past research (Dinham & Scott 2000; Gheralis-Roussos, 2003; Skaalvik & Skaalvik, 2007, 2009) have all suggested that these external factors can make teachers demotivated, stressed, or eventually cause burnout. This situation urged researchers to examine the factors that motivate and demotivate instructors. Teaching indeed is a profession who can be pursued with mostly intrinsic motives but there exist a variety of negative influences that “systematically undermine and erode the intrinsic character of teacher motivation” (Dörnyei & Ushioda, 2011, p. 168).

McKeachie (1997) suggests that faculty report they are motivated and satisfied in the following ways:

- Open-ended problem solving
- Being helpful
- Being able to create a difference, for example, observing their students’ growth
- Interacting with their students
- Feeling being appreciated by the other stakeholders such as the department heads, students, colleagues and family;
- Feeling of competence-enhancing their skills and knowledge;

- Having opportunities to use their skills and knowledge
- Opportunities for learning
- Autonomy-independence

McKeachie (1997) emphasizes that these motives are intrinsic - they are part of the job itself, rather than extrinsic to the job. He further states that studies of faculty motivation suggest that when faculty members report satisfactions, they tend to consider intrinsic motives. On the other hand, when they mention dissatisfactions, they tend to report extrinsic factors such as money, administrative policies and working conditions.

According to Dörnyei & Ushioda (2011), as well as economic issues (such as very low salary) in some countries, there are several demotivating factors responsible for the depletion of the teachers' intrinsic motivation: The specifically stressful state of most teaching jobs; the inhibition of teacher autonomy by preassigned curricula, standardized tests and teaching methods imposed on the teachers, governmental policies and other institutional contingencies; inadequate self-efficacy level of teachers because of inappropriate training; repetitive content and limited potential for intellectual development; insufficient career structures.

Another important reason which causes the stress and diminishing of motivation of teachers in general was addressed by Woolfolk Hoy (2008, p. 497) "... These tensions - between serving and surviving, between caring and control, between deep investment and protective distance - are seldom addressed in teacher preparation". The researchers suggest that the disparity between pre-service teacher training experience and in-service practice confronted with many challenges need to be emphasized in pre-service teacher training. Teachers at preservice practice need to be made aware of the realities and conditions of schools at both lower education and higher education.

The factors that cause motivation and demotivation of EFL/ESL instructors have been investigated in the last two decades more intensively. Freeman and Freeman (1994 cited in Johnson, 2000) suggest that being exposed to new ideas, the

availability of resources, the quality of colleagues and supervisors and the types of students they encounter are the factors that influence language teachers in their job. In some studies, the satisfaction and motivation of EFL teachers (Doyle & Kim, 1999; Griva et al., 2012; Karavas, 2009; Pennington, 1995) and motivation and demotivation of EFL teachers (Gheralis-Roussos, 2003; Johnson, 2000; Shoaib, 2004; Tziava, 2003; İpek & Kanatlar, 2018) have been discussed. In the next section, the literature about the importance of contextual factors on teacher motivation and sense of community and relevant stakeholders in an education system will be elaborated as healthy school climate affects teachers' self-efficacy (Collie et al, 2012).

2.2.2 Contextual factors linked to teacher motivation and self-efficacy.

Motivation and self-efficacy are linked to contextual factors related to the institutional demands and limitations of the workplace, and the salient social profile of the profession (Dörnyei & Ushioda, 2011). Much of people's behavior is not solely intrinsically oriented but "rather involves environmental pressures to act in specific ways to believe in specific ideas and hold specific values and opinions" (Roth, 2014, p. 37).

SDT draws attention to the effects of environmental factors on motivation: "Social contexts catalyze both within- and between-person differences in motivation and personal growth, resulting in people being more self-motivated, energized, and integrated in some situations, domains and cultures than in others" (Ryan & Deci, 2000, p. 68). While contextual support for teachers' competence, relatedness and autonomy may enhance motivation, lack of it may have deleterious effects on motivation (Roth, 2014). According to theories of job design in organizational psychology, work itself together with its environment affect workers' persistence and performance (Porter, et al. 2003 cited in Dörnyei & Ushioda, 2011). Contexts may be different in terms of the extent they address individual needs, and stakeholders can be expected to function optimally depending on the extent to

which needs are satisfied; therefore, motivation and performance will differ in various contexts (Osterman, 2000).

Overall, contexts have various influences on teachers' practices. Context plays a critical role in teacher learning and L2 teaching and teachers socialize in classrooms, schools and broader professional settings where they work (Johnson, 2009). Nolen, Ward and Horn (2014) emphasized the situative account of teachers' motivation to learn by accounting for the effect of change on their practices. As teaching is a dynamic and life-long learning process teachers learn throughout their careers from teacher education courses, internship or practicum placements, schools and departments and during practicing teaching in their own classrooms. Nolen et al. (2014) further argue that accounts of teachers' motivation to learn must be situated in the social worlds and communities of practice in which that learning occurs. They point out that changing contexts may lead to change in practice. During the transition from pre-service to in-service, novice teachers need to recontextualize what they have learned before and totally change or reject practices.

Dinham and Scott (2000) provide research evidence that contextual factors affect teachers' satisfaction in various ways and these factors consequently affect teachers' effort and maintenance of this effort. They state that the macro dimension is particularly related to the teachers' exposure to influences from various ingredients of society, including politicians, parents and media. On the other hand, micro-contextual factors "constitute teachers' working lives" (Evans, 1998, p. 141). They are more closely associated with the organizational climate and characteristics of the particular institution or immediate teaching environment in terms of the resources, learners, class sizes and etc. Dörnyei and Ushioda (2011) also cited the general climate of schools and their inherent norms and rules as well as physical structures, collegial relations, leadership and decision-making as microcontextual influences on EFL teacher motivation. As the organizational climate of the schools and universities is regarded as important, the next section will elaborate it.

2.2.2.1 Organizational climate.

According to Hoy, Smith, and Sweetland (2002) the term *organizational climate* indicates the internal features of a school that distinguishes one school from another. Loukas and Murphy (2007) interpreted this concept as atmosphere, culture, social network among stakeholders and resources that are present in an organization. School climate has been coined in the literature emphasizing common beliefs and shared experiences among colleagues and school administrators at schools (Van Houtte, 2005).

Climate is also used to indicate teachers' overall opinions of critical characteristics (Smith et al., 2001). Jima (2015) indicates that the term is used as 'school climate' as a reflection of the school atmosphere, which indicates factors such as the respect between teachers and students, quality of the physical environment, the positive feelings in terms of safety of the institution, care and support, and discipline of educational contexts. The researcher state that teachers are positively affected by a positive school climate while a negative climate will have a negative impact on them. The positive effect of these factors constitute a positive school climate enabling satisfaction (Taylor & Tashakkori, 1995; Lam & Yan, 2011), motivation (Jima, 2015) and commitment (Collie, Shapka & Perry, 2011; Douglas, 2010; Smith, 2009), self-efficacy (Hoy & Woolfolk, 1993; Hoque et al., 2015; Ünver, 2004), student achievement (Bulach, Malone, Castleman, 1995). As the literature suggests the healthy and unhealthy school climate influence the stakeholders in an educational setting.

Cohen et al (2009, p. 185) conclude that one of the main important aspects of school climate is the relations at school and it involves how "connected" people sense to one another in school. They cite two influential elements in a school climate involving the stakeholders of an education program as relationship and sense of school community. Healthy school climate provides good collegial relationships at school and sense of strong sense of solidarity (Calabrese & Barton, 1994) and job satisfaction (Lee, Dedrick & Smith, 1991). An early study conducted

to investigate the motivational factors of university teachers' motivation by Morgan (1974) suggested that recognition, achievement and relationship with peers and staff and students and the system that is university policy and administration are the most influential factors cited by the university teachers.

Beyer (1997) took a cultural perspective on higher education highlighting the importance of collective, shared understandings, identities and activities. In terms of the general features of organizational cultures, he points out two elements which are substance and forms. The first includes emotionally charged ideologies, values and norms. As for the second element of cultures-cultural forms- is the vehicle through which people express, affirm and celebrate their cultural ideologies, values and norms (Beyer, 1997). For higher education, Beyer (1997) emphasizes that many individual activities, in fact, drive from collective understandings and activities. Individual faculty members gain much meaning and motivation for their efforts from collective sense making that goes in the cultures to which they belong. The faculty, in turn, contributes to collective sense making and motivation through a variety of social processes in which they participate. In terms of the organizational climate at colleges or universities, faculty members are experts who have acquired specialized knowledge that presumably qualifies them to perform certain professional activities including teaching (Beyer, 1997). Beyer describes college and university students as persons who have completed other levels of education and presumably qualify in terms of ability and motivation to continue higher education. Administrators are persons who are expected to have specialized managerial knowledge qualifying them to organize the structures in higher education. Individuals in each group tend to interact both within and across. As each group members have their own expectations and own cultural values, students, faculty and administrators often come into conflict (Beyer, 1997). Therefore, the next section will elaborate them in detail with regard to teacher motivation.

2.2.2.2 Administration.

Administration at a school is influential in effecting the teachers' motivation, commitment and quality of their teaching (Sun, 2004), teacher dissatisfaction and

attrition (Can, 2009). According to Prince (1990), a favorable school climate will occur on the basis of the actions and behaviors of school principals who are knowledgeable about the concept of motivation, symptoms of burn out, and the leadership teachers want and need to help them to self-motivate themselves, regenerate their lost enthusiasm, and inspire a desire to excel.

Cohen et al. (2009) particularly emphasized that healthy school climate requires administrators to know the ways to support teachers to fulfill their work, and such support need to be felt and appreciated by teachers. “In a school with a healthy school climate, teachers believe that they are influential in affecting what happens in the school; they have ‘agency’” (p. 201). Singh and Manser (2008) suggest that teachers who feel valued and trusted by their principals usually feel higher job satisfaction than those who do not. Fox (1986 cited in Webb, 2007) conducted a study that examined various levels of teacher motivation and teachers’ degrees of satisfaction with their school principal. His findings included: (a) praise and encouragement, (b) honoring and recognizing teacher efforts, (c) setting difficult achievable goals, (d) stimulating teachers with new ideas and practices, and (e) collaborative decision-making as primary circumstances that enhance the motivation of teachers.

At higher education faculty need colleagues and administrators who support their creativity, autonomy and self-initiation regarding their teaching if they are expected to be autonomous, and sustain their enthusiasm and interest for teaching that are necessary to maintain excellent teaching (Deci, et al., 1997). To summarize, administrators’ providing more freedom and autonomy with regard to teaching, and providing a general climate of administrative support, acknowledging that faculty members’ opinions can sustain more intrinsically motivated faculty.

2.2.2.3 Colleagues.

In order to create a proper work climate, individuals need to be provided with opportunities to be autonomous, responsible and able to carry out a variety of tasks,

which ultimately paves the way for the accomplishment of the goals (Steers & Porter, 1983). However, individuals are not alone when fulfilling their jobs; they interact while fulfilling a variety of tasks at school. As indicated above, and considering SDT and organizational and motivation research which emphasize the relatedness and belonging, *collegiality* is one of the most influential factors of school climate, which influences the teachers' commitment, self-efficacy and performance (Osterman, 2000). In the analysis of the effect of school climate, Hoy and Sabo (1998) also established that collegial support and behavior significantly contribute to their students' performance.

2.2.2.4 Learners.

As indicated above learners themselves are one of the main stakeholders which influence the relationships in a school climate (Cohen et al., 2009) and teachers' motivation (Walker & Symons, 1997). In recent years, research has increasingly shown that students influence teachers' thoughts and actions (Schunk, Meece & Pintrich, 2014). Low motivational level, or lack of it and lack of interest, disruptive behavior of students can be cited as the factors which can have significant effects on teacher motivation (Aydın, 2012; Kızıltepe, 2008; Zembylas & Papanastasiu, 2006).

Hall and Bazerman (1997) more specifically emphasized that the norms, values, and informal rewards provided by student culture can have a strong effect on faculty culture and motivation. For example, students who expect high-quality instruction from faculty and prepared to contribute to the classroom activities increases the intrinsic rewards of teaching. They further suggest that this increased participation which brings about increased faculty intrinsic motivation can substantially promote the quality of instruction. According to Schunk, Meece and Pintrich (2014) teachers have impacts on student motivation and learning through their planning and instruction, but the reactions of their students towards their instruction lead teachers to reconsider their instructions and carry out strategies that can have better effects on motivation and learning.

Student demotivation and lack of interest have been stated as demotivation factor by some teachers (Javadi & Khatib, 2014). “Teachers’ perceptions of students’ disruptive behavior may provoke burnout because it erodes their sense of effectiveness (self-efficacy)” (Fernet et al. 2012, p. 513). Furthermore, students are identified as the main source of burnout as well as other peripheral factors as depicted by Maslach and Leiter (1999):

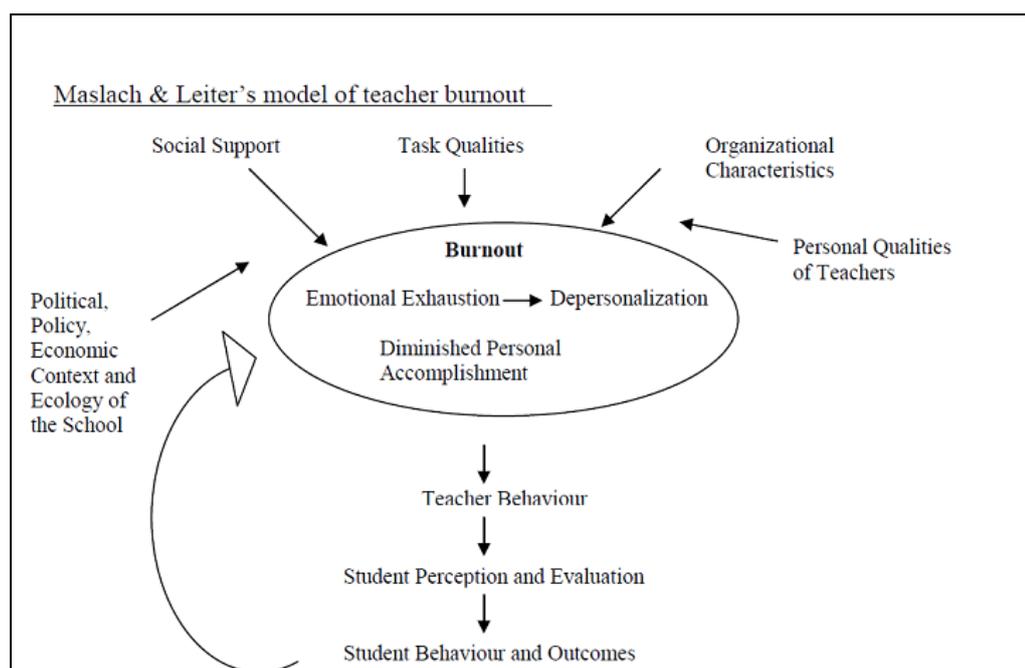


Figure 2.2 Maslach and Leiter (1999)’s model of teacher burnout.

The Figure 2.2 indicates that factors like social support and organizational factors are situated on the periphery while the interplay between the student and teacher behavior is in the center as it is at the center of teaching. All the factors on the periphery finally affect the quality of education as student behavior and outcomes and in return burnout is affected by this situation as a cycle.

Although the relationship between student and teacher motivation has not been studied much, the research indicates the positive correlation albeit not the direct causal relationship. Many early studies suggested that teachers’ actions affected student motivation (Schunk, Meece & Pintrich, 2014). While motivated teachers can contribute to their student’s success in learning English, they can also be affected by their achievement (Bernaus, Wilson & Gardner, 2009).

As indicated above, the recent literature emphasizes the link between teacher and learner motivation. This also reflects Bandura's (1986) emphasis on reciprocal interactions among cognitions, behaviors, and environmental factors.

2.3 Research Studies on Teacher Motivation

2.3.1 Research studies on teacher motivation based on the theoretical approaches to teacher motivation abroad in non-EFL context.

Research studies have centred on the theories of motivation and the empirical research based on them. This section embodies the research based on the relevant theories related to motivation namely *self-determination theory* (Pelletier et al, 2002; Roth et al, 2007; Fernet, Guay, Senacal & Austin; Delgado, 2017) conducting quantitative research with instruments based on SDT taxonomy of external, introjected, identified and extrinsic motivation types; *expectancy-value theory* (König & Rothland, 2012; Lin, Shi, Wang, Zhang & Hui, 2012; Kılınç, Watt and Richardson, 2012) using factors influencing teaching choice framework (FIT-Choice framework) in their quantitative research, and *achievement goal theory* (Butler, 2014; Parker et al, 2012; Sumantri & Whardan, 2017). The instruments were developed by the researchers in light of these theories.

In the recent literature, SDT has been embodied in exploring teachers' autonomous motivation and the factors affecting it in several research studies. Pelletier et al. (2002) used work motivation inventory and tested teachers' perception of contextual factors that may undermine their autonomy. Teachers who rated their students' as more extrinsically motivated and perceived pressure from their school administration and colleagues expressed less autonomous motivation for teaching. On the other hand, teachers who were more autonomously motivated reported more autonomy support toward students. The authors suggest that teachers need to be aware of dynamic and complex situations that lead them to adopt an autonomy-supportive or controlling style with their students. They also found that as people feel pressurized by 'administrative decisions, performance standards and rigid

curriculum', the they do not feel much sense of autonomy in their teaching. The authors only involved teachers' perspectives in their study. Pelletier et al's study further developed by Roth et al. (2007) including students' perspectives in terms of their own autonomous motivation for learning and autonomy supportive teaching, and measurement of teachers' emotional exhaustion and personal accomplishment. They examined the four motivations (external, introjected, identified and intrinsic) among 132 teachers and their 1255 elementary students' self-reported autonomous motivation for learning. Teachers' self-reported autonomous motivation for teaching was found to enhance students' self-reported autonomous motivation for learning. A recent study was conducted by Wei (2012) examining the factors which affect autonomous motivation and school variables. Teachers' competency in terms of the content, their perception towards collaboration and school support, and their autonomy in the classroom were revealed to effectively motivate them and increased their integrated regulation. In addition, the researcher point out that teachers' classroom autonomy and perceived school support significantly enhanced their resilience. Both control by the school principal and teacher participation were found to have moderating effects on teachers' autonomous motivation. Furthermore, professional development provided for teachers and the percentage of minority students were found to have an insignificant effect on teachers' motivation at the school level.

Fernet, Guay, Senacal, and Austin (2012) investigated autonomous motivation of 806 French Canadian teachers and its association with burnout, self- efficacy and contextual factors. They found that teachers' beliefs regarding both autonomous motivation and self-efficacy significantly correlate with burnout. Teachers who gradually perceive themselves as less autonomously motivated and efficacious in classroom instruction and feel pressure and they tend to get exhausted by the end of the academic term. In terms of the effect of negative contextual factors, such as students' disruptive behavior, work overload they felt is particularly harmful for a teacher's psychological well-being as they feel that their efficacy has been threatened. They conclude that changes in teachers' perceptions of classroom overload and students' disruptive behavior associate negatively to changes in autonomous motivation, which in turn, negatively associate with changes in

emotional exhaustion over the school year. In terms of demographic variables, gender was found to be related to emotional exhaustion.

Van den Berghe et al. (2014) conducted a cross sectional study with 201 Physical education teachers with questionnaires on motivation to teach, need-supportive teaching, need satisfaction at work, and burnout. They indicated that autonomous and controlled motivation to teach were related to need satisfaction, burnout and teaching style at different levels. Specifically, autonomous motivation was associated positively with experiences of need satisfaction at work. Autonomous motivation was also found to be associated with a more need-supportive teaching style. Controlled motivation significantly correlated with depersonalization and emotional exhaustion categories of the burnout scale. The authors pointed out the importance of nurturing autonomous motivation of teachers by school policy makers and other stakeholders.

Delgado (2017) investigated whether music instructors are intrinsically or extrinsically motivated according to self-determination and flow of music teachers predict their performances. The data were collected from 738 teachers in Mexico. The instruments used were Academic Motivation Scale and Flow State Scale. They were significantly more intrinsically than extrinsically motivated in their quantitative analysis. The flow analysis was high with subcategories and its correlations with academic motivation dimension were significant.

FIT model which is factors influencing Teaching Choice framework (FIT-Choice framework) was advanced to provide an integrated model to investigate the primary motivations of why people choose teaching scale has also been used in other contexts like Germany (König & Rothland, 2012) US (Lin, Shi, Wang, Zhang, & Hui, 2012) and Turkey (Kılınç, Watt & Richardson, 2012). Kılınç et al. (2012) conducted the study with a large sample of first year pre-service teachers encompassing early childhood and primary and secondary education programs in Turkey (N=1577). They found that family flexibility, job transferability and social influences were moderate, and the negative 'fallback career' motivation lowest. The most recent teacher candidates from science backgrounds scored more highly on

fallback career, as well as were lower on nearly all other teaching motivations, revealing a less positive motivational profile. Kılınç attributed the findings to the socio-economic conditions in Turkey. On the contrary, Özsoy, Özkara and Memiş (2010) reported that pre-service teachers considered teaching not as a “fallback” career, but because of more intrinsic reasons to teach and that was the reason behind their career choice.

Eren and Tezel (2010) administered the FIT-Choice scale to investigate motivational beliefs of 423 pre-service English language teachers. The altruistic type utility value was rated as the highest. The ranking order of the other factors was as follows: perceived teaching ability, intrinsic career value, prior teaching and learning experiences, personal utility values, and working with children/adolescents. Fallback career motivations were rated very low. Considering the importance of English and studying the English language in Turkey, it is understandable that fallback career motivation is the lowest. Teachers of English and pre-service teachers may enjoy the prestige of being proficient in the English language and enjoy the feeling of contributing to the society teaching the English language. These findings were in great agreement with other studies that were conducted among pre-service teachers of English language, indicating that intrinsic motivation values and altruistic values were the major determinants of their career choice.

Similarly, Topkaya and Öztosun (2012) recruited participants who were pre-service teachers of English language (207) and applied of the adapted version of FIT-Choice scale for English language teachers As in agreement with Richardson and Watson’s (2007) they identified major reasons as intrinsic motivation and altruistic factors to choose a career in teaching. Gender was another variable investigated in their study, and they proposed that both male and female participants chose to teach as a career for intrinsic and social reasons. However, male participants rated higher in terms of job security and employment possibilities.

Butler (2007) explored teachers’ goal orientations and their help-seeking perceptions among 320 teachers who responded to the goal orientation measure;

with 212 of them also completed the help-seeking measures. The data established that mastery goals were associated with positive perceptions of autonomous help and information seeking, and ability goals were associated with help avoidance and negative perceptions.

Nitsche et al. (2011) also confirmed that different achievement goals for teaching were associated with help related perceptions and preferences. Teachers reported preferences for receiving help in the form of consultations and workshops, and they regarded their colleagues as a source of knowledge and sought help from them for professional problems and questions. Skaalvik and Skaalvik (2013) explored the association between teachers' engagement in teaching and job satisfaction, their perception of the school goal structure and their goal orientation using structural equation modelling. Their results indicated a direct and positive relationship between mastery goal structure and teachers' work-related motivation. There was also a correlation between performance goal structure and work-related motivation through the teachers' personal goal orientation. On the contrary, the study showed no direct association between performance goal structure and work-related motivation. Moreover, the performance goal structure was closely linked with both performance-avoidance and performance approach orientation. There was strong positive relationship between engagement and job satisfaction.

In general, research on the goal orientations of teachers confirmed that mastery goals for teaching were associated with better coping strategies than ability avoidance and work avoidance goals, more job satisfaction and less burnout (Parker et al., 2012; Papaioannou & Christodoulidis, 2007). They were associated with adaptive patterns of teacher coping and engagement and with theoretically relevant instructional approaches that recognize student progress and effort and promote critical and higher-order thinking (Butler, 2014). Moreover, teachers with mastery goals were more committed to their job and more satisfied and showed low levels of burnout symptoms. Sumantri and Whardan (2017) also investigated the link between achievement motivation and professional competence in taking elementary school teachers' work performance into consideration. Data were collected from 250 participants. The results demonstrated the strong correlation between

competence and achievement motivation and teachers' performance. Overall, the recent studies, have confirmed that teachers' goal orientation and achievement motivation need to be studied as well as students' goal orientations. It is important that faculty have goals to as they provide a target for them and a reason to receive recognition, become more competent and to be successful. As in life, people put effort and display a commitment to achieve their goals. Faculty need to have more mastery goals rather than work avoidance goals. If they tend to have more ability and work avoidance goals, its reasons need to be investigated by the administrators as teachers' goals affect learners' achievement.

This section has elaborated the studies abroad in non-EFL context based on the main theories of motivation studied which are self-determination, expectancy-value and achievement goal theory. The next part will elaborate on the impacts of overall factors and contextual factors on specifically EFL teacher motivation.

2.3.2 Studies investigating the factors related to EFL teachers' motivation abroad.

The research investigating the general elements of teacher motivation and satisfaction has proliferated in the past two decades. Those studies mainly focused on the overall factors which influence the satisfaction and the motivation of EFL/ESL teachers (Dinham & Scott, 2000; Johnson, 2001; Gheralis-Roussos, 2003; Syamananda, 2017). The researchers tend to classify them as intrinsic and extrinsic in light of their current contextual factors. Earlier pioneering studies were conducted by Doyle and Kim (1999), Johnson (2001) and Dinham and Scott (2000). When the researchers investigate those factors they conducted quantitative (Kazarouni & Sadighi, 2014; Ma, 2012; Noori, Fatami & Najjari, 2014; Tsutsumi, 2013) and mixed method studies (Doyle & Kim, 1999; Ribas, 2012) in order to investigate the underlying factors of EFL teacher motivation.

The literature focused on satisfying and motivating factors of EFL instructors in several contexts. With the Teacher 2000 project, Dinham and Scott (2000) confirmed that issues intrinsic to the role of teaching, such as building positive

relationships with students, helping students improve their attitude and behavior, facilitate student self-growth and their achievement, professional competence and, being part of a collegial, supportive environment could promote teachers' satisfaction and motivation. On the other hand, they identified several matters which caused teacher dissatisfaction that was extrinsic to the role of teaching and found in a wider domain of society. These dissatisfiers were listed as: governments' increased expectations, the community's poor opinion of teachers, the negative portrayal of teachers by the media, the imposed educational anger related problems, workloads, low levels or lack of support, lack of promotion opportunities, and the employing body (Dinham & Scott, 1998, 2000). Doyle and Kim (1999) examined the work motivation and satisfaction of ESL teachers in the United States and EFL teachers in Korea. The analysis of survey data (99 ESL and 100 EFL teachers) and interview data (5 ESL and 9 EFL teachers) revealed that external factors such as low salary and lack of respect had negative effects on the teachers' intrinsic motivation. They argued that clashes between the imposed curricula and the teachers' socio-political beliefs as well as conflicting beliefs among the faculty also led to the participants' serious dissatisfaction toward their work. Dweik and Awajan (2013) conducted a study regarding the influences that increase the motivation among English language teachers' in Jordanian Secondary Schools. The results indicated that teachers were intrinsically motivated to teach loving their job and enjoy teaching as they find it secure job to maintain their life. Majority of them reported that their students were their motivation reasons. They were also motivated as they see teaching as a prestigious job in their society. However, they were not much driven by their administrators and ministry of education.

Some studies included the demotivating factors to reflect the motives of EFL instructors better. Johnson (2001) collected data using open-ended questionnaires to investigate motivating and demotivating factors for Mexican EFL teachers categorized as institutional, curricular and classroom practices. 98 Mexican EFL teachers completed the forms making 747 comments and those comments were coded by the researcher as motivational and demotivational factors. For curricular matters exams, textbooks and curriculum were coded as subcategories. As motivational factors, pre-made exams, and as for demotivating factors, prescribed

exams that do not measure learning and not being able to make intervention in them, as for textbooks up-to-date texts, texts that meet the objectives as for demotivating poor obsolete texts, inadequate texts for the level, changing texts every year, books that ignore Mexican reality can be given example comments. As for curriculum, flexible curriculum, participation into curriculum design, teacher training when curriculum has been changed and so on as motivating and overloaded and inflexible curriculum, unreasonable goals, no involvement in the curriculum design can be given as examples for demotivating factors.

Fattash (2013) investigated the factors that lead to demotivation, dissatisfaction and stress in Palestine. The results revealed that teachers' are demotivated by students' behaviors and students' political division due to the political turmoil in the region and their low comprehension and lack of interest. In terms of administrative factors, low payment policy, lack of training and advancement opportunity and lack of provision of recreational programs for teachers were the main reasons. In terms of department factors, teachers reported overload with classes and extra work and overcrowded classes and poor collegial relationships as sources of stress and demotivation. Tziava (2003) investigated the factors that motivate or demotivate fifty-two Greek teachers in Athens as her MA dissertation. Out of the Intrinsic factors working with young children was the most important one for Greek EFL teachers. Overall, motivational components for the EFL teachers who work in the Private Sector were found to be working environment, good relationships with their employer and colleagues and students, sense of satisfactory achievement, gaining teaching experience, creativity and social-recognition as well as the pleasure of working with young people. On the other hand, demotivating elements were listed as current salary, course materials, unsatisfactory level of support from the Ministry of Education, British Council and the University of Michigan international exams boards, the autonomy they currently have to perform their job were demotivating factors. Teachers were also reported to feel pressured and stressed out before students' exams due to the feeling of shame or fear of being blamed for the failure of their students by either their students or their parents. Teachers at private schools may feel more stressed out due to the reason mentioned compared to their fellows at state schools.

In several research studies, teacher motivation, teacher self-efficacy, stress and satisfaction have been investigated together. For example, Karavas (2010) investigated the satisfaction and motivation of 224 Greek EFL teachers' to enter the EFL profession and also the factors that affect their motivation. This investigation revealed that altruistic and intrinsic motivation together with an interest and passion for the subject and desire to work with young pupils to make an impact on their lives were the reasons as to why teachers chose a career in teaching. The teachers stated that their employee benefits package and working hours and the recognition they receive as EFL teachers from the students, school and society were the most satisfactory elements for the teachers. They had mixed feelings towards the image of teachers reflected by the media, as well as the adequate level of support given by professional organisations to improve the ELT profession. They listed the least powerful motivations for entering the ELT profession as governmental policies, salaries, promotion prospects and physical working conditions of their schools. Moreover, the participants seemed to exhibit high levels of teaching efficacy and find teaching mentally challenging and stimulating. On the other hand, teachers reported stress and burnout due to their students' lack of interest and motivation and disruptive behaviors in class. Kazarouni and Sadighi (2014) investigated the level of motivation and job satisfaction among 100 Iranian female EFL teachers who work in both private and public institutes in Shiraz. Their results showed that both groups of teachers were dissatisfied with the physical environment of the school, employee benefits packages, working hours, the way how government and professional organisations work, and the expectations of school administration which led them to feel burned out and emotionally drained from their work. Noori, Fatami and Najjari (2014) investigated the relationship between job satisfaction and motivation of 250 Iranian EFL teachers working at private language institutes in Mashad. Teacher's Motivation Questionnaire (TMQ) and Teachers' Job Satisfaction Questionnaire (TJSQ) were employed to collect the data required. The researchers found a significant correlation between teacher motivation and job satisfaction. The descriptive statistics of the questionnaires indicated that teachers were neutral concerning employee benefits package and working hours. Nearly half of the participants addressed the heavywork load. Noori et al. stated that a great number of

EFL teachers were committed to teaching and stated that teaching fostered their self-esteem. Moreover, they found teaching mentally stimulating. Students' motivation and attitudes were among the factors of intrinsic motivation, and the participants stated less stress and burnout syndromes.

Ribas (2012) collected data through several methods including an interview and a questionnaire, video-stimulated recall (VSR) and classroom notes to investigate the self-beliefs and impact of two Greek EFL instructors on their motivation. It was found that teachers' beliefs about their self-esteem were affected by contextual factors. Contextual factors such as students' interest and participation in class, resources and sufficient conditions to deliver courses, support from other teachers, class sizes and salaries, and the factors related to macrocontext of teaching such as expectations from the society about the roles that should be played by teachers (being a perfect teacher) impacted on their self and motivation beliefs.

Tsutsumi (2013) investigated the initial motivation of thirty Japanese EFL university teachers' to enter the profession, as well as their satisfaction, coping strategies with challenges, and teaching philosophies using a questionnaire that consists of open-ended questions. The results revealed that Japanese EFL instructors were also mostly intrinsically motivated and lack of student motivation and interest was cited as a great challenge.

A noteworthy doctoral dissertation was conducted by Ma (2012) investigating the relationship between motivational beliefs and experiences of TEFL instructors and organizational culture at two colleges in a Chinese university using mixed-methods case study. She used such scales to reach an outcome of these measures as Psychological Needs Scale at Work, Aspirations Index, Work Task Motivation Scale, and Organizational Culture Assessment Instrument. It was found that the participants feel autonomous in their TEFL instruction in their contexts. However, there were individual differences considering autonomy, relatedness and competence and motivational beliefs due to their own experiences. Most importantly, the school climate, as well as the broader societal culture and beliefs, have influenced those teachers' motivation and motivational beliefs.

Syamananda (2017) investigated the factors which affect EFL instructors' motivation in Thailand and what can be done to enhance the motivation of EFL teachers at higher education level. He investigated intrinsic motivation and satisfaction with closed-ended and instructors' suggestions with open-ended questions in their questionnaire which they used as a data collection instrument from 70 instructors at one university. The results revealed a high level of intrinsic motivation and satisfaction of EFL instructors and their suggestions were mostly related to extrinsic factors. Their implications showed that they were also motivated by extrinsic motivation and demand the improvement of salary and physical environment with technologically enhanced classrooms.

Considering the SDT, the relationship between competency and motivation has been studied. Boset, Asmawi and Abedalaziz (2017) investigated whether work motivation was related to the competency of EFL public secondary schools in Yemen. Participants were 300 EFL teachers and, EFL Teachers Competency Questionnaire including knowledge competency, professional competency and personal competency and Multidimensional Work Motivation Scale developed based on Self-determination theory for various types of motivation, external regulation-material, introjected regulation, identified regulation and intrinsic motivation. The researchers found links between two variables and high rates of competency and motivation. They also found that gender is also a predictor of competency as female rated higher competency. However, it was not a predictor for teachers' work motivation in their study. They suggested that increasing teachers' competencies with professional training is important to obtain a higher level of work motivation and improve educational outcomes.

Similarly, Aziz, Akhtar and Rauf (2014) found that teachers' competency beliefs were significantly correlated with work motivation beliefs. According to the researchers' findings, they conclude that teachers' cognitive perceptions about themselves had a great influence on their motivational beliefs. The more they feel competent, the more they can get motivated.

The main aim of all these studies was to identify what factors affect EFL instructors' motivation in their contexts. They all reported the importance of intrinsic motivating factors in EFL teaching contexts but also emphasize the influences of external factors. Some researchers more specifically highlight the demotivating effect of external factors on EFL teachers (Fattash, 2013; Johnson, 2001). Other research studies aimed to investigate the relationship of other variables which might interact with motivation such as job satisfaction (Karavas, 2009; Noori et al., 2014) and found a positive relationship. Recent literature focused on self-determination theory and the need for *competence* for motivation and found a positive correlation supporting the SDT (Boset, Asmawi & Abedalaziz, 2017; Aziz, Akhtar & Rauf, 2014). All these studies indicate the multifaceted nature of the concept of teacher motivation which needs to be investigated from many perspectives such as factors or sources and the point of some specific motivation related theories (i.e. self-determination theory).

2.3.3 Qualitative studies in EFL teacher motivation research.

This section has been allotted research regarding EFL teacher motivation concerned the in-depth analysis of the factors which affect EFL teacher motivation separately. The aim is not to confine the motivational factors to the theory and various surveys and scales with closed items but to gain more elaborate data and more in-depth insight into the factors regarding personal, institutional or societal terms. As for the types of them, they are grounded theory, self-report, longitudinal and phenomenological studies which employ interviews as data collection method.

Gheralis-Roussos (2003) conducted a grounded theory to investigate various factors which affect EFL teachers' (at state school) motivation in Greece in her doctoral dissertation. The research consisted of interviews with eight EFL and non-EFL teachers working at state schools (n=5 as a teacher trainer, headmistress, the director, Mathematics teachers as one of the administrators, the Greek language teacher). The results revealed that the central aspect of teaching -being with young children and contributing to their students' personal growth- were more motivating

compared to the extrinsic motivational factors. The results also indicated that not only macro-contextual factors but also micro-contextual factors have influences on their beliefs regarding their motivation.

Another qualitative study was conducted by Knowles (2004) in Japan. Twenty-three teachers of English (N=20) and German languages (N=3) at a Japanese University participated in the study. Their beliefs about motivated teachers, context, teaching, and their goals were investigated. The participant gave a variety of answers to explain motivation. Some explained it with a satisfaction of their job, pleasure, working hard and conscientiously, good rapport with students and colleagues. These various responses led the researcher to think that it is too broad a term for constructive research. In terms of teaching, they mostly believe that their job is to motivate their students and their role is to facilitate learning. In terms of language teaching, communication was often mentioned. In terms of goals, they are mostly language-related goals. Targets are also found to be varied from being specific from improving students' fluency and proficiency to wider and globally such as educating them about injustices in the world.

Kumazawa (2012) investigated the motivation of four novice EFL teachers who work in state secondary schools in Japan through a qualitative longitudinal study unlike most of the previous studies investigating the motivation of EFL teachers. She kept track of the motivational beliefs of these teachers over two years from shortly before their entry into the teaching profession until the end of their second year. The novice teachers' self-reports revealed that they faced several conflicts at the beginning of their career. It was found that they had several problems due to the realities of classroom teaching. Such tensions were cited as a gap between their own beliefs and the realities of their classes, additional duties other than teaching, the uncertainty aspect of the teaching profession and so on. All these tensions have been found to affect these teachers' motivation negatively, which indicate the *fragile* aspect of teachers' motivation. However, it was found that teachers have employed some coping strategies to overcome these tensions. The awakening to these tensions and restoring process of their motivation have been achieved through negotiations with students and colleagues.

Shoaib (2004 cited in Mifsud, 2011) investigated the motivation of EFL teachers in Saudi Arabia (among both Saudi Arabian and non-Saudi EFL teachers using) a qualitative study to investigate micro and macro level influences on teacher motivation via individual and focus group interviews. Although EFL teachers were found to be intrinsically motivated, they were demotivated by institutional limitations. The study suggested some strategies to motivate teachers at teacher, administrative and ministerial level as shown in the summary given in Figure 2.3.

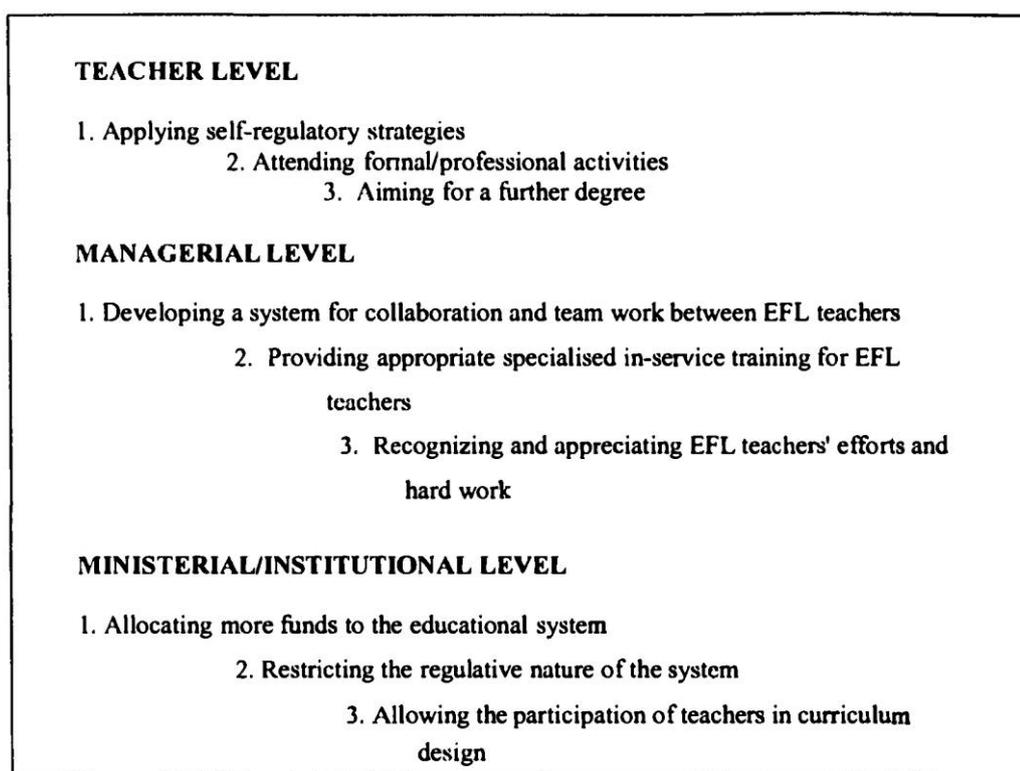


Figure 2.3 Summary of the most important strategies suggested to increase the motivation of EFL teachers at three distinctive levels (Shoaib, 2004, p. 269 as cited in Mifsud, 2011).

Sampson (2016) conducted an exploratory study on EFL teacher motivation in a Japanese Technology college as a self-report. She explored her own motivation and her students' perceptions (n=40 students aged 15-16 years) during one academic year. An introspective research journal kept by the researcher as participant and student journal data enabled the rich qualitative data of the teacher motivation. She also occasionally wrote observations during the sessions. She identified many different representations of the contextually-based yet relational development of

motivation/affect/identity through nested timescales. She concludes that while teacher motivational trajectories develop their character in interaction with members and experiences in classrooms, motivation, affect and identity also interact with elements conceptualised “outside” of any particular class group. Perceptions of these interactions build up to form a consolidated motivational/effective/identity trajectory that is contextually bound to a class group.

Harada (2017) investigated the strategies regarding the improvement of EFL teacher motivation in Japan collecting data from 6 EFL instructors via interviews. The participants’ comments revealed that they were mostly motivated by intrinsic motivation and they did not mention extrinsic motivation much. Some mentioned how competitive it became to be tenured at universities. They also mostly mentioned the importance of the working environment and overall school climate. Their suggestions related to intrinsic motivation are as follows: having a reflective teaching approach, life long learning, regarding the voice of students, importance of the successful experiences in their daily practices, setting realistic short and long term goals, linking teaching and research, having a healthy school climate, feeling relatedness with colleagues, having a hobby outside of work, having effective mentor, collaborative work with the colleagues at both local and international level, facing the ease and challenge of work.

2.3.4 Studies related to teacher motivation and student factors.

Several attempts to take student based factors such as student motivation and achievement as one of the main element of EFL teachers’ motivation. For example, Bernaus, Wilson and Gardner (2009) attempted to examine the link between teacher motivation and student motivation in light of using motivational strategies. Their study was furthered by Mifsud (2011) who conducted doctoral research in Malta. She used a multilevel teacher motivation scale including various categories which are student dimension, teacher efficacy, administrative support, financial support and parents’ support. Her mixed method study contributed to the teacher motivation

research with a multidimensional questionnaire and the correlation of factors of teacher motivation and students' motivation quantitatively and qualitatively.

Bernaus et al. (2009) investigated if there is an association between teacher motivation, teachers' use of motivational strategies and student achievement with participants from 31 Spanish teachers and 694 learners. For the data analysis, the researchers considered the data of the perceptions of the students in each class (n=31) and their teachers. The researchers concluded that EFL teachers' use of motivating strategies was associated with both teacher and students motivation, and the achievement of students. They also suggested that promoting teacher motivation can contribute to the achievement of the students.

A doctoral dissertation which investigates specifically the relationship was conducted by Mifsud (2011) in an EFL setting in Malta collecting the data via interviews and questionnaires. Instructors' beliefs regarding their motivation and efficacy and students' motivation were measured via surveys and teachers were interviewed about their motivation and students' motivation and the link between them. The questionnaire consisted of 6 factors as self-efficacy, respect from the school organization, financial satisfaction, administrators' support, and parents' support. The results show that high teacher efficacy and harmony among teachers and students have proved to be the two main influential factors not only motivating EFL students but also teachers. Efficacious and motivated teachers' students were less anxious and more motivated. Those teachers' love of the English language and profession, enjoyment of the progress of their students and their good grades, interacting with young people are cited as intrinsic factors while flexible work times, having more time with family, the type of school and active work life in their school were the extrinsic reasons for their motivation.

Bradley (2010) investigated the relationship between students' motivation and teacher motivation with three EFL teachers in Japan via interviews and observations to collect data to conduct a qualitative pilot study. Students were found to be motivated and satisfied with the content of their classes. The researcher observed that the students were motivated by the way their teachers' techniques to teach

English. This study revealed that the connection between teachers and students, autonomy they had over the materials they teach and their learners' enthusiasm to learn English were the key factors which make them motivated to teach English. Overall, the instructors were more intrinsically than extrinsically motivated.

All these studies attempted to examine the link between teacher motivation with student motivation and both qualitatively (Bradly, 2010) and quantitatively (Mifsud, 2011; Bernaus et al., 2009) and they identified it in their studies.

2.3.5 Studies regarding teacher motivation and principal leadership.

The behaviors of school principals and administrators have been subjected to several research studies. There is an accumulating number of studies on the relationship between the leadership behaviors of principals and teacher motivation. The researchers mostly rely on correlational research to investigate the relationship between leadership style and teacher motivation (Abdullah, Ling & Sufi, 2018; Pennington, 1997; Price, 2008; Smith, 1999) as well as qualitative methods (Elzahiri, 2010).

In his PhD dissertation, Pennington (1997) highlighted a link between teachers' motivation and the way how they perceive the leadership style of principals. Five participants from Middle Tennessee County public secondary schools were randomly chosen. There was overall job satisfaction among teachers, with a majority (75.9 per cent) indicating that they were content with most categories during a school year. In terms of the teachers' of leadership behavior, the teachers were satisfied with consideration (democratic) and initiating structure (authoritarian) behavior. Those principals who were involved with their staff and school tended to generate the most job satisfaction at their faculties, both extrinsically and intrinsically. There was a negative correlation between teachers in schools with principals who were less initiative and less considerate towards staff and teachers who showed tremendous intrinsic and extrinsic motivation and, overall job satisfaction. This study also pointed out the interrelated nature of teacher

motivation and principal leadership behavior. The researchers concluded that principals should consider their particular leadership styles and tailor these styles to promote job satisfaction and motivation. Similarly, Smith (1999) also confirmed that the more democratic the leadership style, the higher the level of teacher motivation is in his dissertation in Georgia, Atlanta.

In a large scale study, Davis and Wilson (2000) investigated how principals' attitudes were related to teacher intrinsic motivation, job satisfaction, and work stress. For this purpose, 660 teachers and 44 principals in state elementary schools located in Eastern Washington were recruited. The study found that principals' behaviors and teacher motivation were significantly related; however, there was not a direct correlation between the empowering attitudes of principals and teacher job satisfaction and job stress.

Similarly, Price (2008) investigated the perceptions of teachers regarding their principal and principal's leadership style and their motivation. The teachers were more motivated and involved when they were given a chance to make suggestions in decision-making, as well as when they felt that their managers value teamwork. Overall, the results of the correlation analyses yielded statistically significant relationships between the teacher's level of motivation and the principal's autocratic and democratic score. Webb (2007) also confirmed the findings of the previous research obtaining statistically significant relationships between teachers' perceptions of the school principals' leadership styles and teachers' work motivation, teachers' job satisfaction levels.

Different from the previous quantitative research on the principal leadership behavior and teacher motivation, Elzahiri (2010) conducted a qualitative study to investigate the effect of leadership styles on teacher motivation interviewing ten principals and 80 teachers. The results highlighted the significance of adopting multiple leadership styles in a school to provide an effective leadership practice. The outcome of this study also revealed how effective leadership approaches, for instance, transformational and situational leadership styles could have the influence to enhance job satisfaction and motivation of teachers.

Abdullah, Ling and Sufi (2018) investigated the teacher motivation and principals' transformational leadership style and the link between them. The motivation was investigated with intrinsic and extrinsic dimensions and the *transformational leadership* with detailed six dimensions: schools' vision and mission, practice symbols, intellectual stimulation, individual support, and professional values, decision-making engagements, supporting teaching and monitoring school activities. The researchers found a substantial association between two constructs and teachers' perceptions in terms of both motivation and transformational leadership was high. They also found that male participants were more motivated than females in both dimensions. When it comes to subcategories, they discovered that individual support predicted teacher motivation at the highest level.

These studies focus on the relationship between school principals' leadership styles and teacher motivation. The principals are the main decision-making bodies at both public and private schools. All these study findings confirmed that principals' democratic and transformational leadership styles are positively related to teacher motivation. All these studies indicate that positive attitude towards teachers; sharing decision-making and authority with teachers empowering them to affect teacher motivation positively.

2.3.6 The research into teacher motivation in Turkey in non-EFL context.

There has been a rising interest in the motivation of teachers by Turkish researchers in the last two decades. The expectations concerning job motivation and satisfaction of the teachers in both private and state schools in Turkey were examined quantitatively (Barlı, Bilgili, Çelik & Bayrakçeken, 2005; Karaköse & Kocabaş, 2006), factors which affect teacher motivation qualitatively (Börü, 2018), the relationship among work motivation, teacher performance and organizational justice (Akman, 2018) and organizational culture (Yılmaz, 2009) and only work motivation (Recepoglu, 2014) quantitatively.

Studies considered multiple factors and the difference between private and state schools. Barlı et al. (2005) investigated 351 teachers who work at both private and state schools. They conducted survey research and used a scale which comprises of several categories: relationships with stakeholders, parents, financial conditions, promotions, social support, working environment, intrinsic job motivation, guidance and professional development. The analysis indicated that although they had a high level of intrinsic job motivation, they were not motivated by professional development and physical conditions, and benefits in terms of wages and promotions provided for them.

They were generally motivated by stakeholders but not social support provided for them. Teachers who work at private schools have been reported to be more motivated when physical working environment, financial and socio-economic factors of schools are taken into account. Karaköse and Kocabaş (2006) also emphasized the positive influence of stakeholders on the teachers' motivation in a study comprising of 296 teachers working in both state and private schools. However, this motivation differed depend on the school type. For example, the ones at the private schools had a higher motivation than those of working at the state schools. Similarly, in terms of the physical environment and prestige of their schools, the ones working at private schools were more motivated and overall had a higher motivation than the ones working at state schools. On the other hand, teachers working in private schools were reported to be feeling more stress compared to the ones working at state schools.

Börü (2018) investigated the factors which had impacts on teacher motivation collecting data qualitatively. Collecting data with semi-structured interviews, Börü found that teachers were mostly intrinsically motivated and other internal factors as their success expectancies and personality traits as well as external factors in terms of stakeholders and macro level policies were influential sources. She noted that teachers did not mention about salary as an external motivational source. On the other hand, the physical environment of schools was suggested for the improvement of the conditions at schools.

Work motivation of teachers was investigated by the researchers with the categories of team cohesion, work integration, commitment to the organization and personal development. Ateş and Yılmaz (2018) investigated the work motivation of 343 primary school teachers and revealed overall low motivation. They emphasized that administrative, collegial factors lower the overall motivation, and they were recommended to be improved. Receptoğlu (2014) investigated job motivation among high school 375 teachers. Under the category of job motivation, teachers have been reported to score the highest terms of job commitment and the lowest in terms of integrating with the job. Yılmaz (2009) investigated the link between organizational culture and teacher motivation collecting data from 363 teachers working at state schools. He found positive correlations between motivation beliefs and organizational culture beliefs of teachers and emphasized that organizational culture was found to predict teacher motivation strongly. He suggests that as teachers' overall organizational culture beliefs improve, their motivation beliefs will develop in a positive way. He also recommends that the organizational leaders of the group be in cooperation and harmony with the stakeholders for effectively sustaining organizational culture and teacher motivation. Akman (2018) considered multiple variables relating to the motivation of 290 teachers working at state schools. He investigated to what extent organizational justice and work motivation predict teacher performance quantitatively. He obtained moderate levels of work motivation and organizational justice beliefs. Teachers had a high perception of their performance and there was a significant relationship between organizational justice, work motivation and teacher performance. Akman suggests a piece of trainings for administrators regarding them as strong stakeholders in terms of the organization of an institution.

All these studies indicate that teachers' motivation research has accelerated in the last decade and the researchers mostly point out that there are variables such as the organizational climate, school culture and relationship with stakeholders investigating teacher motivation which reflects the multidimensional nature of the teacher motivation, and culture of a school. Improvement of such variables has been highly recommended by all of the researchers.

2.3.7 EFL teacher motivation research in Turkey.

There are several studies which were conducted with Turkish EFL teachers recently. In line with the pace of the literature regarding teacher motivation in the world, there has also been a rising interest in the same study area in Turkey, in the last five years. As the years of the studies indicate the teacher motivation literature in Turkey has been limited to the last decade and mostly focused on motivating and demotivating factors rather than correlation studies. In terms of their methodologies, they are qualitative (Erkaya, 2013; Öztürk, 2015) and quantitative (Uz, 2009) and mixed (Sözen, 2015; Fidan, 2014) method research studies.

Erkaya (2013) conducted qualitative research comprising of 8 participants -four men and four women - at a higher education level. The main finding highlighted the intrinsic motivation of teachers' desire to become a teacher as in great agreement with the previous research. Other factors were working with students, teaching at university. In terms of contextual factors, moving to the main campus, hearing less gossip, fast internet connection, teaching fewer classes, collegial and administrative support were the main factors. However, having motivated students was reported only by one teacher.

Another study was conducted by Aydın (2012) who investigated the parameters that demotivate EFL teachers. He performed a qualitative case study obtaining an in-depth analysis of the experiences of 26-year old female EFL teacher who works at an elementary school. Diaries and face-to-face conversations and MSN talks were used to collect data. Demotivational factors for the subject were identified as students' behaviour, low salary, admins expectations from teachers, heavy workload and lack of resources. The participant also reported a lack of efficacy in student relationship and using appropriate methods and techniques and computer use which cause stress and demotivation during the classes on her part. This qualitative case study revealed a relationship between the teacher's sense of self-efficacy and motivation.

Fidan (2014) performed research to examine the parameters that influenced the motivation of English language instructors. For this purpose, Fidan collected data from 40 language lecturers who were currently teaching at state universities in Turkey. For quantitative data, like questionnaires, Teachers' Enthusiasm Questionnaire (TEQ) and Attitude Motivation Test Battery (AMTB) were conducted. TEQ was a questionnaire prepared to take "Enthusiasm Indicators and Respective Descriptions" as a reference with classroom observations. The factors are categorized as background, internal and external factors. Some internal and background factors had an impact on teacher motivation. Internal factors were practising English as much as possible, improving him/herself as a teacher, confidently speaking English out of the classroom, encouraging learners to speak fluent English. However, unlike the previous research, external factors such as students, classroom materials, salary, social life and support of institutions were inferred as more effective on teachers' motivation. Finally, it was also found that teachers' motivation had a positive relationship with teachers' enthusiasm. As the results concerning classroom observations showed, motivated instructors, behaved enthusiastically while teaching, however, demotivated instructors did not display enthusiastic attitudes during the classes.

A mixed method study was conducted for MA research by Sözen (2015) who investigated the intrinsic and extrinsic motivating and demotivating factors of English language teachers who work in primary and secondary state schools. The data were collected from 79 English language teachers with a questionnaire and semi-structured interviews. She identified motivation as intrinsic and extrinsic types. The findings showed that intrinsic motivation was mostly related to imparting knowledge, students' success in English and students' progress and extrinsic motivation related to the relationship with colleagues and learners, which is in line with the literature concerning the intrinsic and extrinsic teacher motivation factors and self-determination theory. On the other hand, 'Providing service to society' and 'Having a challenging job' items rated very low in the intrinsic motivation category. Sözen also identified working conditions, physical environment, professional opportunities, recognition by others and salary as influential extrinsic factors.

Öztürk (2015) investigated the EFL teachers' motivation collecting data from 20 EFL instructors who work at state universities in Turkey. Similar to Erkaya's (2013) study, this study was also qualitative with a difference in data collection which was conducted via semi-structured interviews as well as daily reflections. This study also investigated the EFL teachers' opinions to increase teacher motivation in Turkey. According to the interview data analysis, all teachers were convinced that teacher motivation is of significant importance that may even create an impact on the sustainability of the teaching process and its effectiveness. As Öztürk noted it might also be a determinant parameter on a teacher's enthusiasm and passion towards teaching which would, in turn, affect his/her commitment to the organisation. Overall, the factors they mentioned were intrinsic and, their suggestions were related to the improvement of the physical conditions, relationships and teacher empowerment.

Uz (2009) conducted a study to see if the level of teacher motivation was related to the motivational means applied by school principals. The researcher aimed to identify the frequency of the usage of the psycho-social, organizational-administrative and economic motivation means by state primary school principals of the main districts of Izmir. The data collection consisted of psychosocial, organizational-administrative and economical sub-dimensions. According to the teachers, organizational-administrative dimension was the most motivating and economical dimension was the least motivating. A meaningful relation was found between the motivation means and the teachers' motivation levels in all three dimensions.

A very recent qualitative study to examine the parameters that demotivate EFL teachers in Turkey was conducted by Han and Mahzoun (2017). This study is different from Aydın's study in that it investigated foreign namely British and American instructors' motivation. They used interviews, field notes and diaries as data collection instruments. The results indicated that they were mostly demotivated in terms of lack of positive relations. This finding confirms that relatedness is a significant need which affects intrinsic motivation as indicated in self-determination theory. The relationships with administrators, students and colleagues are important

at an education system and they found that the participants were demotivated by them. Extrinsicly, they were not demotivated by the parents, workload salary, and physical environment of the school. The researchers recommended effective communication; respect among the stakeholders and showing respect and attention to this issue can solve the problem of foreign EFL instructors.

The most recent study was conducted qualitatively by İpek and Kanatlar (2018) at a public university in Turkey. They conducted the study with 117 participants who are EFL instructors. Participants were requested to note down the motivational and demotivational factors in their context briefly. Content analysis of the written data revealed that students, administration, system-induced factors such as implementations, autonomy and class hours, workload, teaching environmental-related factors such as equipment and facilities, course material and class size, collegial relations, financial issues and professional development activities to support instructors were the most commonly cited factors by the EFL instructors. Data analysis results revealed that the students were the key factor that had a direct effect on teacher motivation based.

All these studies in Turkish EFL context have centred on the factors which affect teacher motivation beliefs. Emphasising on the sources on factors they all conclude that intrinsic motivation beliefs are important for EFL Turkish instructors as their counterparts abroad. Similar to the other studies abroad, they emphasized the effect of contextual factors on the teacher participants in their studies. More specifically, Aydın highlighted the demotivating factors with a case study and İpek and Kanatlar (2018) and Erkaya (2013) also found demotivating factors affect on teacher motivation qualitatively via interviews based on the contextual factors. The most interesting common point of them is an emphasis on relatedness with students and other colleagues as SDT put forward. While positive relations increase motivation, negative encounters demotivate the literature review on teacher motivation in Turkey and abroad indicates that teacher efficacy was not highlighted much when it comes to the role it plays in the motivation of EFL teachers. Therefore, the second construct is self-efficacy and teacher efficacy more specifically. According to Fives and Alexander (2004 cited in Dörnyei & Ushioda, 2011) communication among

teachers, administrators, and policymakers, as educational stakeholders, is necessary to obtain the desired outcomes. In their meta-analysis of 28 empirical studies, they conducted to explore relationships between contextual variables and teacher motivation in a variety of settings they identified *teacher efficacy* and *commitment* as main motivational constructs in gaining insight into the influence of *context* on teacher motivation. The following section will elaborate the studies into motivation and self-efficacy research in different settings.

2.3.8 Studies which investigate both self-efficacy and motivation and the relationship between these two constructs.

Self-efficacy studies have gained momentum since Bandura (1994) suggested that self-efficacy beliefs are of great importance in the self-regulation of motivation and sustaining perseverance in the face of challenges. The theoretical relation has been researched, and there is some attention to the issue of the link between self-efficacy and motivation in the business sector (Çetin & Çelik, 2018; Day & Allen, 2004). However, although theoretical link is discussed in the field of education concerning educators (Tschannen-Moran, Wookfolk Hoy & Hoy, 1998), there are only a few reports of the link between the two constructs (Dybowski, Sehner & Harendza, 2017; Huangfu, 2012; Kutluca 2018) and a separate analysis of them relating it to job satisfaction (Nahed & İkbal, 2016), and teachers' innovative behavior (Klaeijnsen, Vermeulen & Martens, 2018).

Klaeijnsen, Vermeulen and Martens (2018) performed a study to examine if occupational self-efficacy is related to the innovative behavior and intrinsic motivation of teachers', as well as the basic psychological need satisfaction. The strongest correlation was shown between basic psychological need satisfaction, and occupational self-efficacy and this was related to the innovative behavior of teachers. The study confirmed that innovative and creative behavior was associated with both intrinsic motivation and occupational self-efficacy. Overall results indicate the effect of basic psychological need satisfaction on intrinsic motivation and occupational self-efficacy.

Dybowski, Sehner and Harendza (2017) also explored the motivation from the Self-determination Theory perspective identifying self-regulated types of motivation. They explored the link between the motivation types, teaching self-efficacy and the way how teachers perceive the students' skills, and motivation on the teaching quality of clinical educators. Dybowski, Sehner and Harendza (2017) used the Physicians' Teaching Motivation Questionnaire (intrinsic, identified and introjected, external, motivation types) and Physician Teaching Self-Efficacy Questionnaire. Feedback was taken from 500 students to analyze the teaching quality of 94 lessons given by 55 instructors. They found that teaching self-efficacy predicted their perceptions regarding students' competencies and teaching motivation and self-efficacy did not have a direct influence on teaching quality.

The link of motivation and self-efficacy with job satisfaction of teachers were examined by Nahed and İkbal (2016) with 110 participants in Pakistan. For this purpose, a questionnaire which consists of 35 items with categories related to motivation, job satisfaction and self-efficacy was prepared. They found a link only between self-efficacy and teachers' job satisfaction. They did not report a significant relationship between motivation and self-efficacy.

In the current literature of teacher motivation, only Huangfu (2012) examined the link between motivation and self-efficacy beliefs of 112 EFL teachers directly. EFL participants at higher education institutes completed a questionnaire that consists of the demographic information of teachers, the way how they perceive self-efficacy (TSES), and their motivational teaching behaviors when teaching English. The instrument of teachers' motivational teaching behaviors consisted of 25 items adapting several items as follows: 14 items adapting from Dörnyei's (2001) proposed motivational strategies in the language classroom, and 6 of them from Dellinger (2001) and Dellinger et al.'s (2008) Teachers' Efficacy Beliefs System—Self Form (TEBS-Self); 3 items devising and by combining items in Dörnyei's (2001) and Dellinger et al.'s (2008) measure, 2 items considering the importance of positive learning attitude cultivation and post-learning goal setting for enhancing students' learning motivation. This study found a direct causal relationship between self-efficacy and motivational behavior perceptions of the participants. The results

indicated that college EFL teachers' had higher self-efficacy beliefs in instructional strategies efficacy than the other categories. The results demonstrated that teachers' efficacy beliefs for instructional strategies were the strongest predictor of the frequency of teachers' motivational strategy use.

Kermani and Poorahmadi (2014) investigated the factors which motivate Iranian EFL teachers and university professors considering only teacher motivation using the teacher motivation questionnaire designed by Mifsud (2011), and collecting data from 100 EFL teachers. It was found that both intrinsic and extrinsic factors were the predictors of EFL teacher motivation. Namely, some factors like school administrators' respect and managers and higher officials' support as well as job satisfaction and self-efficacy showed high correlation with teachers' motivation. Similarly, Mifsud had found the same results in her statistical analysis based on the same questionnaire she developed to investigate the motivation of EFL instructors.

Kutluca (2018) investigated the primary school teacher candidates' self-efficacy beliefs with the variables of motivation, epistemological and pedagogical beliefs, and found that those variables significantly associated with teacher self-efficacy. In his study, the participants were 294 teacher candidates at primary school education department. They used TSES to investigate their teacher self-efficacy levels and found overall self-efficacy was high. They found that epistemological and pedagogical beliefs, motivational stability, academic success and age as predicting variables predict self-efficacy significantly.

Wagner and Imanuel-Noy (2014) investigated the self-efficacy and motivation beliefs of individuals who decided to pursue a second career in teaching through a mixed method study. However, they did not consider the relationship between the two constructs. They used Sense of Self-Efficacy of the Teacher and with a semi-structured questionnaire regarding motivation to choosing to teach as a career and had interviews for data collection. They found that their intrinsic motivation was high in terms of emotional and psychological point of view of teaching and professional-career-oriented motivation type. In terms of self-efficacy, they reported high efficacy in teaching tasks, the rapport with students and organizational

influence. Interview results emphasized the significant influence of their efficacy to engage and motivate students to learn and overall self-efficacy beliefs in the face of challenges such as motivating unwilling students to learn.

Other reports regarding the link between self-efficacy and motivation take place in the business world. Çetin and Çelik (2018) employed a longitudinal analysis to examine the association between occupational self-efficacy and work performance by intrinsic motivation with 76 employees from a variety of institutions that operate in an organized industrial region in Turkey. Occupational self-efficacy and intrinsic motivation have been reported to have considerable influence over work performance. Day and Allen (2004) investigated career self-efficacy and career motivation which enlightened the relationships between mentoring, career self-efficacy and motivation of employees who work at the different department of companies. In their study, career motivation was regarded in terms of career resilience, career insight, and career identity.

These studies aimed to explore the link between self-efficacy and motivation in several ways as the link between work task motivation, (Dybowski, Sehner & Harendza, 2017; Kutluca (2018), motivational behavior, (Huangfu, (2012), or take both of these constructs separately in relation with other factors such as innovative behavior (Klaeijssen, Vermeulen & Martens, 2018) and job satisfaction (Nahed & İkbal, 2016). The link between self-efficacy and motivation suggested theoretically by Bandura (1997) has been researched and gained attention in the literature and quantitative research studies mentioned here supported the theory of self-efficacy. There is also an attempt to investigate them separately (Wagner & Imanuel-Noy, 2014) to make implications for educators. In EFL research only Huangfu (2012) and Kermani & Poorahmadi (2012) attempted to research the link between the self-efficacy and motivation in terms of teachers' beliefs. Kermani & Poorahmadi (2012) used Mifsud's version of motivation scale which includes self-efficacy items unlike Huangfu (2012) who used TSES as a separate scale as in this study. They all found a link between self-efficacy and motivation but Nahed & İkbal (2016) did not report a link between them. This section indicates the lack of research in the EFL literature investigating the relationship between motivation and self-efficacy.

Furthermore, it has brought about the need to explore the self-efficacy with other pedagogical, and motivational processes and this study is one attempt to fill the gap for this purpose. The next section will elaborate on the research studies for self-efficacy specifically.

2.4 Research into Teacher Efficacy in Different Countries in both Non-EFL and EFL Contexts

2.4.1 Research into teacher efficacy in different countries in the non-EFL contexts.

Teacher efficacy is believed to affect the achievement and motivation of students. Moreover, it positively affects teachers' beliefs about teaching (Tschannen-Moran & Woolfolk Hoy, 2001), and affects job satisfaction (Viel-Ruma, et al. 2010; Klassen et al. 2009) and are related to job satisfaction and stress (Klassen & Chiu, 2010). The research studies on self-efficacy in non-EFL context have been centred on assessing instructional strategies, classroom management and student engagement efficacy beliefs categories created and validated by Taschannen-Moran and Hoy (2001). It has become a valid instrument used in many countries (Klassen et al., 2009, 2011). The recent literature has been reviewed considering the investigation purposes measuring the relationship between self-efficacy and other variables.

Bandura (1997) suggests that a low level of self-efficacy could be a sign of a high level of teacher stress and burnout. Klassen and Chui (2010) attempted to extend teacher motivation research by showing a link between demographic variables, self-efficacy, job stress and job satisfaction with a considerable sample (N=1430). Unlike the previous study, they did not report a direct relationship between long duration of teaching experience and three domains of self-efficacy. Female teachers reported that they were most stressed out because of the low classroom efficacy due to students' behaviors as well as high workload. Kindergarten and elementary teachers were more successful when it comes to managing classroom and student engagement, and hence they have been reported to have a high level of self-

efficacy. This, in turn, resulted in greater job satisfaction. Klassen et al. (2014) measured self-efficacy of 150 pre-service teachers' at eight measurement periods across participants' over the final teaching practicum. Along with an initial increase in self-efficacy over time, work stress has been reported to decrease with a non-significant relationship. Participants showed an increasingly high-level of self-efficacy once they became more experienced in teaching while their stress level dropped.

Organizational climate is another crucial variable as school-related factors diminish or enhance teacher efficacy (Collie et al., 2012). Klassen et al. (2008) recruited 502 secondary school teachers from Singapore and Canada with collective efficacy, self-efficacy and school climate to assess the teacher efficacy beliefs via surveys and interviews. The most powerful indicator of the school climate in Canada was found to be socioeconomic status, whereas, in Singapore, it was mediated by collective efficacy. Teachers in both settings emphasized how significant group motivation and individual beliefs were to as a certain school climate. Students' social and behavior problems were found to be as challenges that affect the motivation of a teacher and teaching and learning. Hoque et al. (2015) investigated the association of campus climate with teachers' self-efficacy. The participants were 102 nursing instructors working at 12 colleges in Malaysia. Organizational climate index (with subcategories of achievement press, collegial leadership, institutional vulnerability, professional teacher behavior) and teachers' sense of efficacy scale were employed for data collection. The results revealed a positive relationship between the two constructs. In particular, there was a remarkable link between professional teacher behavior and classroom management. Moreover, institutional vulnerability and collegial leadership were found to be significantly related. However, no noteworthy link was found between achievement press and professional teacher behavior. Overall there was a powerful connection between College climate index and student engagement.

Similarly, Collie et al. (2012) investigated teachers' sense of stress, teaching efficacy, and job satisfaction together with the school climate to investigate the interconnection between them. They took into account the school climate and

beliefs perceptions from elementary and secondary school teachers (in total 664 participants) their regarding social-emotional learning (SEL) in British Columbia and Ontario, Canada. The results showed the power of the way how teachers perceive the motivation of students and their behaviour. Such perceptions were also of great importance when it comes to shaping teachers' experiences as in agreement with most of the motivation and self-efficacy studies in the literature. Teachers' beliefs regarding SEL was suggested to have a powerful link with teachers' experiences of stress, teaching efficacy, and job satisfaction. Therefore, schools that implement SEL and researchers who inspect how effective such programs should be carefully considered.

Some studies considered some personal variables such as years of experience. Woolfolk Hoy and Burke Spero (2005) showed that teachers' self-efficacy increases throughout the teacher training period, and tend to decline at the end of the first year of experience in the classroom (N = 29). Their small scale studies were followed by a study with a large sample (N=1024) by Wolters and Daugherty (2007), and results revealed a moderate effect of experience on classroom management and instructional strategies. However, they couldn't find any impact on student engagement. They also reported the association between self-efficacy and classroom mastery goal structures. Teachers' sense of efficacy for student engagement and classroom management were more consistently related to their reported goal structures. Teachers with more years of experience were reported to have higher efficacy. They found differences in responses regarding goal structures associated with their academic levels. They stated that their experience level was much less of a factor in explaining variations in their reported goal structures.

The link between administrative issues in terms of the leadership styles of principals and self-efficacy was investigated in the literature. Riggs (2017) examined the link between self-efficacy and leadership of principals. He used Teacher's Sense of Efficacy Scale and Multifactor Leadership Questionnaire as data collection instruments from 139 certified high school teachers. According to the study, teacher efficacy was remarkably correlated with perceived principal leadership style. Dale (2012) investigated the leadership style of administrators working at middle schools

including certified teachers (142 participants) from 8 state middle schools in East Tennessee. He obtained a significant correlation between job satisfaction and efficacy. He found that leadership style was significantly related to teacher efficacy but not with job satisfaction and suggested transformational leadership was important for their efficacy as it could empower the teachers and enable them to turn into leaders themselves.

Some studies centred on the effect of teacher efficacy on student achievement and motivation as Bandura (1997) proposed and it was researched in various contexts on different types of participants. A comprehensive study was conducted by Herman (2000) who explored the relationship of teacher experience and teacher efficacy with student achievement and motivation to learn in his doctoral dissertation. He considered teachers' experience as a variable in his study. In total, 272 teachers and 5,612 middle and high school students from 6 states in the USA participated in the study. The results indicated that the experience was not related to students' motivation to learn and achievement and teacher efficacy. Herman concluded that increased teacher efficacy was positively linked with the level of student self-efficacy, task mastery and performance goal orientation, and teacher ratings of student achievement. Students of high efficacy teachers were more likely to report feeling more self-efficacious themselves and were more likely to adopt a task-mastery or performance goal orientation. Taştan et al. (2018) investigated the science teachers' efficacy and motivation in affecting the academic achievement in science education with 350 instructors and 790 students in Russia and Iran. They found both teacher efficacy and motivation have a positive relationship with student achievement and motivation. Pan (2014) explored the bond between teacher efficacy and students' learning motivation, learning satisfaction and learning atmosphere from the perspective of physical education students and teachers. Participants were 462 PE teachers and 2681 students in Taiwan. The study applied structural equation modelling to examine the relationship between those multiple variables. They found a positive correlation between teacher efficacy and learning motivation, learning atmosphere, and learning satisfaction.

Collective efficacy has been studied for both EFL and other contexts. For example, The Goddard and Goddard's (2001) recruited elementary school teachers (438 participants, in total) from 47 urban schools in United States to find out the link between teacher efficacy and collective teacher efficacy. Teacher efficacy beliefs have been shown to be affected by collective efficacy beliefs, and they vary from school to school. These results suggest that schools could play a role in the teacher efficacy perceptions which validates that school climate overall affects teacher efficacy and collective efficacy. In a way, their study proposes that collective teacher efficacy could be a school contextual factor and can also be treated as an outcome of it. Moreover, it has the potential to create an influence on the teachers' individual efficacy beliefs.

It is clear from all these research studies that self-efficacy is related to several contextual factors or overall organizational culture of schools. Recent studies focused on school administration and collective efficacy and overall school climate of schools which indicates those factors significantly related to self-efficacy. Another important aim of the research confirms that teacher efficacy plays an influential role in student achievement and motivation and gained support empirically on students from different departments in various contexts.

2.4.2 Self-efficacy studies in EFL contexts in different countries.

The studies on self-efficacy in EFL context have been centred on assessing instructional strategies, classroom management and student engagement efficacy beliefs categories with TSES and teacher efficacy is also usually measured with Delinger et al. (2008) version of Teacher Efficacy Belief Scale-Self (TEBS-Self) which was also the second common instrument used in the studies found in the literature used by Karimvand (2011) and Akbari, Behzadpoor and Dadvand (2010).

Jafarigohar and Ganjabi (2012) applied the short form of TSES in their similar research examining the link between perceived proficiency and self-efficacy. He collected data from 312 EFL high school language teachers with demographics

scale, Teachers' Sense of Efficacy Scale (TSES) and Butler's perceived proficiency scale (only four the language domains were included). The study found a high level of self-efficacy in teaching language and moderate command of English proficiency. He found a correlation between teaching self-efficacy and English proficiency. Marashi and Azizi-Nassab (2018) investigated the link among self-efficacy, language proficiency and classroom management collecting data with 110 EFL teachers. They used TSES for self-efficacy measurement, TOEFL to test the language proficiency and Murdoch (2000) checklist to evaluate the classroom management practices. They found a significant relationship between proficiency and self-efficacy scores but no correlation between proficiency and classroom management.

Similarly, Sabokrouh (2014) explored the perceptions of Iranian EFL teachers' regarding English language and English language proficiency and their sense of efficacy quantitatively. Data collection was performed with 68 EFL the participants working at private English institutes of Mazandaran Province. Through Toefl proficiency test, self-efficacy questionnaire which is the 18-item version of the Teacher's Sense of Efficacy Scale (TSES) and Teachers' Attitudes toward English Language Questionnaire. Teachers attitude toward the language and their confidence were related to their' current English proficiency level and EIL (English as an International Language).

Choi and Lee (2016) explored the link between self-efficacy and language proficiency in Korea. They also considered the English use in the classroom considering it as one criterion behavior as it as one of the teaching characteristics collecting data from 167 EFL teachers who work at mid and high schools in South Korea. The modified version of TSES was considered to identify the competency of EFL teachers with its subcategories as instructional strategies, classroom management and student engagement. Language proficiency and self-efficacy beliefs were found to be interdependent, and teachers have minimum threshold levels of language proficiency as one aspect of effective teaching behavior. The researchers also recommend the investigation of other aspects of teaching behaviors found in English classes.

Demographical variables have been found important in self-efficacy research. Akbari and Moradkhani (2010) recruited 447 EFL teachers to examine the associations between experience/academic degree, experience and teacher efficacy with. Experienced teachers were reported to a considerably greater level of total efficacy beliefs, efficacy in student engagement, classroom management, and instructional strategies than novice teachers' efficacy beliefs (three years of experience in their study were regarded as a novice). They attributed this finding to mastery experience as successful experiences they accumulated in time contributed to their efficacy. On the other hand, the teachers having English-related academic degrees stated considerably higher levels of student engagement efficacy beliefs dimension.

Similarly, Ghanizadeh and Moafian (2011) involving both student and instructors' perspectives. The main aim of the study was to research the link between sense of self-efficacy and pedagogical success. The data were collected with TSES from 89 EFL instructors who work at various Language Institutes in Mashad, Iran and questionnaire which is called the "Characteristics of Successful EFL Teachers Questionnaire" were filled in by a large sample of students (N=779) who are the students of those instructors. A noteworthy relationship between teachers' success and their self-efficacy was demonstrated. Moreover, the results also indicated the link between EFL teachers' sense of efficacy and long teaching experience and age.

Karimvand (2011) used Delinger et al. (2008) version of Teacher Efficacy Belief Scale-Self (TEBS-Self) on 180 EFL instructors in Iran. Investigating the effect of gender and experience, Karimvand (2011) found no significant causal effect of both variables on teacher efficacy. However, females with long years of teaching experience were reported to have remarkably higher self-efficacy beliefs compared to males. The link between Iranian teachers' reflective practices and their self-efficacy was explored by Babaei and Abednia (2016). Data collection instrument on teachers reflective practices inventory developed by Akbari, Behzadpoor and Dadvand (2010) with five subtests-practical, cognitive, affective, metacognitive, and critical and adapting Delingers et al'a (2008) version of self-efficacy TEBS-Self as classroom management, instructional strategies, student engagement and

accommodating individual differences based on their own factor analysis. They found a low but significant correlation between the two constructs. Student engagement was found to predict reflective teaching, and metacognitive reflection predicts teacher efficacy beliefs. Similarly, Moradkhani, Raygan and Moein (2017) explored the relationship between Iranian teachers' reflective practices and self-efficacy. They used the long form of TSES and English language teaching reflection inventory which assesses teachers' reflective practices in five subtests-practical, cognitive, affective, metacognitive, and critical. They found that practical, cognitive, affective and metacognitive categories predicted self-efficacy.

The theory of self-efficacy suggests the effect of contextual factors on the self-efficacy beliefs of instructors. To investigate the context-specific nature of self-efficacy, Jafarigohar and Valadi (2014) chose 30 EFL instructors working in both school and private institute contexts. They applied the Teachers' Sense of Efficacy Beliefs questionnaire twice as once based on school context and private institute context. The follow-up interview process was applied to obtain the participants' reasons for which they had given a better and worse score to themselves regarding their sense of self-efficacy in either context with this question: "*Why did you give yourself a better score in either the institute or the school context?*". The T-test results revealed a significant difference between the responses to the two application of the same scale. Three participants of the study (ten per cent) had a higher score in favor of school context, and twenty-seven (ninety per cent) had higher scores in favor of the institutional context. Based on the responses of the interviews, the researchers attributed the difference to the different and more challenging conditions of the private institution. They assume that those conditions lead to more preparation, motivation, hard work, responsibility and joy, hence higher efficacy beliefs for teachers.

Although Bandura (1997) proposed that self-efficacy beliefs would not change over a teaching career once established, early research has found varied results on it. Gaith and Yaghi (1997) found negative correlations between self-efficacy and the duration of experience of 25 EFL teachers, which is a small size of samples. They investigated the perceptions of instructors towards implementation of new

instructional practices. The results revealed a positive link between personal and general teaching efficacy. However, no relation was reported regarding teachers' attitudes toward applying instructional innovation.

Abdollahzadeh and Rezaeian (2015) studied the association between collective teacher efficacy and teacher self-efficacy in Iran and found no correlation between them. He collected data from 90 EFL instructors through TSES and Collective Teacher Efficacy Scale including informal interviews to obtain various efficacy aspects from individual teachers. The data analysis did not reveal a link between EFL teachers' self-efficacy and collective efficacy responses. The results were attributed to the negligence of collaborative activities in teacher development in the ELT context of the research in Iran. They also stated that instructors might not be so familiar with the importance of collaborative activities.

Another influential research at higher education EFL level was conducted in Ecuador by Plaza (2013) with 99 EFL teachers working at a different level of education as well as language academies to investigate their efficacy beliefs. The College Teaching Self-Efficacy Scale (CTSES) created by Leonor Prieto (2006) was employed as a data collection instrument. This scale involved more teaching tasks than the previous ones: 1) teaching efficacy regarding planning lessons, 2) learner's engagement, 3) interaction between teachers and learners', and 4) performance assessments of teachers and learners' with 44 items. The data analysis showed over 80% of self-efficacy of the teachers surveyed in the confidence of their abilities, and over 75% of self-efficacy in the frequency with teachers who planned the lessons, learners' implications, teachers and learners' interaction, and teachers and learners' performance assessment.

Rastegar and Moradi (2016) questioned if there is a link between job satisfaction, self-efficacy and well-being of 46 Iranian EFL teachers. Job Satisfaction Survey (Spector, 1994), TSES, and Spiritual Well-being Scale were employed for data collection. The data showed no noteworthy correlation between self-efficacy and job satisfaction. However, the results revealed a remarkably negative correlation between job satisfaction and well-being.

Bandura (1997) acknowledge the self-efficacy beliefs of teachers affect their students' achievements and satisfaction. The recent literature emphasized the link between them, and it is supported by research. Rashidi and Moghadam (2014) researched the relationship between teacher self-efficacy and learner satisfaction and achievement in Iran. Data were collected from two groups of participants who consisted of 16 instructors and 255 intermediate-level English language learners and were randomly chosen from a Language Institute, in Shiraz, Iran to explore teaching beliefs and their sense of self-efficacy. The methods employed in the classroom included Wilkerson and Lang's (2007) teachers' beliefs scale, Sense of Efficacy Scale created by Bandura (1997) and Student Satisfaction Inventory to state teachers' beliefs and their preferences regarding several tasks. A sharp negative link between teachers' beliefs and students' satisfaction was reported. However, there was a positive relationship between teachers' sense of self-efficacy and student satisfaction as well as students' satisfaction and their academic achievement. Variables such as self-efficacy subscales, decision-making disciplinary, and school resources played an important role in the prediction of student satisfaction. Saeidi and Kalantarpour (2011) investigated the relationship between teacher sense of self-efficacy and student's language achievement with TSES and an evaluation list which indicates student final examination grades collecting data from 45 Iranian EFL teachers. The results indicated a positive relationship between them. Wossenie (2014) investigated 39 EFL teachers and 585 Ethiopian students' beliefs and found a significant positive correlation between EFL teachers' self-efficacy beliefs and students' academic achievements in English.

Similarly, Mojavezi and Tamiz (2012) found a positive relationship between teacher self-efficacy, student achievement as well as student motivation. The study was conducted with 80 high school EFL teachers and 150 Iranian students across four different cities in Iran. All these studies confirm the theory that self-efficacy of teachers affects students' motivation and achievement and this has also been confirmed in EFL research into self-efficacy.

Afshar, Rahimi, Ghonchehpour and Saedpanah (2015) investigated the impact of how the duration of teaching experience affects the self-efficacy and perception of

on EFL teachers' - collecting data from 135 EFL teachers using Teachers' Distinctive Characteristics scale of Borg (2006) and TSES and open-ended interviews. In addition, the effect of experience was investigated and it was found to have a significant effect on self-efficacy but a non-significant effect on teacher's perception about distinctive characteristics. Open-ended interviews revealed that teachers' perception of distinctive characteristics was determined by the characteristics and context of language teaching. Their perception of classroom management category of self-efficacy was low unlike other categories of self-efficacy in TSES. Crook (2016) investigated specific teacher characteristics and self-efficacy beliefs of 257 Thai EFL teachers. Data were collected via a combined Thai-language version of Teachers' Sense of Efficacy Scale (TSES-SF), a Thai-language version of the Self-Report of English Proficiency Scale (Chacón, 2005), and a self-report survey of demographics. The researcher found that two variables, perceived English proficiency and longevity resulted in statistically significant individual contributions to explain why perceived self-efficacy varied.

Veisi, Azizifar, Gowhary and Jemalinesary (2015) employed TSES and School Participant Empowerment Scale SPES (Short and Rinehart, 1992) to study if there is a link between self-efficacy and teacher empowerment. The content consisted of several parameters from knowledgebase, influence, competence, and status, to autonomy, collaboration, involvement in decision-making, and responsibility. The results showed an outstanding teachers' empowerment positively correlated with self-efficacy (with all subcategories). Moreover, self-efficacy level of female teachers was higher than male teachers with importance regarding teaching experience. On the other hand, no remarkable differences were reported regarding age, gender and experience in teacher empowerment results.

The literature on self-efficacy has been dominated by quantitative and mixed method studies. A recent study was performed as a qualitative study to investigate the sources of self-efficacy of Vietnamese EFL teachers by Phan and Locke (2015) at higher education level. The participants were eight university EFL teachers in Vietnam. Individual interviews, journaling, non-participant observations were used to collect data. Social persuasion was found to be the most influential element as

contrary to Bandura (1997) who suggested enactive mastery experiences were the most potent source of self-efficacy. Furthermore, vicarious experiences and physiological/affective states were reported to be additional sources of self-efficacy. Especially cognitive mastery experiences (the mastery of content and skills related to instruction) as explained by Palmer (2006) were identified as an additional source identified in the present study and found to be stronger than enactive mastery experiences. Overall the researchers' concluded that the participants had negative feelings which impeded their self-efficacy. The researchers emphasized the effect of contextual factors on the teachers' perceptions.

One of the most recent qualitative studies was conducted by Zonoubi, Rasekh and Tavakoli (2017) in Iran. They investigated the effect of six months of collaborative activities on self-efficacy beliefs of 10 novices and experienced EFL instructors. They introduced the notion of Professional Learning Community (PLC) interventions their EFL context. They collected data with reflective journals and interviews pre and post-PLC and recordings of PLC. They found increased instructional strategies, classroom management and decision-making and autonomy and perceived language proficiency. Both groups benefited from PLC activities and developed a sense of community and collective efficacy.

As these studies indicate, self-efficacy is affected by several variables. As the main subject and aim are teaching English, self-efficacy is affected by language proficiency (Choi & Lee, 2016; Jafarigohar & Ganjabi, 2012; Marashi & Azizi-Nassab, 2018) as well as their attitude toward the English language (Sabokrouh, 2014). Another vital research concern, as discussed in the theory of self-efficacy, is the effect that contextual factors have on self-efficacy investigated by Jafarigohar and Valadi (2014). Alongside context factors, teacher efficacy of EFL instructors is also found to be correlated with overall collective teacher efficacy. Collective efficacy beliefs are also importantly related to self-efficacy as it indicates the extent they work in collaboration with teachers to achieve school goals and success. However, unlike in non-EFL context which indicates its relationship (Goddard & Goddard, 2001), not much relevance is found in EFL contexts due to lack of collaborative activities as the researchers indicate in their context (Abdollahzadeh &

Rezaeian; 2015). Another aspect is the individual aspect which concerns demographical factors and as Akbari and Moradkhani (2010) investigated, novice teachers have a lower level of self-efficacy in subdimensions, and academic degree also affects student engagement. The most important research area is to find the support that teacher efficacy is related to student achievement quantitatively. This was also tested quantitatively by Rashidi and Moghadam (2014), Saeidi and Kalantarpour (2011) finding support on behalf of the relationship between them in their EFL contexts. Teacher efficacy does not only support student achievement but also student satisfaction as found by Wilkerson and Lang (2007). Similarly, job satisfaction was not found related to self-efficacy beliefs of EFL instructors (Razaei & Moradi, 2016). As the results of these studies suggest there is a need for more replication of the studies in other contexts and compare the results of them in EFL settings with some other relevant variables.

2.4.3 EFL teacher self-efficacy research in Turkey.

Self-efficacy beliefs studies have been conducted both at secondary school and higher education level in Turkey. At higher education level mostly, the schools of preparatory classes have been the centre of attention. EFL instructors' self-efficacy beliefs were mostly investigated with TSES created by Tashannen Moran and Hoy (2001). Güven and Çakır (2012) attempted to measure the self-efficacy construct of EFL scale titled Teachers' Perception of Professional Competence. Another influential research came from Büyükduman (2006) who used an adapted version of "Capability for Using English as a Foreign Language" and adapted version of Teachers' sense of efficacy scale making factor analysis for researching perceptions of pre-service teachers. As with their counterparts abroad, the studies conducted in Turkey were descriptive and correlation studies.

Ünver (2004) investigated the school related factors and the self-efficacy beliefs of EFL instructors at higher education level in Eskişehir, Turkey for her master's thesis. The main aim of the study was to explore their perceived self-efficacy and self-determination levels both quantitatively and qualitatively. The data were

collected using Work Climate Questionnaire and the Teacher Efficacy Scale. The results revealed that good rapport with the administration and learners affect EFL instructors' motivation and self-efficacy positively, whereas demotivation of students and heavy workload influenced the instructors' motivation in a negative way. They felt themselves autonomous in terms of textbook selection, the use of extra materials, teaching methods, and exam preparation. On the other hand, the researcher did not find a significant association between the levels of self-efficacy and self-determination of the instructors in the quantitative data analysis.

In the same year as Ünver (2004), Köyalan (2004) explored the relationship between EFL instructors' teacher efficacy and dealing with misbehavior in classroom. Köyalan used TES and a self-developed classroom management scale to collect the data. The participants were 221 EFL instructors from three universities. The nature of the study was descriptive and did not do any correlation analysis to consider the relationship between the two constructs. The results indicated that the instructors have high levels of self-efficacy and they can cope with the serious classroom management problems. The results revealed the difference of self-efficacy beliefs based on contextual differences as the collected from three universities. The EFL instructors at METU felt more efficacious than the others. The demographic factors such as age, years of experience, gender and teachers' participation in professional activities, journal subscriptions were positively correlated with self-efficacy. In addition, the instructors' degree was found to be associated with their classroom management beliefs. The EFL instructors with MA Degree reported higher efficacy beliefs than BA degrees. The other variables which predict classroom management was whether they have attended professional activities frequently or subscribe to journals.

Yılmaz (2004) investigated the association between the beliefs of novice and experienced teachers' self-efficacy in classroom management and students' perceptions with regard to their teachers' classroom management efficacy. The participants were 10 experienced and 10 novice English teachers and 295 students studying at a state university in Istanbul. She collected data with interviews and questionnaires. The researcher found a significant difference between novice and

experienced teachers' self-efficacy beliefs for classroom management. In addition, the students' perception of their teachers' classroom management behavior was positive. However, a significant relationship between teachers' efficacy beliefs and the students' perceptions of the teachers' classroom management behavior was not reported. Tılfarlıoğlu and Ulusoy (2012) also investigated classroom management efficacy in a mixed method study on 120 EFL instructors working in lower education. They found no difference between the level of beliefs of EFL instructors working at secondary school and high schools. During the interviews, teachers explained the misbehavior instances they face during their career (i.e students chatting to friends during class activities, not doing assignments properly, not being prepared doing homework, discipline problems such as shouting or fighting with their friends), and they reported their coping strategies.

Yavuz (2007) investigated the self-efficacy beliefs of EFL instructors at higher education level considering the effects of their contexts. The data were collected with Ohio State Teacher Efficacy Scale and School level Environment Questionnaire. 232 instructors working at colleges in Istanbul completed the questionnaires. The data analysis indicated that EFL instructors working at private institutions scored higher than the ones working at state universities. Another variable was whether having an administrative post has impact on self-efficacy beliefs and the researcher found that teachers with administrative posts have higher efficacy beliefs for instructional strategies subcategory than their colleagues with no administrative post. Other predicting factors of self-efficacy were the number of the professional activities in which they participated, gender, average number of students in their classes.

Şekerci (2011) investigated the self-efficacy beliefs of 257 EFL instructors who work at Schools of Foreign Languages of universities in Ankara to explore whether English competency, years of teaching experience, graduate department and self-reported proficiency predict instructors' self-efficacy beliefs. Their efficacy beliefs were investigated with the TSES. The other data were collected with Language Teaching Methods Scale and Self-reported English Proficiency Scale. The instructors were found to have high self-efficacy beliefs and to feel more efficacious

in classroom management than using instructional strategies (use of communicative method). On the other hand, their student engagement efficacy beliefs were the lowest. Experience, English competency and self-reported proficiency were found to be predicting instructors' overall self-efficacy beliefs.

Kimav (2010) investigated 123 EFL teachers' experiences with the interrelationship between individual and collective teacher efficacy and burnout at a state university with questionnaires and semi-structured interviews. He used the Teacher Efficacy Scale (Gibson & Dembo, 1984), a Turkish version of the Maslach Burnout Inventory-Educator Survey (Girgin, 1995) and The Collective Teacher Efficacy Scale-Short Form (Goddard, 2002). He found some external and internal factors as the causes of burnout. Work environment and administrative issues were cited as the important contextual factors. Personal teaching efficacy was found to be positively correlated with personal accomplishment, but negatively with depersonalization. It was also found that personal teaching efficacy did not associate with emotional exhaustion.

Mede (2009) researched the association among self-efficacy, social support and burnout with 63 EFL instructors at a preparatory school. The adapted version of the Perceived Self-Efficacy in Eliciting Social Support from Colleagues (PSESSC) and the Perceived Self-Efficacy in Eliciting Social Support from Principals (PSESSP) developed by Friedman and Kass (2002) were used. She found that lack of social support was the predictor of emotional exhaustion. Mede also found that lack of support from principals was related to depersonalization and reduced personal accomplishment. Another important finding was that less experienced teachers showed higher scores in emotional exhaustion. Mede further reported there was no significant difference between the perceptions of males and females with regard to emotional exhaustion and depersonalization but that male teachers experience less reduced accomplishment than female teachers.

Güven and Çakır (2012) attempted to measure the self-efficacy beliefs of 266 Turkish EFL teachers who work at public primary schools in Turkey. Teachers' Perception of Professional Competence was used to collect data. For the formation

of this scale, they took universal competencies for teaching English to young children and the Ministry of Education's (MNE, 2008) classification of the competencies specific to English language teachers as the basis. It was found that English teachers' perceptions regarding their teaching competencies were related with their educational background. The teachers who received a course on teaching English to young learners felt themselves to be more efficacious than those who did not.

Ülkümen (2013) conducted research to find out whether EFL instructors' mastery experience, university type, major and years of experience, colleague and administration support predict self-efficacy beliefs of EFL instructors, collecting data from 285 EFL instructors working at higher education level. In order to collect data, several scales were used: Mastery experience scale Turkish version of TSES, Administration support scale, a demographic information scale and Colleague support scale. She found that years of experience, university type, mastery experience and administration support predict self-efficacy beliefs of EFL instructors. Furthermore, mastery experience was the most significant predictor of their self-efficacy levels. Ülkümen also noted that the support of the administration positively correlated with student engagement self-efficacy beliefs of the instructors.

Aslan (2013) investigated the teacher efficacy beliefs, self-reported English proficiency level and use of pedagogical strategies of 28 EFL teachers at secondary schools. TSES and pedagogical strategies scale (Eslami & Fattahi, 2008) and self-reported English proficiency scale (Yılmaz, 2011) were used in order to collect the data. The results indicated a relationship among self-efficacy beliefs, the use of pedagogical strategies, and self-reported language proficiency. The participants reported mostly using communicatively oriented instructional strategies. As for TSES results, classroom management efficacy beliefs were the highest and learner engagement beliefs were the lowest. Reading skill was found to be the most successful skill and listening is the least successful skill of the participants.

Onbaşı (2014) explored the association between EFL teachers' self-efficacy beliefs and writing efficacy. The data were collected from 98 English teachers and 307 students at School of Foreign Languages of a state university. TSES, Student Perception of their Writing Teacher's Performance (SPWTP) and teacher interviews were used as the data collection instruments. The results of this study indicated that the sample group of EFL teachers had moderate level of efficacy in teaching writing and felt the least efficacious in student engagement. Experience was also the predictor of their self-efficacy beliefs. Teachers with 6-10 years writing experience were more efficacious in terms of instructional strategies and student engagement. Also, the teachers who had in-service training were found to be more efficacious than the ones who did not.

Demir, Yurtsever and Çimenli (2015) investigated the association between self-efficacy and the willingness to use communicative activities in their speaking classes. Teachers' Sense of Efficacy Scale and teachers' attitudes towards some aspects of CLT, which was adopted from Eveyik (1999), were used as data collection instruments from 40 EFL instructors working at higher education level. The results indicated that teachers have both high levels of self-efficacy and greater willingness to use communicative activities in their speaking classes. They also reported that although there was a positive correlation, there was no significant relationship between them.

Dolgun (2016) investigated both in-service and pre-service teachers' self-efficacy beliefs of 105 in-service EFL teachers and 75 pre-service EFL teachers. In-service teachers have more positive results in their self-efficacy beliefs for instructional strategies they use while pre-service teachers were shown to feel more efficacious in the student engagement category. The researcher did not find a significant difference in terms of efficacy beliefs in classroom management. Overall, both groups' efficacy beliefs were high.

The above-mentioned researches show that self-efficacy has been studied from numerous dimensions with multiple variables. One of the major purposes of the studies was to seek out the association between self-efficacy and other variables

such as work climate (Ünver, 2004), colleague and administrator support (Ülkümen, 2013), willingness to use communicative activities (Demir, Yurtsever & Çimenli, 2015) or self-reported proficiency (Şekerci, 2011). As with their counterparts abroad, recent studies attempted to measure using TSES which is regarded as a valid measurement (Aslan, 2013; Demir, Yurtsever & Çimenli, 2015; Şekerci, 2011, Ülkümen, 2013). They generally found that the student engagement category is the lowest in their data analysis and emphasized the affect of contextual factors on self-efficacy.

2.5 Summary and Conclusions

All of the research studies elaborated in the literature review section indicate that motivation of EFL teachers is a multifaceted construct and needs to be explored in light of several theories and factors. The research studies have explored some aspects of it or attempted to explore several dimensions of it to investigate the association of multiple factors. Overall literature indicates that investigating and gaining more insight into teacher motivation can lead to practices that help sustain motivated teachers and promote student learning.

The research studies contributed to shaping the research design and the variables that need to be focused in the current research. By reviewing what exists and does not exist in the current literature, it has been found that factors pertaining to intrinsic and extrinsic motivation have been widely discussed (Bexley, 2003; Gheralis-Roussos, 2005; Fidan, 2014; Sözen, 2015). It also enables the researcher to dwell on subcategories relying on previous research. The most common factors have been identified as teachers' teaching-related considerations and the importance of the emotions that they attached to the teaching profession to develop intrinsic motivation. As for extrinsic factors, contextual factors in terms of physical environment and the relationship with the stakeholders of the institutions where the instructors work were important in terms of micro level conditions. As for macro-level conditions, salary and financial benefits were cited to be very influential in teachers' extrinsic motivation beliefs (Bexley, 2003; Sözen, 2015; Mifsud, 2011;

Shoab, 2004). The research studies shed light on the factors which affect teacher motivation and enabled the researcher to gain insight into the categorization of factors in quantitative research design and in developing an instrument to analyze the categories in the quantitative data analysis as described in the methodology section in more detail.

The theories discussed in the literature were also considered in this thesis; specific theories emphasize the importance of a number of components of motivation. For example, self-determination theory points out the significance of competence, autonomy and relatedness and goal theory focuses on having specific goals and gaining accomplishments based on them. Self-efficacy and expectancy theories focus on the necessity of successful experiences in teaching and their importance on high levels of motivation to improve one's teaching skills (Walker & Symons, 1997). Self-efficacy theory is similar to SDT in that they both emphasize the concept of *competence*. In light of these current theories which influence teacher motivation, the main objective of the current study is to explore the variables that affect teacher motivation.

As Schafer (2010) notes, motivated teachers are more likely to contribute to learner motivation by developing learner autonomy and self-efficacy, eliciting activities in more interesting ways and providing more effective feedback for learners. Research has shown that attempts to try new things and an intrinsic drive to do something are directly related to self-efficacy beliefs (Taschannen-Moran, Wolkfolk Hoy & Hoy 1998). Considering the previous research on motivation and self-efficacy beliefs, this study attempts to explore to what extent self-efficacy beliefs, with its subcategories e.g. classroom management or instructional abilities, relate to instructors' intrinsic or extrinsic beliefs and context-related variables.

Overall recent research studies indicate that the higher the level of self-efficacy, the lower the levels of teacher stress and burnout (Mede, 2009; Kimav, 2010). Higher levels of job satisfaction and coping strategies (Rastegar & Moradi, 2016; Skalvik & Skalvik, 2015) and student achievement and motivation (Mojavezi & Tamiz, 2012; Caprara et al., 2006) are also intrinsically linked with great degrees of teacher self-

efficacy. Although there has been growing research into motivation and self-efficacy, Urdan (2014) calls for more research into the mechanisms through which teacher efficacy might influence student motivation and achievement, the consistency of the links across different populations of students, and how the outcomes are influenced by personal and situation-specific variables.

In addition to the studies which consider the overall factors, research has also focused on contextual factors such as stakeholders in an education program. For example, administrators' leadership style was found to be associated with teacher motivation (Webb, 2007; Prince, 2008). There is also an attempt to find a direct link between student motivation and teacher motivation quantitatively (Mifsud, 2011). As Urdan (2014) concludes there is still much to be learned about the contextual factors that enhance and undermine teachers' motivation. There has been an increase in the literature of what the motivating factors in specific contexts are; however, the relationship between self-efficacy and motivation as interacting constructs have not been studied widely in EFL contexts. Researchers attempted to investigate the theoretical link suggested by Bandura (1993, 1997). Some of them aimed to research the proposed interaction between self-efficacy beliefs and cognitive and motivational processes quantitatively (Kutluca, 2018; Huangfu, 2012). Mifsud (2011) and Khermani and Poorahmadi (2014) included self-efficacy as one component of motivation and analysed its relationship with overall motivation, finding a significant correlation. Kutluca's (2018) study emphasized this link in the teaching occupation directly in Turkey. As he suggests, his study and similar studies to be conducted in the future can pave the way for gaining more insight into motivational and pedagogic beliefs of teachers in relation to self-efficacy beliefs. The aforementioned research studies have inspired the researcher to further investigate this relationship to fill the research gap in EFL research both theoretically and contextually. As the broad literature presented in this literature review section indicates, the unexplored dimension is the relationship between the intrinsic and extrinsic motivational beliefs and self-efficacy beliefs. What signifies the difference of this study from previous research is that the usage of a scale prepared including the intrinsic and extrinsic motivation factors to analyse the relationship between them. It is hoped that this study will contribute to teacher motivation and self-efficacy literature, especially in EFL contexts at higher education.

Findings in previous research have been used to develop a quantitative measure to investigate teacher motivation at multiple levels and gain an understanding of what variables affect both motivation and self-efficacy. The advantage of reviewing the literature was to find out what variables are associated with their motivation and self-efficacy beliefs. The quantitative analysis in this study, which will be discussed in the next chapter, can also reveal a broad-based exploration of EFL teacher motivation in Turkey and can be a model for studies abroad with a validated scale.

The literature calls for more research studies on various participants in their own contexts and explaining the results by considering the contextual factors and other interacting variables in both self-efficacy and motivation literature. The SDT literature indicates that teacher motivation enhances when teachers feel competent, but what the other effects of contextual factors on teacher's motivation are, and the relationship between self-efficacy and teacher motivation, still need exploration. We need to consider what schools and administrators can do to help teachers feel more efficacious and more motivated and how they can contribute to their own motivation through self-driven activities. In light of the current literature review, they need to consider what motivates them and how they conceptualize it in their own contexts and how they can increase their motivation and efficacy by being self-reflective in considering the contextual factors which the literature sheds light on. This study attempts to find the answers to such questions, exploring dimensions of motivational beliefs and self-efficacy beliefs and the extent to which they are related for driving implications in both theory and practice.

CHAPTER 3

METHODOLOGY

The purpose of this study is to explore the link between motivation and self-efficacy beliefs of EFL instructors who work at universities in Ankara. Information about the research design and instruments along with the factor analysis of the scales, and demographic characteristics of the participants have been presented in this chapter.

3.1 Research Design

This study is a quantitative research which aims to find out the level of EFL instructors' intrinsic and extrinsic motivation beliefs and their self-efficacy beliefs with dimensions as student engagement, instructional strategies and classroom management categories, and the association among these dimensions. Dörnyei (2007) suggests the quantitative studies are systematic, rigorous, focused and can be controlled tightly. It also enables researchers to get precise and accurate measurement of the data. In terms of the design, this study used a correlational design as the relationship between teacher motivation and self-efficacy is being investigated. The correlational design enables the researcher to explain the degree of relationship between two or more variables and to analyse whether one variable predicts the score on another variable (Creswell, 2012).

For the purpose of the study, correlation analyses have been employed for the relationship between the two constructs. As Dörnyei (2007) points out that correlation analysis shows to what extent the two constructs are interrelated. It indicates that the higher one variable gets the higher the other is likely to be. First, the levels of the intrinsic motivation and extrinsic motivation beliefs have been analyzed with descriptive statistics, then the relationship between self-efficacy beliefs and intrinsic motivation and extrinsic motivational beliefs were investigated

with correlation analysis. Apart from correlation, so as to examine whether self-efficacy subtests predict intrinsic and extrinsic motivation, regression analysis has been employed for overall motivation and for both motivation categories: intrinsic and extrinsic motivation. The analyses have been conducted to seek answers to the following research questions:

1. What is the level of EFL instructors' motivation beliefs at higher education?
 - 1.1 To what extent gender, years of experience, age and their degree level predict instructors' motivation beliefs?
 - 1.2. Do intrinsic motivation beliefs relate to their extrinsic motivation beliefs?
2. What is the level of EFL instructors' self-efficacy beliefs at higher education?
 - 2.1 To what extent gender, years of teaching experience, age and their degree level predict instructors' self-efficacy beliefs?
3. Do EFL instructors self-efficacy beliefs relate to their motivational beliefs?
 - 3.1 What is the relationship between EFL instructors' intrinsic motivational beliefs and self-efficacy beliefs (with subcategories) at higher education?
 - 3.2 What is the relationship between EFL instructors' extrinsic motivational beliefs and self-efficacy beliefs (with subcategories) at higher education?

The next section will elaborate on the instruments used for the purpose of the study. First, the preparation, application and exploratory and confirmatory factor analysis of the motivation scale will be explained as a new scale has been developed. Following this, the adaptation and results of the confirmatory factor analysis of the short form of the TSES will be discussed.

3.2 Instruments

3.2.1 Motivation scale.

The extensive review of literature and instruments and research designs used in the researches revealed the multiple factors which influence EFL teacher motivation. Dörnyei and Ushioda (2011) suggest that “Doing motivation research can be a most rewarding but at the same time formidable task” (p. 197). According to the authors, if we make informed decisions about which aspect of motivation to focus on and which methods can be used to collect and analyse the data, we can obtain meaningful and valid results from motivation research. However, they point out several inherent problems in motivation research to increase the researchers’ awareness of motivation as follows:

- Motivation is abstract and not directly observable. It refers to various mental processes and states. Therefore, it is inherently subjective work and the researcher need to keep it minimum.
- Motivation is *a multidimensional construct that* can not be represented by means of simple measures (e.g. the results of a few questionnaire items). This is important when conceptualizing and assessing *motivation variables*. They emphasize that “the specific motivation measure or concept they are focusing on is likely to represent only a segment of a more intricate psychological construct” (p. 198).
- Motivation is inconsistent and dynamic which changes over time based on personal and environmental factors.

As indicated by Dörnyei (2001), it is a challenging mission to assess the motivational beliefs of EFL instructors. For the purpose of the study, in order to reflect the multidimensional aspect of motivation beliefs, the literature was reviewed and some notable theses and articles focusing on both qualitative and quantitative measures to investigate the motivational beliefs of teachers were identified. For example, some studies investigated motivating and demotivating

factors (Johnson, 2001; Fattash 2013), some of them investigated intrinsic and extrinsic factors (Tziava, 2003; Sözen 2015). It was found that many studies used different questionnaires or surveys and there has not been a commonly used standard scale to measure what motivates EFL teachers at higher education level in Turkey to enable the appropriate and valid comparison of the findings. The literature review indicated that measuring the factors that affect teacher motivation with a scale in Turkey would be a contribution to this current literature. The review of surveys used to measure the EFL teacher motivation in the literature is varied and served various purposes. Early studies used Minnesota Satisfaction Questionnaire to investigate teacher motivation and satisfaction interchangeably (Pennington, 1997). Others considered motivation from intrinsic and extrinsic perspective. For example, Tziava (2003) used a questionnaire with items categorizing intrinsic and extrinsic but it had limitations as many other factors were ignored and provided as limited perspective. Bexley (2003) developed a questionnaire comprising of intrinsic and extrinsic motivation factors. However, there was a confusion of intrinsic and extrinsic factors in her scale. Therefore, Brown (2007) piloted the scale used by Bexley (2003) to gain the appropriate factor loadings in her own context. Ma (2012) used Work Task Motivation Scale to measure instructors' motivation beliefs based on SDT but that scale was not much related to the purpose of the study. Noori, Fatami and Najjari (2014) investigated both satisfaction and motivation with separate questionnaires but their Teacher Motivation questionnaire comprised about 20 items and would not reflect all the categories that affect teacher motivation which was meant to be explored for the purpose of the current study. Fidan (2014) used Attitude Motivation Test Battery (AMTB) adapting it for teachers in Turkey and Sözen (2015) prepared a survey to assess intrinsic and extrinsic factors to investigate the motivation factors at lower education. However, Sözen (2015) did not specify the categorization of sub factors such as administrators, colleagues or physical conditions. Furthermore, the items used were not subjected to a factor analysis to assess the factor loadings for the proper categorization of the items in the categories. As for data analysis, she used the mean scores of each item in the questionnaire to explain the motivational beliefs of EFL instructors working at lower education.

3.2.1.1 Preparation of the items for the piloting of the scale: Preparation of the item pool.

As the literature and the research revealed the multifaceted nature of teacher motivation, the current study aimed to explore factors that relate to it. Dörnyei (2003) emphasizes some points when preparing the items. The collection of the items which is called as *item pool* should be based on the previous literature and expert opinions (Dörnyei, 2003) as the initial stage. He emphasizes obtaining qualitative data collected from experts as “informants such as notes taken during talks and brainstorming in focus or discussion groups” (p. 52). For this quantitative study, closed-ended questionnaire items were designed considering the relevant literature and consulting expert opinion to enable the participants to choose from rather than writing the responses. As Dörnyei (2003; 2007) emphasizes the most commonly used type of closed item is ‘Likert type scale’ questions. It indicates the extent the participants strongly agree to strongly disagree which is also used for the rating in this study.

Some items were adapted from the literature and the current studies in the related categories for most appropriate categorization before piloting the scale. In this study, the intrinsic factors were identified as job-related factors, namely teaching related, contributing to student progress in learning English, contributing to student growth, using creative ways to teach English; and teacher related factors were identified as satisfaction, commitment to teaching, excitement from teaching English, professional development. Extrinsic motivation factors regarding the financial aspect of the job were identified as pay, salary, holidays, status, job security, retirement, job prestige as well as school-based factors as students, colleagues, administration and relationship with them, and physical environment. The most common themes for factors which influence the intrinsic and extrinsic motivation were used as the core categories of the scale. As indicated in the teacher motivation literature, factors affecting intrinsic teacher motivation are related to the job itself and the conceptualization of teachers with their profession. On the other hand, extrinsic motivation factors such as the payment, salary, benefits, the

influence of colleagues and students, school policies, administrative attitudes, status, physical conditions and job security items (Sözen, 2015; Erkaya, 2013; Fidan, 2014).

For the creation of the motivation scale, several motivation scales were also analyzed. The surveys used by Bexley (2005) and Brown (2007), Mifsud (2011), Ribas (2012), Bernaus, Wilson and Garner (2009) and Sözen (2015) were used by adapting several items and ideas and itemizing the main themes in the literature relevant for driving motivational sources based on the context of EFL instruction of Turkish Universities. That is to say, while adapting, the main themes of the sentences and ideas in the items were adopted and simplified to include in the scale, also the researcher adds several items based on her experience as a language instructor (in Appendix A). As Dörnyei (2007) points out item wording is also important and gives the following advice: creating short and simple items, using simple and natural language avoiding ambiguous words and sentences, avoiding negative constructions (i.e. including no or not), avoiding double-barreled questions and including both positive and negative worded items. During the adoption and adaptation, both the main points discussed in the literature and perceptions of the Turkish EFL teachers were taken into consideration. For the context-based factors, 5 instructors were consulted to obtain their experience and conceptualization of intrinsic and extrinsic motivation factors. For this purpose, intrinsic and extrinsic factors they suggested were taken notes by the instructor and then during the creation of the items, their opinions were also used to create items. The researcher analysed the suggestions and tried to make it one-barrel phrase as some items and suggestions were double barrelled. Furthermore, the researcher also considered her own experience and observations regarding EFL teacher motivation while selecting appropriate comments for the inclusion in the scale. As it is a scale measuring the motivational beliefs as categories, the most relevant items for the relevant categories were included considering the length of the scale and its practical application. As Dörnyei (2003) points out, the length of time required to complete the instrument should also be considered. The main ideas suggested by the colleagues are in Table 3.1.

Table 3.1
List of Main Suggestions by Colleagues as Expert Opinion

Intrinsic factors:	Extrinsic factors:
<ul style="list-style-type: none"> - being able to teach EFL - observing my students' progress in learning English - feeling commitment to teaching - having satisfaction and pride in teaching English - students' progress and achievement - helping students to learn English - loving and practicing English language - professional development - contributing to student learning and development - being with young people - satisfaction of teaching - being committed and dedicated and sharing it with colleagues 	<ul style="list-style-type: none"> - regular salary - rewards and appreciation of administrators - payments for extra class hours - administrative support - administrations' appreciation and equal treatment - administrators valuing our ideas and opinions - administrators who give equal and reasonable work load - students' success at the exams - student motivation - students' attendance to interactive class activities - students obeying the class rules - extra training and professional development - job security - job prestige as being English language teacher at university - clean and orderly classes - resources, facilities and technological tools - enthusiastic colleagues - colleagues willing to collaborate - colleagues showing respect and appreciation

Totally 42 items were created finalizing the 'drawing item pool' stage of developing the questionnaire items and obtaining core themes of intrinsic and extrinsic items from multiple sources for this study (in Appendix A).

3.2.1.2 Finalized version of the scale for initial piloting.

Dörnyei (2003) emphasizes the importance of grouping and ordering items. Those collected items were classified as intrinsic and extrinsic motivation. For the validity of the items in the categorization, some steps were also followed. The validity of the items in the scale has been ensured in two steps for the final version.

In the first step, as Dörnyei (2007) suggests, the initial piloting of the item pool is necessary and was conducted with 5 trusted and helpful colleagues to go through items and provide feedback as an expert opinion to finalize the selection of the items. After that, for the validity of the items in the related categories, another group of instructors who currently lecture at English Language Teaching Departments or Teaching English as a Foreign language programs (MA TEFL at Bilkent University) were contacted to obtain their opinions with regard to the relevance of the items in the related categories and to see if they have further suggestions.

For the first step, all the colleagues agreed with the items except for “the challenge of teaching English” for not being very relevant and ‘technological materials to teach English’ as being too specific and “atmosphere of the school setting” as being too broad. Necessary changes were also made by the researcher. However, “the challenge of teaching English” was still included since the motivation theory and literature make emphasis on it (Deci, Kasser, & Ryan, 1997). After that, the thesis committee members and the researcher reconsidered the items for wording and involvement in the actual survey. Some items were deleted, simplified and clarified by the thesis committee and 39 items were left to include. At the final stage, after the final draft scale was sent to another 7 lecturers (one native speaker) who are teaching at ELT and TEFL departments of universities for final expert opinion to conclusively determining the proper categorization of the items in the relevant categories and to see if they have further suggestions on the items. They were asked to rank the items as ‘very appropriate’, ‘appropriate’ ‘inappropriate’, ‘very inappropriate’ via Google forms. They were also provided a section for their opinions in terms of the wording or the suggested changes for the items provided. They all ranked the items as appropriate and provided minor suggestions for wording and contributed with editing some of them and necessary changes were made based on their comments. The remaining items after revisions by the researcher have been provided in Table 3.2.

Table 3.2
Remaining Items After Revisions

I AM MOTIVATED BY.....

1. facilitating my students to learn English
2. observing my students' progress in learning English.
3. contributing to student growth.
4. the excitement from teaching English.
5. using creative ways to teach English.
6. the challenge of teaching English
7. being competent in teaching English
8. the satisfaction with my job
9. having teaching skills to design activities.
10. working with young people
11. my commitment to teach
12. my desire for professional development

COMMENTS:

External job related and context related factors (as the main category:

1. Job related extrinsic issues

13. a regular salary opportunity
14. holiday opportunity
15. job security
16. rewards and praise based on performance
17. extra payment for extra class hours
18. retirement benefits
19. job prestige as an English language instructor
20. payment and support for professional development activities (e.g. Conferences, projects etc.)

COMMENTS

2. Student related factors

21. students' participation
22. students' motivation and interest to learn English
23. student's achievement
24. students' obeying the class rules

COMMENTS

3. Administrative issues (support)

25. administrators who value our ideas and opinions
26. administrators who give equal and reasonable work load
27. administrators who provide participation in decision-making
28. administrators who provide autonomy
29. administrators who treat us equally

COMMENTS

4. Collegial relations (support):

30. colleagues who are enthusiastic about teaching English"
31. colleagues who show respectful behavior
32. colleagues who support my creativity
33. colleagues who support my autonomy
34. colleagues who are willing to collaborate

COMMENTS

5. School related conditions

35. reasonable class size
36. clean and orderly classrooms
37. adequate resources to teach English
38. physical conditions (heating, lightning, noise etc.)
39. adequate facilities (library, canteen etc.)

COMMENTS

A suggestion “payment and support for professional development activities” was taken into consideration as at the preparatory classes EFL instructors also pursue graduate studies and attend conferences like other faculty of the universities. Those suggestions and follow-up considerations shaped the final version of scale.

3.2.2 Data collection procedure for the pilot study.

This final stage is called *post hoc item analysis* as the researchers need to screen out which items function based on the results of the piloting data on some adequate number of participants (Dörnyei, 2007). Piloting is necessary for validity and the piloting stage should not be ignored as the psychometric quality of the questionnaire may be jeopardized in the absence of it (Moser & Kalton, 1971 cited in Dörnyei, 2003). Therefore, this stage was regarded an indispensable stage of this study and data from a large number of participants were considered for it. In order to administer the questionnaires at the universities in Ankara, permission from the Applied Ethics Research Center (AERC) from METU for both pilot study and the current study was taken (in Appendix G). First, colleagues and administrators of some universities have been contacted for their support for data collection via emails or phone calls. Totally about 223 lecturers completed the scale for the actual study for the exploratory factor analysis. The confirmatory factor analysis was conducted based on the second data collected. Namely, in order to increase validity, exploratory factor analysis and confirmatory factor analysis have been conducted on separate participant groups. They were collected by both via Google forms and using hard copies which were sent to the directorate of the school of Foreign languages and some colleagues (from Hacettepe University, Atılım University, Çankaya University, Anadolu University, Niğde University, Erciyes University, Katip Çelebi University).

3.2.3 Data analysis of the pilot study: Exploratory factor analysis.

Exploratory factor analysis “explores the data and provides the researcher with information about how many factors are needed to best represent the data” (Hair,

Black, Babin & Anderson, 2014, p. 602). SPSS (version 22) was used to analyse the data provided by the pilot study.

The data from Google forms were added to the SPSS data and were analysed for reliability. The reliability coefficient was 0.912, and the adequacy of sample is (.915). Exploratory factor analysis outputs for the data is provided in Appendix B.

The tenth question was removed (see Table 3.3) as it rated below .50 and the communalities for the rest of the items are shown in Appendix B. The pilot data explained 8 total variance and values more than 1 and 71,273 cumulative percent was accepted. Three items were deleted from the scale, namely being competent in teaching English, having teaching skills to design activities and working with young people.

The total of 36 items were categorized as 8 categories. According to the factor rates as indicated in Table 3.3, the items 1-2-3-5 are categorized as intrinsic items related to desire to teach and 4-6-8-11-12 are categorized as intrinsic motivation related to teachers' own personal aspects (see Table 3.3). The list of items were applied without changing the places of the items.

The 9th item 'having teaching skills to design activities' was deleted by the thesis committee as being too specific and not relevant in the categories. Intrinsic items were split into two categories as factors related to teaching English to students and teachers' own feelings related to teaching.

As for the extrinsic factors, 13 14 15 are categorized as current financial job status and 16-17-18-19-20 are categorized as expected financial benefits. The following items from 21 to 24 are extrinsic factors related to students and 25 to 29 are related to administrators, 30- 34 are related to colleagues and the final items from 35-39 are related to physical factors of the school (Appendix C provides rotated component matrix results with factor loadings and Appendix D provides results for skewness and kurtosis). The final items left for the content of the scale is shown in Table 3.3. The final version of total of 36 items is in Appendix E.

Table 3.3
Items Left After Revisions for the Motivation Scale

I AM MOTIVATED BY.....

Intrinsic items: Teaching related intrinsic factors

1. facilitating my students to learn English
2. observing my students' progress in learning English.
3. contributing to student growth.
5. using creative ways to teach English

Intrinsic items: Teachers' own emotions in teaching

4. the excitement from teaching English.
6. the challenge of teaching English
8. the satisfaction with my job
11. my commitment to teach
12. my desire for professional development

External job related and context related factors

Job related extrinsic financial issues

13. a regular salary opportunity
14. holiday opportunity
15. job security

Expected benefits

16. rewards and praise based on performance
17. extra payment for extra class hours
18. retirement benefits
19. job prestige as an English language instructor
20. payment and support for professional development activities (eg. Conferences, projects etc.)

Student related factors

21. students' participation
22. students' motivation and interest to learn English
23. student's achievement

Administrative issues

25. administrators who value our ideas and opinions
26. administrators who give equal and reasonable work load
27. administrators who provide participation in decision-making
28. administrators who provide autonomy
29. administrators who treat us equally

5. Collegial support:

30. colleagues who are enthusiastic about teaching English"
31. colleagues who show respectful behavior
32. colleagues who support my creativity
33. colleagues who support my autonomy
34. colleagues who are willing to collaborate

6. School related physical conditions

35. reasonable class size
36. clean and orderly classrooms
37. adequate resources to teach English
38. physical conditions (heating, lightening, noise etc.)
39. adequate facilities (library, canteen etc.)

3.2.3.1 Confirmatory factor analysis of motivational beliefs scale and composite reliability analysis.

In order to increase validity, after exploratory factor analysis, the data were analysed for factor analysis on separate groups of participants. The data from 221 participants in the current study were used to confirm the structure of the scale.

The results confirmed the 2-factor structure of intrinsic and extrinsic motivational beliefs and total of eight categories were found in the exploratory factor analysis. The results are as follows: ($\chi^2/df=1.747$), RMSEA=.058, SRMR=: .086, CFI=.95, TLI=.95 IFI=.95 and P-value=.000. (See Table 3.1 for regression weights of the items and figure 3.1). The possible range of GFI values is 0 to 1, with higher values indicating better fit. CFI values above .90 are usually regarded as a model that fits well (Hair, Black, Babin & Anderson, 2014). Some researchers argue that .95 and over indicate a good fit (Hu & Bentler, 1999). In addition, RMSEA “explicitly tries to correct for both model complexity and sample size by including each in its computation” (Hair et al., 2014, p. 579). Lower RMSEA values indicate .58 which indicates a mediocre fit (MacCallum, Browne & Sugaware, 1996). Lower RMR and SRMR values represent better fit and SRMR over .1 indicates a problem with fit (Hair, et al. 2014). Therefore, .086 indicates accepted as moderate value as it is less than .1. In addition, P-value as being .000, CFI .95 and all other values in the model are indicating good fit for the model designed for the purpose of this study without any modification.

For the reliability, values higher than .60 are estimated as reliable measures (Bagozzi & Yi, 1988; Diamantopoulos & Winklhofer, 2001). The reliability of total intrinsic motivation factors (.79), teaching related (.73) and teachers’ emotions related (.79). In addition, total extrinsic factors (.90), and subcategories job financial (.83), job benefits (.79), student related (.74), administrative issues related (.92), colleagues related (.88) and physical environment related (.88) were all acceptable. Regression weights of motivational beliefs scale are provided in Table 3.4 and confirmatory factor analysis model is in Figure 3.1. Overall findings of confirmatory factor analysis indicate that this scale has acceptable validity measures. The Figure 3.1 indicates the results which was provided by

LISREL. It demonstrates the two factor structure of the scale as well as its subcategories.

Table 3.4
Regression Weights of Motivational Beliefs Scale

ITEMS	Factor Loadings	Standard Error	P
Teaching related			***
1. facilitating my students to learn English	.67	.55	***
2. observing my students' progress in learning English.	.86	.27	***
3. contributing to student growth.	.76	.43	***
4. using creative ways to teach English	.44	.81	***
Teachers' emotions related			***
5. the excitement from teaching English.	.66	.57	***
6. the challenge of teaching English	.62	.61	***
7. the satisfaction with my job	.81	.35	***
8. my commitment to teach	.77	.41	***
9. my desire for professional development			***
Job finance related	.50	.75	
10. a regular salary opportunity	.79	.38	***
11. holiday opportunity	.80	.35	***
12. job security	.78	.39	***
Job benefits related			
13. rewards and praise based on performance	.71	.50	***
14. extra payment for extra class hours	.81	.35	***
15. retirement benefits	.71	.49	***
16. job prestige as an English language instructor	.54	.71	***
17. payment and support for professional development activities (eg. Conferences, projects etc.)	.53	.72	***
Student related			
18. students' participation	.77	.41	***
19. students' motivation and interest to learn English	.86	.26	***
20. student's achievement	.76	.42	***
21. Students' obeying the class rules	.38	.86	***
Administrative issues related			
22. administrators who value our ideas and opinions	.81	.35	***
23. administrators who give equal and reasonable work load	.88	.22	***
24. administrators who provide participation in decision-making	.83	.32	***
25. administrators who provide autonomy	.82	.33	***
26. administrators who treat us equally	.85	.28	***
Colleagues related			
27. colleagues who are enthusiastic about teaching English	.62	.61	***
28. colleagues who show respectful behavior	.70	.52	***
29. colleagues who support my creativity	.85	.27	***
30. colleagues who support my autonomy	.88	.23	***
31. colleagues who are willing to collaborate	.83	.31	***
Physical environment related			
32. reasonable class size	.70	.52	***
33. clean and orderly classrooms	.76	.52	***
34. adequate resources to teach English	.81	.34	***
35. physical conditions (heating, lightening, noise etc.)	.87	.24	***
36. adequate facilities (library, canteen etc.)	.77	.40	***

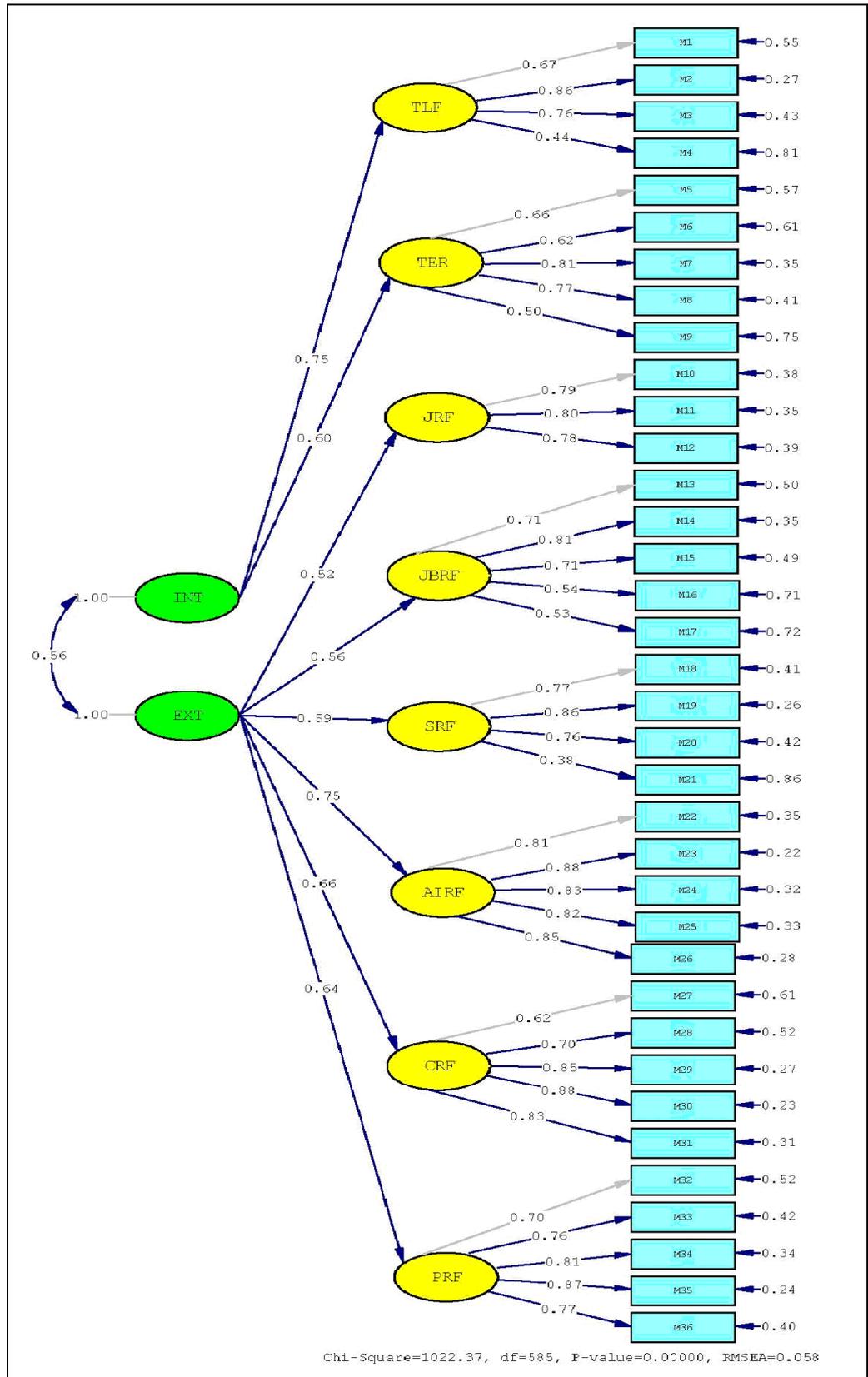


Figure 3.1 Confirmatory factor analysis model.

3.3 Self-Efficacy Scale

The second instrument used is the short form of TSES which was created by Taschannen Moran and Wolholk Hoy (2001) (See the Appendix E). The one used as short form of the scale originally comprises of 12 items. This scale was used as it is in English and the former one, motivation scale was also created in English.

This scale has been regarded as a valid measure of analyzing self-efficacy and validated in many countries (Klassen, et al., 2011). It was also used in both lower education (Aslan, 2013) and higher education (Şekerci, 2011; Ülkümen, 2013; Yavuz, 2007) in Turkey. The items were asked for the opinions of the instructors for their relevance. It was first used as a 12-item scale and the confirmatory factor analysis was run on the basis of the responses of the participants in the study.

After analysis, the items in the short form were analysed first in terms of their content and wording. It was found that the 11th item did not fit well in terms of the content of the item as its content is related to assisting families in helping their children do well at school. In higher education, the instructors do not much interact with parents and assist families in their children's education process. It can be true at some universities where interactions with their students' parents take place, but it was not found to be generalizable to all the universities in Ankara.

The reliability coefficient is .89 and for the classroom management category (1, 3, 6, 8th items) .88 instructional strategies (5, 9, 10, 12th items) .80 and student engagement (2, 4, 7th items) .89. It was found that as the scores after deleting the 11th item is higher, it also indicates that that item lower the validity of the scale. It can be noted that deleting the 11th item enabled the high validity of the scale in our context. Using the original long version of TSES, Ülkümen (2013) found that the factor loading was the lowest for that question among all other items. Therefore, in the current study, this item was deleted from the confirmatory factor analysis and before the current analysis of the actual study too.

To sum up, confirmatory factor analysis was conducted on an 11-item scale with the collected data for the purpose of this research and fitting values were analyzed statistically via AMOS. The confirmatory factor analysis for the scale is within the standardized estimates between .062 and .102. The results confirmed the 3-factor structure found in the exploratory factor analysis ($\chi^2/df=2,472$), RMSEA=.082, SRMR=: .045, CFI=.95, TLI=.93, IFI=.95. and $P < .000$. These findings showed that deleting 11th item from the scale, the 11 item scale might have a similar structure in a different sample as in the original short form of TSES. All the values and item regression weights indicate good fit without any modification. Table 3.5 is provided for the regression weights of each item.

Table 3.5
Regression Weights of Teacher Self-efficacy Scale Items

Items	Factor Loadings	Standard Error	p
1. How much can you do to control disruptive behavior in the classroom?	.70	.49	***
2. How much can you do to motivate students who show low interest in school work?	.83	.68	***
3. How much can you do to calm a student who is disruptive or noisy?	.74	.55	***
4. How much can you do to help your students value learning?	.83	.69	***
5. To what extent can you craft good questions for your students?	.73	.53	***
6. How much can you do to get children to follow classroom rules?	.74	.64	***
7. How much can you do to get students to believe they can do well in school work?	.89	.79	***
8. How well can you establish a classroom management system with each group of students?	.80	.64	***
9. To what extent can you use a variety of assessment strategies?	.68	.47	***
10. To what extent can you provide an alternative explanation for example when students are confused?	.68	.46	***
12. How well can you implement alternative teaching strategies in your classroom?	.63	.40	***

The analyses conducted for the validity of the instrument proved that it is a valid measure of self-efficacy beliefs of EFL instructors for this study. The Figure 3.2 also demonstrates the AMOS results which was provided in Table 3.5.

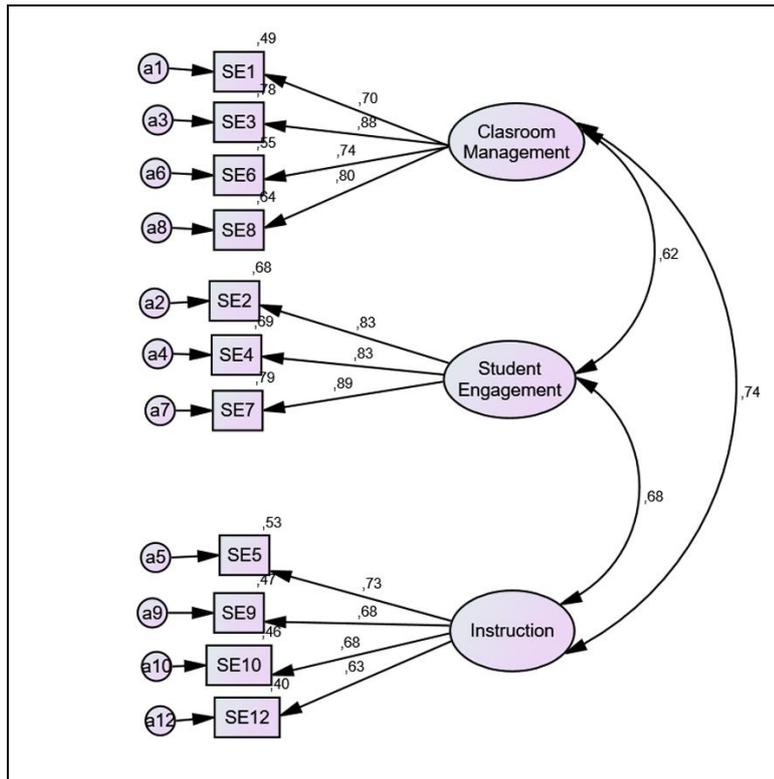


Figure 3.2 Three-factor CFA model of TSES.

3.4 The Data Collection Context

In the current study, it is aimed to investigate the EFL instructors' motivation and self-efficacy belief and the relationship between them from the perspective of the ones working at preparatory classes of School of Foreign Languages at the universities in Ankara. However, as Şekerci (2011) indicated that in order to gain insight into conditions at universities, a brief look at the conditions at the lower level education is necessary.

Due to the change in the English curriculum of state schools in 1997 in Turkey, English was started to be introduced from the elementary level in order to increase the exposure of English for students and increase the quality of it. English language education has been extended from primary to high school and higher education. In addition, there used to be preparatory class which provides one-year intensive English language classes only at Anatolian High Schools; but they are abolished. A

new system which requires 9th grade students have 10 hours of English lessons weekly and final three years of high school education, 4 hours of English was extended. After abolishing one year of intensive preparatory class education, as students strive to focus on university entrance exam, they tend to neglect the English language education (Şekerci, 2011). Furthermore, beginning from 2018-2019 academic year, the class hours were reduced to 4 hours at high schools and two hours at vocational high schools which indicates that the English language education has been limited and the role of the universities for improving students' English has increased.

As Kefeli (cited in Şekerci, 2011) found students cannot learn English properly in the current system. Therefore, the students who cannot pass the proficiency exam taken at universities need to attend preparatory classes of universities. So as to increase the quality of EFL education, a skill based approach was adopted at preparatory courses. Students take about at least 25 hours of English weekly studying four skills of English. Many of them aim to maintain high level of standards of English language education and the scores obtained from tests such as TOEFL or IELTS regarded as standardized valid testing tools (Şekerci, 2011).

3.4.1 Research participants.

The participants in this study are EFL instructors who work at the preparatory classes of both private and state universities in Ankara province which is the capital city of Turkey. This province was selected considering the quality and quantity of those universities and it should be noted that all these universities have one-year preparatory classes. Students need to study at the preparatory classes before proceeding to their own majors at those universities. The participants are the instructors who teach at the preparatory classes of the universities. These members of the target population were different from the ones who participated in the research for confirmatory factor analysis. In fact, rather than purposeful sampling, convenience sampling was conducted as it indicates targeted population that are conveniently accessible to the researcher (Dörnyei, 2007). Therefore, the

individuals who were volunteer, available and accessible at the time when the data were to be collected were considered as the participants in the study. Totally, 224 instructors participated in the study but 3 participants' questionnaires were removed due to missing information.

Some data were collected as hardcopies and some others were collected via Google forms as some universities only accept internet link not allowing outsiders stepping in their institutions distributing the questionnaires. As the name of the universities were not included in the survey, unfortunately exact numbers of the participants who completed the survey via Google forms based on each university is unknown. Furthermore, only 39 instructors filled in the questionnaires via Google forms which indicates the very low participation via the internet as indicated in Table 3.6. When it comes to the hard copy of the questionnaires, about 350 surveys were sent out and 185 were returned.

Table 3.6
The Number of Collected Questionnaires as Hard Copies and Google Form from Various Universities in Ankara

UNIVERSITY NAME	TOTAL Number
Foundation University 1	30
Foundation University 2	33
State University 1	14
State University 2	40
State University 3	13
State University 4	55
Participation from Google forms	39
	(from all universities contacted)
Total number	224

This study included 221 EFL instructors' responses with 131 instructors working at state universities and 90 at private ones. 78% of the participants were female and 22% of the participants were male. Seventeen percent of the participants had 1 to 5 years of experience, 35.7% had 6 to 10 years of experience, 24.4% had 11 to 15 years of experience, 23.1% had 16 or above years of experience. Forty-two percent of the participants had bachelor's degree, 44.3% had master degree, 11.3% had doctorate degree and 2.3% had other type of degrees (i.e. psychology, management

and etc.). Fifty percent of the participants were ELT major, 30.8% were EAL, 8.6% were EL, 4.1% were ET and 5.9% were other majors. Demographic information of the participants is displayed in the Table 3.7.

Table 3.7
Demographic Characteristics of the Participants

	<i>N</i>	<i>%</i>
Gender		
Female	172	77.8
Male	49	22.2
Age		
25-30 years old	63	28.5
31-35 years old	71	32.1
36-50 years old	76	34.4
51 or above years old	11	5.0
Years of experience		
1-5 years	37	16.7
6-10 years	79	35.7
11-15 years	54	24.4
16 years or above	51	23.1
Education		
Bachelors	93	42.1
Master	98	44.3
Doctorate	25	11.3
Other (for Celta Delta training)	5	2.3
Major		
ELT	112	50.7
EAL	68	30.8
EL	19	8.6
ET	9	4.1
Other (psychology, management)	13	5.9

It is noticeable in the table that the female participants outnumber the males. This situation is also observed in Ülkümen (2013) and Şekerci (2011) who conducted research on self-efficacy beliefs of EFL instructors in Ankara region (The number of male participants were 37 and 33 respectively). In general ELT majors are mostly female which is a cultural issue in job selection in Turkey (Şekerci, 2011). Although the number of 49 is still much less than females, the number is in this study is slightly higher than their participants as the researcher herself distributed the questionnaire communicating with participants at some universities for their contribution into this study. As seen in the Table 3.8, it indicates the number of male and female teachers working at universities and also indicate the low

recruitment of the number of males in the education sector which may be attributed to the culture of Turkish society. In Turkey, women mostly prefer being a teacher while men prefer jobs in different fields like engineering or business. This may explain the difference in participants` numbers. In addition, only the instructors who teach at the preparatory classes were included to increase reliability. Therefore, instructors recruited in preparatory class units were confined to the research sampling (The numbers provided in Table 3.8. represent the approximate number of the instructors recruited when the data were collected). Furthermore, some universities only gave permission to collect data via the Internet which may have also reduced the number of participants. The number of EFL instructors working at preparatory classes at each university is displayed in Table 3.8.

Table 3.8
The Number of the Recruited EFL Instructors in Each University

UNIVERSITY NAME	TOTAL Number	F	M
Foundation University 1	49	45	4
Foundation University 2	201	168	33
Foundation University 3	65	51	14
Foundation University 4	32	24	8
State University 1	90	65	25
State University 2	34	30	4
State University 3	110	85	25
State University 4	62	48	14
State University 5	222	200	22
TOTAL	865	716	149

The percentage of the collected data used for the study (N=221) to the total number of recruited participants at the universities contacted (=865) is 25.55%. The percentage of the recruited females` number to the participants` number is 28.22% and the percentage of the males to the participants` number is 32.88%.

3.5 Data Collection Procedures

After the analysis of pilot data (details have been explained under instruments heading), the final draft was applied. Necessary permission was obtained from both state and private universities (University of Turkish Aeronautical Association,

METU, Gazi, Ankara, Bilkent, Yıldırım Beyazıt, TED University, Başkent, Ankara Social Sciences University) in Ankara province. The administration of the total of questionnaires started in mid-November 2017 and ended in mid-January 2018. They were either distributed by hard copies or via Google forms. Three questionnaires were removed from the questionnaire due to some missing responses in the participants' questionnaires.

3.6 Data Analysis Procedures

For the data analysis, SPSS version 22 and Lisrel was used. Lisrel is the most widely used structural equation modelling program and the name is derived from Linear Structural Relations (Hair, Black, Babin & Anderson, 2014).

Correlation analysis was used to indicate the relationship between self-efficacy and motivation. It enables researchers to evaluate the strength and direction of their association with each other (Dörnyei, 2007). However, in order to measure the extent self-efficacy variables predict motivation variables, hierarchical regression was used. Another important reason to conduct this analysis is that hierarchical regression enables the researcher to determine the order of the variables based on their importance in the study (Larson-Hall, 2010). Three hierarchical regression analyses were conducted to examine the incremental influence of demographic factors and self-efficacy beliefs on teaching related motivational factors of the participants. First, the participants' teaching related motivational factors, second participants' intrinsic motivational factors and third the participants' extrinsic motivational factors were predicted. The study variables were entered in a hierarchical regression as follows: (a) demographic covariates, (b) self-efficacy beliefs. As it was predicted that demographic factors would significantly influence motivational factors, these variables were entered before entering self-efficacy related variables to explain the extent the self-efficacy related variables could explain motivational factors above and beyond the demographic factors. Afterwards, self-efficacy variables were entered in as the second step to see whether they predict total motivation, intrinsic and extrinsic dimensions. Finally, one-way

ANOVA was used to investigate the association of demographical factors with self-efficacy and motivation. It enabled the researcher to examine whether the demographic variables were different from each other in terms of their association with each construct.

CHAPTER 4

FINDINGS AND DISCUSSIONS

The main purpose of the study was to investigate the university prep-school instructors' motivation beliefs and self-efficacy beliefs and the relationship between them. Correlation analysis has been conducted to seek the relationship. Furthermore, to better identify the association of self-efficacy with motivation, self-efficacy was regarded as one factor that predicts EFL teachers' intrinsic and extrinsic motivation beliefs in hierarchical regression analysis.

As mentioned in Chapter 3, this study focused on the EFL instructors' motivation and self-efficacy beliefs. Therefore, for the sampling, EFL instructors working at preparatory classes of universities have been taken into consideration. The questionnaire used as the data collection instrument comprised of three parts: The first part of the questionnaire were questions related to their demographic information, the second part comprised of the questions related to their motivational beliefs and the last part comprised of questions related to their self-efficacy beliefs. The main research questions guiding the analysis are as follows:

1. What is the level of EFL instructors' motivation beliefs at higher education?
 - 1.1 To what extent gender, years of teaching experience, age and their degree level predict instructors' motivation beliefs?
 - 1.2. Do intrinsic motivation beliefs relate to their extrinsic motivation beliefs?
2. What is the level of EFL instructors' self-efficacy beliefs at higher education?
 - 2.1 To what extent gender, years of teaching experience, age and their degree level predict instructors' self-efficacy beliefs?

3. Do EFL instructors' self-efficacy beliefs relate to their motivational beliefs?

3.1 What is the relationship between EFL instructors' intrinsic motivational beliefs and self-efficacy beliefs (with subcategories) at higher education?

3.2 What is the relationship between EFL instructors' extrinsic motivational beliefs and self-efficacy beliefs (with subcategories) at higher education?

The data were analyzed with SPSS (version 22) to answer the research questions above. Before starting the analysis, standard normal distributions of the variables were examined using Skewness and Kurtosis (see in Appendix C). First descriptive statistics were conducted to explore the participant's motivation level and level of self-efficacy beliefs. As for the relationship between motivation and self-efficacy beliefs Pearson's product moment-correlation coefficient was computed to find out the relationship between intrinsic and extrinsic motivation, and the regression analysis was conducted for the relationship between self-efficacy subtests student engagement, instructional strategies and classroom management and intrinsic and extrinsic motivation beliefs by controlling the demographic variables. Self-efficacy subtests were taken as predictor variables and the motivation beliefs categories were taken as criterion variables. Demographical factors were also considered within this analysis to check their effect on the results. Therefore, demographic factors were controlled in hierarchical regression analysis as entering the demographics' data in the first step. As for the last two questions regarding the relationship between demographical factors and teachers' motivation and self-efficacy beliefs, one-way ANOVA analyses were conducted. These analyses were separately conducted to see the variance of demographic factors of two constructs in detail.

4.1 The Level of Motivation Beliefs of Preparatory School Instructors in Higher Education

The descriptive analyses were conducted to reveal the first research question exploring the level of motivation and self-efficacy beliefs of EFL instructors:

1. What is the level of EFL instructors' motivation beliefs at higher education?

First, the results for both intrinsic and extrinsic motivations and their subcategories were high. Table 4.1, at below, provides the minimum maximum mean, and standard deviation scores of intrinsic and extrinsic motivation and its subcategories. The results for motivation level are shown in a five point Likert scale: strongly disagree, disagree, not sure, agree and strongly agree. Table 4.1 demonstrates the minimum and maximum mean, and standard deviation measurements for intrinsic and extrinsic categories.

Table 4.1
Minimum, Maximum Mean and Standard Deviation of Measurements of Motivation Beliefs

	N	Min	Max	Mean	SD
Overall Motivation	221	1	5	4.18	0.42
Intrinsic motivation	221	1	5	4.32	0.47
Teaching related	221	1	5	4.53	0,47
Teachers' emotions related	221	1	5	4,15	0,61
Extrinsic Motivation	221	1	5	4.13	0.48
Current job related financial	221	1	5	4.01	0.81
Expected benefits related	221	1	5	3.69	0.85
Students related	221	1	5	4.29	0.58
Administrative issues related	221	1	5	4.33	0.69
Collegial support related	221	1	5	4.15	0.65
Physical conditions related	221	1	5	4.21	0.73

The results indicated that the participants overall had a high level of motivation to teach English ($M=4.18$, $SD=0.42$). The participants had also a higher level of intrinsic ($M=4.32$, $SD=0.47$) and extrinsic motivation ($M=4.13$, $SD=0.48$). Teaching related ($M=4.53$, $SD=0.47$) and teachers' emotions related ($M=4.15$, $SD=0.61$) intrinsic motivational factors were also high. As for extrinsic motivational factors, current job related ($M=4.01$, $SD=0.81$), expected benefits related ($M=3.69$, $SD=0.85$), students related ($M=4.29$, $SD=0.58$), administrative issues related ($M= 4.33$, $SD=0.69$), collegial support related ($M=4.15$, $SD=0.65$) and physical conditions of schools related ($M= 4.21$, $SD=0.73$) external motivational factors were also high for the participants. There is a significant difference between intrinsic and extrinsic motivation of EFL instructors ($t=5.099$, $p. 000 < .05$). Although there is not a report of the

statistical difference between intrinsic and extrinsic motivation in EFL literature, this finding has been supported in previous research (Gheralis-Roussos, 2003; Öztürk, 2015; Sözen, 2015) in EFL contexts. Delgado (2017) considered the statistical difference between intrinsic and extrinsic motivation in his study with music teachers and reported similar results.

In summary, the descriptive analysis of the EFL instructors' motivation implies that the instructors working at universities in Ankara province, which is the capital city are content and highly motivated both intrinsically and extrinsically. Furthermore, their intrinsic motivation is significantly higher than extrinsic motivation. The only motivational category that is relatively low comparing to the other motivational categories is the external benefits. Overall, both intrinsic and extrinsic motivation factors have been found to be important motivational factors for EFL instructors working at higher education in Ankara.

4.2 The Association of Demographical Factors with EFL Teacher's Motivation in Higher Education

The variance among the demographical factors on EFL teacher's motivation at higher education was investigated with the following research question:

1.1. Is there any relationship between gender, years of teaching experience, age and their degree level and majors and the instructors' motivation beliefs?

In order to gain more insight into which factors relates to the motivational beliefs significantly, one-way ANOVA was conducted. The table 4.2 demonstrates that age and years of experience are significantly associates with motivation beliefs. It indicates that as age and years of experience increase, the instructors' motivation levels also increase.

Table 4.2
ANOVA Results for Total Motivation

	Mean	SD	df	F	P
Gender					
Female	4.19	0.42	1	0.45	.50
Male	4.14	0.39	1		
Age					
25-30 years old	4.03	.39	3	6.39	< .01
31-35 years old	4.14	.41	3		
36-50 years old	4.32	.42	3		
51 or above years old	4.27	.26	3		
Years of experience					
1-5 years	4.03	.40	3	8.30	< .01
6-10 years	4.08	.41	3		
11-15 years	4.23	.36	3		
16 years or above	4.39	.41	3		
Education					
Bachelors	4.15	.39	3	0.37	.76
Master	4.19	.44	3		
Doctorate	4.24	.42	3		
Other	4.16	.42	3		
Major					
ELT	4.16	.47	4	0.52	.71
EAL	4.20	.35	4		
EL	4.12	.39	4		
ET	4.30	.30	4		
Other	4.26	.31	4		

The next table (Table 4.3) demonstrates what demographic information predicts intrinsic motivation of EFL instructors. The results indicate that *years of experience category* is associated with intrinsic motivation while gender, experience age, education and majors do not associate with it. Although motivational beliefs levels of all groups are high, novice instructors are reported to have lower intrinsic motivation than experienced instructors.

Table 4.3
ANOVA Results for Intrinsic Motivation

			df	F	p
Gender					
Female	4.33	0.47	1	0.17	.67
Male	4.30	0.46	1		
Age					
25-30 years old	4.24	0.45	3	2.45	.06
31-35 years old	4.27	0.50	3		
36-50 years old	4.42	0.46	3		
51 or above years old	4.49	0.28	3		
Years of experience					
1-5 years	4.23	0.42	3	2.74	< .05
6-10 years	4.30	0.49	3		
11-15 years	4.27	0.47	3		
16 years or above	4.48	0.44	3		
Education					
Bachelors	4.30	0.45	3	1.13	.33
Master	4.30	0.49	3		
Doctorate	4.45	0.44	3		
Other	4.55	0.26	3		
Major					
ELT	4.30	0.50	4	0.87	.47
EAL	4.32	0.42	4		
EL	4.26	0.56	4		
ET	4.50	0.22	4		
Other	4.49	0.37	4		

As for the affect of demographic information on extrinsic motivation, the Table 4.4 reveals that *age and years of experience* relate to extrinsic motivation significantly. As instructors gain experience in time, and get older their extrinsic motivation increases and they tend to be more extrinsically motivated than their novice counterparts.

Table 4.4
ANOVA Results for Extrinsic Motivation

	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender					
Female	4.14	0.50	1	0.40	.50
Male	4.09	0.45	1		
Age					
25-30 years old	3.96	0.47	3	5.83	< .01
31-35 years old	4.10	0.47	3		
36-50 years old	4.29	0.48	3		
51 or above years old	4.20	0.31	3		
Years of experience					
1-5 years	3.97	0.49	3	8.11	< .01
6-10 years	4.00	0.47	3		
11-15 years	4.21	0.43	3		
16 years or above	4.36	0.46	3		
Education					
Bachelors	4.10	0.47	3	0.36	.76
Master	4.16	0.50	3		
Doctorate	4.17	0.50	3		
Other	4.03	0.48	3		
Major					
ELT	4.11	0.53	4	0.32	.86
EAL	4.16	0.44	4		
EL	4.07	0.50	4		
ET	4.23	0.37	4		
Other	4.18	0.40	4		

The results indicated that *gender* is not associated with Turkish EFL instructors' motivation in this study. The results indicated there were no significant differences between females` and males` intrinsic ($M=4.33$ $SD=0.47$; $M=4.30$ $SD=0.46$; t (220) = 0.17, $p = .67$) extrinsic ($M=4.14$ $SD=0.50$; $M=4.09$ $SD=0.45$; t (220) = 0.40, $p = .52$) and total motivation scores ($M=4.19$ $SD=0.42$; $M=4.14$ $SD=0.39$; t (220) = 0.45, $p = .50$).

The participants` *age* had significant relationship with extrinsic motivation (F (3, 217) = 5.83, $p < .05$) and total motivation scores (F (3, 217) = 6.39, $p < .05$), but it did not have significant relationship with intrinsic motivation scores (F (3, 217) = 2.45, $p = .05$). Using bonferroni correction the results indicated that participants

aged between 36-50 had significantly higher level of extrinsic motivation and total motivation scores than participants aged between 25-30 years old. Pennington (1997) found that age affect extrinsic satisfaction. Teachers aged 26-45 were significantly more dissatisfied than the group aged 46-65 in her age categorization.

The participants' *years of teaching experience* had significant relationship with intrinsic motivation ($F(3, 217) = 2.73, p < .05$), extrinsic motivation ($F(3, 217) = 8.11, p < .05$) and total motivation scores ($F(3, 217) = 8.30, p < .05$). Using bonferroni correction the results indicated participants with 16 years or above experience had significantly higher level of intrinsic, extrinsic motivation and total motivation scores than participants with 10 years or below experience. This finding is important however; it is conflicting with the previous research findings indicating that years of experience do not significantly affect teachers' motivation beliefs. Brown-Howard, Perkins, and Smith (1999) all found that years of experience do not significantly predict teachers' motivation levels. Similarly, Brown (2007) did not find a significant difference in both intrinsic and extrinsic factors in terms of experience. However, Pennington (1997) found that years of experience did not predict intrinsic job satisfaction but it predicts extrinsic job satisfaction. In her categorization, the participants aged 13-18 years of experience had significantly higher scores than 18 years of experience and over.

The participants' *level of education* did not have significant relationship with intrinsic motivation ($F(3, 217) = 1.13, p = .33$), extrinsic motivation ($F(3, 217) = 0.36, p = .77$) and total motivation scores ($F(3, 217) = 0.37, p = .76$). The participants' *major* did not also have significant relationship with intrinsic motivation ($F(3, 217) = 0.87, p = .47$), extrinsic motivation ($F(3, 217) = 0.32, p = .86$) and total motivation scores ($F(3, 217) = 0.51, p = .71$). In fact, this finding is important as overall the participants' mean motivation scores are high and participants' major or level of education do not significantly relate to the motivation scores like their gender. Participants with bachelor's degree are similarly as motivated as the ones with master degree. These factors were not considered to be significant and were not analyzed in most of the previous research studies. Gender, age and years of experience were the most commonly investigated variables in the

current literature. The future studies need to consider these variables and compare their results with the result of this study.

4.3 The Relationship between Intrinsic and Extrinsic Motivation Beliefs

In order to investigate the relationship between intrinsic and extrinsic motivation beliefs the following question was asked:

1.2. Do intrinsic motivation beliefs relate to their extrinsic motivation beliefs?

The relationship between the intrinsic motivation and extrinsic motivation was analyzed. First, the relationship between intrinsic and its subcategories and overall intrinsic and extrinsic motivation, then the extrinsic and its subcategories were discussed in light of the findings. This correlation study shows to what extent the two constructs are interrelated. As the Table 4.5 indicates there is a low but significant correlation between intrinsic and extrinsic motivation beliefs scores.

Table 4.5
Correlations between Intrinsic and Extrinsic Motivational Factors

	INT	EXT	ITM	ITER	EJRF	EJBF	ESRF	EADR	ECRF	EPRHF
INT	1									
EXT	.32**	1								
ITM	.76**	.30**	1							
ITER	.91**	.26**	.44**	1						
EJRF	.20**	.60**	.09	.22**	1					
EJBF	.16*	.69**	.08	.17**	.52**	1				
ESRF	.36**	.64**	.36**	.28**	.28**	.28**	1			
EADR	.17**	.74**	.22**	.11	.35**	.40**	.39**	1		
ECRF	.36**	.65**	.34**	.29**	.14*	.20**	.44**	.36**	1	
EPRF	.12	.69**	.17**	.06	.25**	.25**	.12	.69**	.17**	1

Note. ** = p <.01, * = p <.05. INT=Intrinsic, EXT=Extrinsic, ITM= Teaching related, ITER= Teachers’ emotions related, EJRF= External job related, EJBF= Expected job benefits related, ESRF= Students related, EADR= Administrative issues related, ECRF= Collegial support related, EPRF= Physical conditions of schools related.

Dörnyei (2007) indicates the higher the one variable gets the higher the other is possibly to be. Therefore, it can be interpreted that as their extrinsic motivation gets higher, it is likely that their intrinsic motivation gets high. The Table 4.5 provides the correlation scores between intrinsic and extrinsic motivation beliefs with all the subcategories. There is a low but significant correlation between overall intrinsic and extrinsic motivation beliefs of EFL instructors. The correlation table indicates that total intrinsic motivation score and teaching related and teachers' emotions related motivational factors are highly correlated (respectively .76 and .91). In terms of the correlation analysis, as EFL instructors' motivation regarding teaching related factors increases, it is likely that their overall intrinsic motivation also increases. The results indicated that teachers' emotions related factor has the highest correlation with the total intrinsic motivation. This indicates that intrinsic motivation is mostly related to the teachers' emotions doing their job. The teaching related intrinsic motivation is directly related to their emotions related to intrinsic motivation. Teachers' intrinsic emotions involve loving teaching and getting satisfaction and excitement at the same time in terms of SDT (Deci & Ryan, 1997). Their feelings and emotions they attached to it is important (Mowday & Nam, 1997) and this study indicates the direct link with the highest correlations between them. The increase in overall intrinsic motivation beliefs can lead to an increase in their overall intrinsic feelings and vice versa.

When it comes to the relationship between extrinsic motivational beliefs and intrinsic subcategories, there exists low but significant correlation between extrinsic motivation and teaching related and teachers' emotions related intrinsic motivation (respectively, .30 and .26, $p < 0.01$). As for the relationship between intrinsic and extrinsic motivation subcategories, it was found that there is a low but significant correlation between total intrinsic motivation score and extrinsic motivation subcategories (i.e. job related financial factors $r = .20$, $p < .01$, job benefits related $r = .16$, $p < .5$, student related factors $r = .36$, $p < .01$, colleague related factors, $r = .36$, $p < .01$, administrators related factors $r = .17$, $p < .01$). It is important to note that intrinsic motivation turned out not having a significant relationship with extrinsic motivation subcategory of physical factors in this study ($r = .12$, $p > .05$). This finding might be due to the fact that the physical conditions are convenient at universities in

Ankara but it turned out not to be related to their intrinsic motivation beliefs. It may be interpreted that their overall intrinsic motivation is so strong that it may not be associated with the physical conditions. In fact, the favorable conditions have influential association with their teaching related efficacy beliefs as the universities all have technologically enhanced classes and campus facilities including library resources. In fact, the motivation levels of participants in those categories are high; but they do not have significant relationship with overall intrinsic motivation but teaching related motivation in this study. The mean scores for both intrinsic motivation and extrinsic motivation subcategory of physical factors are also very high (4.32 and 4.21 respectively). It is also likely that their intrinsic motivation for teaching may increase if their motivation beliefs regarding physical conditions increases. The improvement in the physical conditions and EFL instructors' perception regarding it may relate to their teaching related motivations.

The participants' intrinsic motivation is mostly related with relationships with colleagues ($r=.36$, $p<.01$) and students ($r=.36$, $p<.01$). Rather than physical environment, students' interest and motivation; and support from colleagues are more relevant for the participants. In fact, the relationship between intrinsic motivation with the student related and colleagues' related factors is highest in the relationship category concerning the total intrinsic motivation and extrinsic motivation subcategories. When we consider the mean scores, the results indicated that both student related and collegial related motivational scores are quite high (respectively 4.29, 4.15) and intrinsic motivation (4.32). This finding indicates that the instructors are intrinsically highly motivated and it is significantly related to student and collegial factors, which are reported to be high by the instructors. Overall, as the relationship between intrinsic and other extrinsic conditions in the Table 4.5 is considered, it can be seen there is low but significant correlation between intrinsic motivation and extrinsic motivation. This indicates that although extrinsic factors are related to the instructors' intrinsic motivation, their intrinsic motivation is high and not much related to extrinsic factors. On the other hand, it can also be interpreted that an increase in one of the constructs can pave the way for the increase in the other one based on the correlation analysis.

As for the total extrinsic motivational factors' correlation with its subcategories there are significant moderate and high correlations: job related financial ($r = .60$, $p < .01$), expected benefits related ($r = .69$, $p < .01$), students related ($r = .64$, $p < .01$), administrative issues related ($r = .74$, $p < .01$), collegial support related ($r = .65$, $p < .01$) and physical conditions of schools related ($r = .69$, $p < .01$). It is clear that instructors' high extrinsic motivation is significantly related to all of those extrinsic factors. Among all the factors, administrative issues category has the highest significant correlation with extrinsic motivation. When it comes to the correlation between administration related motivation and other the extrinsic factors, they are all low but with physical factors is highest and significant ($.69$, $p < .01$). This finding indicates that administrators have a significant connection with all the extrinsic motivation factors and in physical environment of the education and overall extrinsic motivation at most. That's to say; teachers are motivated by extrinsic conditions and they are motivated by their administrators and their physical environment and this is significantly related to each other. The universities in Ankara have convenient classroom and campus facilities and the directors generally have high levels of experience and education. The results confirmed instructors are highly motivated by the extrinsic motivational constructs and those constructs are significantly related to each other and administrative issues are important for instructors' motivations. It is also important to mention that administration issues related extrinsic motivation factor is associated with job related benefits ($r = .40$, $p < .01$). As the benefits at universities are under the authority of the administrators, their benefit expectations are related to administrative issues related motivations. This study confirmed significant relationship between intrinsic and extrinsic motivation and subcategories among themselves. It is important to note that this study confirmed the intertwined significant relationship among those variables.

Total extrinsic motivation score is the most highly related to the administrative issues related motivation ($r = .74$, $p < .01$) and requires further attention. As the results indicate that the participants' administrative issues related motivation factor is significantly related to the physical environmental factors ($r = .69$, $p < .01$), as well as collegial ($r = .44$, $p < .01$), job related financial ($r = .35$, $p < .01$) job benefits ($r = .40$, $p < .01$) and student related factors ($r = .39$, $p < .01$). The only category which is not related to instructors' administrative motivation is teachers' emotions related intrinsic motivation. That is to say, teacher's

motivation by administrative motivation of EFL instructors is not related to their intrinsic feelings. It can be interpreted that they are highly emotionally intrinsically motivated but irrelevant from to what extent they are motivated by their administrators. When considered the mean scores of these factors, they are both high but the correlation between them is low but significant. When considered the overall extrinsic results which indicates significant correlations with the administrative motivation, the effect of administrators on teacher motivation and EFL teacher motivation is not a surprising outcome as administrators are the decision-making bodies and authority figures in most institutions and it is significantly related to multiple factors in teacher motivation as this study confirmed. Especially motivation by the physical environment has the highest relationship with the administrative motivation ($r = .69, p < .01$). The high mean scores for both of the categories and significant relationship indicate that the administrators are efficient to motivate instructors; in a way that they can create a favorable environment in their settings. Indeed, they are usually held responsible for the physical environment of the education settings. This result also indicates that the improvement in the physical conditions and increase in their motivation towards them may heighten their motivation related to administration.

4.4 The Level of Self-Efficacy Beliefs of EFL Instructors in Higher Education

The second question was asked to investigate the instructors' level of self-efficacy beliefs.

2. What is the level of EFL instructors' self-efficacy beliefs at higher education?

Descriptive analysis was conducted to determine the instructors' level of self-efficacy beliefs. Self-efficacy beliefs were measured by Teacher Self-efficacy Scale (TSES). The scale has 9-point scale ranging from *nothing* to *a great deal* scorings. The Table 4.6 provides scores of self-efficacy beliefs of EFL instructors using Teacher Self-efficacy Scale (TSES) which has the categories of student engagement, instructional strategies and classroom management. The results shown at Table 4.6 indicates that the participants have a moderate to high level of teaching related self-efficacy beliefs ($M = 7.06, SD = 1.02$).

Table 4.6
Self-Efficacy Beliefs Scores in Terms of Descriptive Statistics: Minimum, Maximum Mean and Standard Deviation of Measurements

	N	Min	Max	Mean	SD
Self-efficacy Beliefs (Total)	221	1	9	7.06	1.02
Student engagement related	221	1	9	6.72	1.37
Instructional strategies related	221	1	9	7.27	1.13
Classroom management related	221	1	9	7.21	1.15

It is important to note the participants' overall efficacy beliefs are high and it is important for EFL instructors' self-efficacy beliefs at higher education. As for the subtests of self-efficacy beliefs, the results showed that the participants respectively had a moderate to high level of student engagement ($M=6.72$, $SD=1.37$), classroom management ($M=7.11$, $SD=1.15$) instructional strategies ($M=7.27$, $SD=1.13$) related self-efficacy beliefs. It can be said that student engagement mean is moderate and the other two categories are high with low standard deviation. Beliefs related to the instructional strategies are the highest for EFL instructors working at higher education. They may not be concerned with engaging students in the lessons in their practices at higher education compared to lower education. As for classroom management, it is also high as they may regard consider classroom management important and rate themselves high for this category of self-efficacy beliefs. This finding is similar to research conducted at preparatory classes at higher education Şekerci (2011) and Yavuz (2005) in Turkey and Chacon (2005) in Veenzuela and Moradkhani, Raygan and Moein (2017) in Iran. While teachers trust their efficacy and attach high level of efficacy beliefs in their responses, they may not be sure of student engagement as it involves more cognitive aspect in terms of students' engagement and may not be directly observable and ascertained by instructors.

In this study, the standard deviations of the participant self-efficacy scores are a bit high compared with the ones at motivation. While there is an agreement on the motivation level, the agreement on self-efficacy beliefs is not consistent especially student engagement category being the highest ($SD=1.37$). Therefore, it can be said that low efficacy beliefs at student engagement category is predicted by multiple factors based on teachers' contexts interfering especially in this category at higher education. Overall, as the previous studies indicate, English competency and years of experience (Şekerci, 2011), mastery experience and administrative support (Ülkümen, 2013) school

curriculum and evaluation system (Yüksel, 2010), and student types (Ross, 2002) are some of the variables which interact with self-efficacy beliefs and its subcategories. In the current study, only demographical factors have been regarded as the associating variables of self-efficacy beliefs and they will be discussed with the one-way ANOVA results in the following questions in this chapter.

4.5 The Relationship between the Demographical Information and Self-Efficacy Beliefs

It is important to determine whether demographical information relates to self-efficacy beliefs of EFL instructors at higher education in more detail. For the aim of the study, the following research question was asked:

2.1 Is there any relationship between gender, years of teaching experience, age and their degree and instructors' self-efficacy beliefs?

In order to answer this question in detail, the one-way ANOVA analyses were conducted for the total scores first and then for the other subtests of the self-efficacy scale with regard to the gender, age, years of experience and majors of the participants.

Table 4.7
ANOVA Results for Total Self-Efficacy Scores

	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender					
Female	78.60	11.38	1	4.35	< .01
Male	74.82	10.47	1		
Age					
25-30 years old	74.98	12.54	3	1.90	.12
31-35 years old	78.87	10.60	3		
36-50 years old	79.12	10.37	3		
51 or above years old	77.09	12.44	3		
Years of experience					
1-5 years	71.84	12.14	3	4.83	< .01
6-10 years	78.76	10.61	3		
11-15 years	77.80	10.31	3		
16 years or above	80.47	11.38	3		
Education					
Bachelors	76.34	12.50	3	1.93	.12
Master	78.22	9.85	3		
Doctorate	79.28	11.68	3		
Other	87.40	6.26	3		
Major					
ELT	77.19	12.30	4	0.71	.58
EAL	77.71	10.26	4		
EL	80.42	10.02	4		
ET	75.11	11.05	4		
Other	80.92	8.85	4		

Finally, overall discussions of the results have been provided with regard to the scores obtained from the analysis. The Table 4.7 indicates that the female participants scored higher than males in terms of total efficacy score. Similarly, years of experience created a significant difference; novice instructors, having 1-5 years experience scored lower than the experienced instructors.

As for the instructional strategies, instructors' education level is associated with their beliefs related to instructional strategies. The participants with bachelors degree scored lower than participants with higher levels of education and the difference.

As for the other categories, none of the other categories (gender, years of experience, age, majors) made a significant difference in the results. It can be interpreted that EFL instructors' self-efficacy beliefs in instructional strategies are not affected or associated with these demographical variables.

Table 4.8
ANOVA Results for Instructional Strategies Related Self-Efficacy Scores

	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender					
Female	29.20	4.59	1	0.29	.58
Male	28.80	4.42	1		
Age					
25-30 years old	28.41	5.06	3	0.88	.45
31-35 years old	29.34	3.98	3		
36-50 years old	29.57	4.62	3		
51 or above years old	28.45	4.29	3		
Years of experience					
1-5 years	27.41	5.15	3	2.15	.09
6-10 years	29.33	4.15	3		
11-15 years	29.46	4.30	3		
16 years or above	29.63	4.75	3		
Education					
Bachelors	28.57	4.83	3	2.71	< .05
Master	29.19	4.19	3		
Doctorate	29.76	4.61	3		
Other	34.20	2.16	3		
Major					
ELT	28.88	4.98	4	1.67	.15
EAL	28.66	3.90	4		
EL	30.95	4.02	4		
ET	28.56	4.47	4		
Other	31.08	3.92	4		

As for student engagement category, only gender associates with instructors' beliefs related to engaging students. Females scored higher than males and the difference is significant.

Table 4. 9
ANOVA Results for Student Engagement Related Self-Efficacy Scores

	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender					
Female	20.51	3.97	1	5.38	<.05
Male	18.98	4.43	1		
Age					
25-30 years old	19.92	4.31	3	0.59	.62
31-35 years old	20.61	3.92	3		
36-50 years old	20.13	3.88	3		
51 or above years old	19.09	5.78	3		
Years of experience					
1-5 years	19.30	4.39	3	1.49	.21
6-10 years	20.68	3.92	3		
11-15 years	19.61	3.93	3		
16 years or above	20.61	4.33	3		
Education					
Bachelors	20.03	4.62	3	0.31	.81
Master	20.10	3.72	3		
Doctorate	20.76	3.63	3		
Other	21.20	4.43	3		
Major					
ELT	19.96	4.28	4	0.29	.87
EAL	20.34	3.96	4		
EL	21.00	3.59	4		
ET	19.89	4.31	4		
Other	20.08	4.49	4		

As for classroom management category, gender, age and years of experience associates with instructors' beliefs related to classroom management. Table 4.10 indicates that gender is associated with classroom management efficacy beliefs. Female participants felt more efficacious than males.

Table 4.10
ANOVA Results for Classroom Management Related Self-Efficacy Scores

	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>P</i>
Gender					
Female	28.89	4.62	1	6.25	< .05
Male	27.04	4.36	1		
Age					
25-30 years old	26.65	4.69	3	5.01	< .01
31-35 years old	28.93	4.58	3		
36-50 years old	29.42	4.30	3		
51 or above years old	29.55	4.15	3		
Years of experience					
1-5 years	25.14	4.56	3	10.18	< .01
6-10 years	28.75	4.31	3		
11-15 years	28.72	4.47	3		
16 years or above	30.24	4.13	3		
Education					
Bachelors	27.74	4.98	3	2.12	.09
Master	28.93	4.28	3		
Doctorate	28.76	4.44	3		
Other	32.00	2.23	3		

Table 4.10 (continued)

	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>P</i>
Major					
ELT	28.34	4.94	4	0.66	.61
EAL	28.71	3.97	4		
EL	28.47	4.48	4		
ET	26.67	5.61	4		
Other	29.77	4.54	4		

To summarize, the results indicated *gender* played a significant role in self-efficacy beliefs of EFL instructors. Female participants had significantly higher level of student engagement ($M=6.83$ $SD=1.32$; $M=6.32$ $SD=1.47$; $t(219) = 5.32$, $p < .05$) classroom management ($M=7.22$ $SD=1.15$; $M=6.76$ $SD=1.09$; $t(219) = 6.25$, $p < .05$) and total self-efficacy scores ($M=7.14$ $SD=1.03$; $M=6.80$ $SD=0.95$; $t(219) = 4.35$, $p < .05$) than the male participants. However, there were no significant differences between females and males' instructional strategies related self-efficacy scores ($M=7.29$ $SD=1.14$; $M=7.19$ $SD=1.10$; $t(219) = 0.29$, $p = .58$). This finding is in line with the previous study conducted by Yavuz (2007) who considered gender as one demographical variable at higher education. She found that female instructors felt more efficacious than males in terms of classroom management category.

The participants' *age* had significant relationship with classroom management ($F(3, 217) = 5.02$, $p < .05$) but it did not have significant relationship with student engagement ($F(3, 217) = 0.59$, $p = .62$), instructional strategies ($F(3, 217) = 0.88$, $p = .45$), and teaching related total self-efficacy scores ($F(3, 217) = 1.90$, $p = .12$). Using bonferroni correction the results indicated that participants aged between 31-35 and 36-50 had significantly higher level of classroom management related self-efficacy scores than the scores of participants aged between 25-30 years old.

The participants' *years of teaching experience* had significant relationship with classroom management related ($F(3, 217) = 10.18$, $p < .05$), and total self-efficacy scores ($F(3, 217) = 4.83$, $p < .05$). However, it did not have significant relationship with student engagement ($F(3, 217) = 1.49$, $p = .21$) and instructional strategies related self-efficacy scores ($F(3, 217) = 2.15$, $p = .09$). Using bonferroni correction the results indicated participants with 6 years or above had significantly higher level

of classroom management related self-efficacy scores than participants with 6 years or below experience. In addition, the participants with 16 years or above and 6-10 years of experience had significantly higher level of teaching related total self-efficacy scores than participants with 1 to 5 years of experience.

As for the participants' *level of education*, it had significant relationship with instructional strategies related self-efficacy beliefs ($F(3, 217) = 2.77, p < .05$). However, it did not have significant relationship with student engagement ($F(3, 217) = 0.31, p = .81$) and classroom management ($F(3, 217) = 2.12, p = .09$) and total self-efficacy scores ($F(3, 217) = 1.93, p = .12$). Using bonferroni correction the results indicated participants with bachelor degrees had significantly lower instructional strategies related self-efficacy scores than the scores of participants with other degree category. This category refers to participants who reported to have Celta/Delta training certificates. These trainings made a difference in the participants' self-efficacy belief scores.

The participants' *major* did not also have significant relationship with student engagement ($F(3, 217) = 0.29, p = .87$), instructional strategies ($F(3, 217) = 1.67, p = .15$) classroom management ($F(3, 217) = 0.66, p = .61$) and total self-efficacy scores ($F(3, 217) = 0.71, p = .58$). This finding is similar to Ülkümen (2013) and Şekerci (2011) who did not find a significant difference in terms of majors. Akbari and Moradkhani (2010) found teachers' majors only affected their student engagement efficacy beliefs. They considered majors as *English related* and *non-English related degrees* and found ones having English-related degrees have a significantly higher level of efficacy for student engagement than the ones with non-English-related degrees.

This study revealed important associations in terms of demographical factors and their association with the beliefs of EFL instructors in terms of not only motivation but also self-efficacy beliefs. The results need to be replicated in similar contexts in Turkey to find out if they are generalizable to Turkish EFL instructors.

4.6 The Results of Hierarchical Regression Analysis: The Relationship between The Motivation Beliefs and Self-Efficacy Beliefs of EFL Instructors

4.6.1 Testing assumptions of hierarchical regression analysis.

The third question was designed in order to investigate the relationship between EFL instructors' intrinsic motivational beliefs and self-efficacy beliefs at higher education. Prior to conducting hierarchical regression, as Field (2005) indicated, assumptions of the hierarchical regressions were tested: (1) variable type, (2) non-zero variance, (3) multicollinearity, (4) Linearity, (5) homoscedasticity (6) independent errors, (7) normally distributed errors (8) independent observations (in Şekerci, 2011).

The demographic variables were categorical and self-efficacy categories (i.e. student engagement, instructional strategies and classroom management) were all continues. The variables as seen in the descriptive statistic had variances. The correlations between the variables did not exceed .80, which shows no collinearity between the variables (Stevens, 2002). Variance inflation factors and tolerance values were (total motivation VIF= 2.51 TV=.39; intrinsic motivation VIF=2.53, TV=.39; extrinsic motivation VIF=2.53, TV=.39) were in acceptable range (VIF< 4, TV>.20) (Field, 2005).

As for the independent errors, the Durbin Watson coefficient test indicated that the errors were independent; the test values were 1.921, 1.935, 1.954, for total motivation, intrinsic motivation and extrinsic motivation which were in the acceptable range of being between 1.5 and 2.

Scatter plot did not demonstrate a significant pattern indicating homoscedasticity assumption was met, and all of the surveys were filled out separately showing independence of observations. The shapes of P-P and scatter plots indicated linearity and normality from Figure 4.1 to 4.6 below for overall motivation, intrinsic and extrinsic motivation.

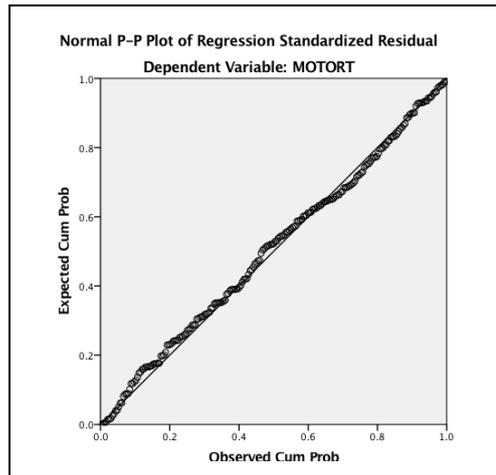


Figure 4.1 Normal P-P plot of regression standardized residual for overall motivation.

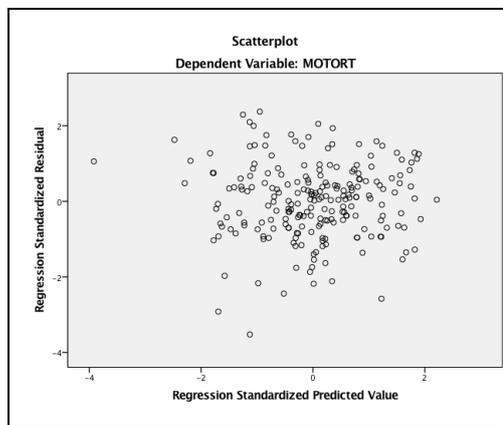


Figure 4.2 Scatterplot indicating normality of overall motivation

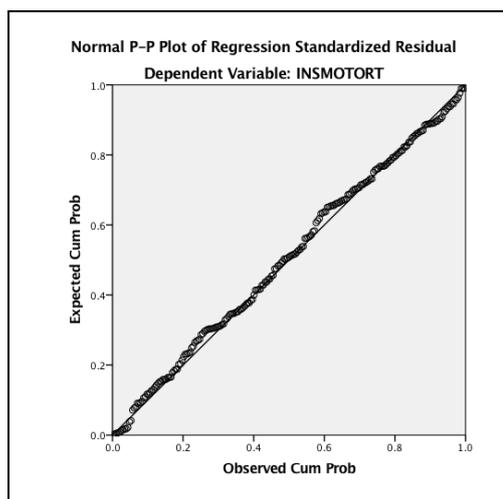


Figure 4.3 Normal P-P plot of regression standardized residual for intrinsic motivation.

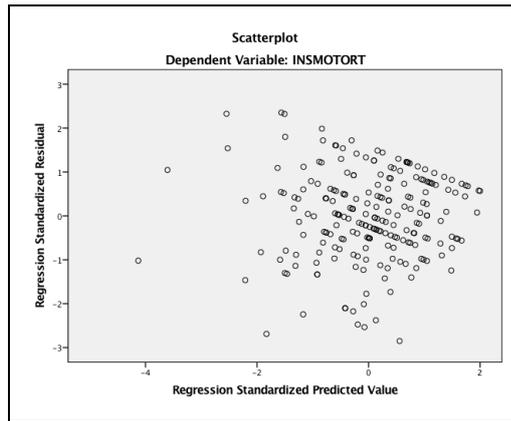


Figure 4.4 Scatterplot indicating normality of intrinsic motivation.

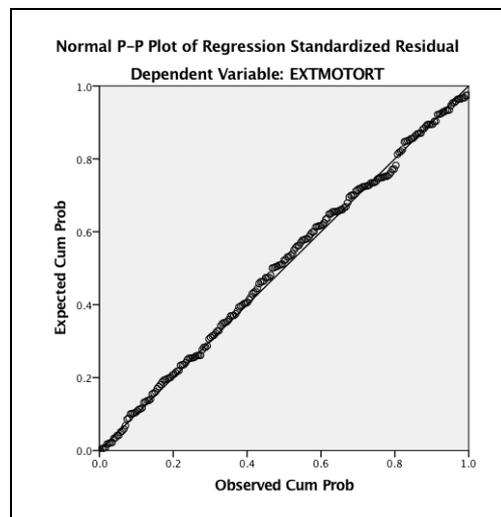


Figure 4.5 Normal P-P plot of regression standardized residual for extrinsic motivation.

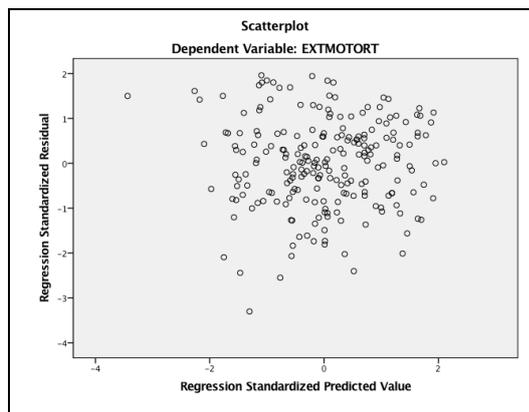


Figure 4.6 Scatterplot for normality of extrinsic motivation.

4.6.2 The relationship between EFL instructors' motivational beliefs and self-efficacy beliefs.

In order to investigate the relationship between motivational beliefs and self-efficacy beliefs the following questions was asked:

3. What is the relationship between EFL instructors' motivational beliefs and self-efficacy beliefs?

In order to investigate the relationship between motivational beliefs and self-efficacy beliefs first the correlation analysis was conducted to see interrelated nature of the variables. After that, as mentioned in Chapter I, it was also found important to investigate to what extent self-efficacy variables predict motivation variables from the point of the Self-efficacy theory. In order to more strongly analyse the prediction, hierarchical regression analyses were conducted. Larson-Hall (2010) emphasizes that hierarchical regression is different from standard regression in that all the areas of explanatory variables overlapping with the response variables are counted. It enables the researcher to emphasize the importance of any variable in hierarchical regression. In order to see the relationship between the total motivation, intrinsic and extrinsic motivation and self-efficacy variables, -classroom management, instructional strategies and student engagement categories-hierarchical regression analyses were conducted.

Table 4.11
Correlation between Motivation and Self-efficacy Variables

	1M	2Intr	3Ext	4SE	5StE	6IS	7CM
1.Motivation (total)	1						
2.Intrinsic	.56**	1					
3.Extrinsic	.96**	.32**	1				
4.Self-efficacy (total)	.28**	.38**	.20**	1			
5.Student engagement	.21**	.39**	.11	.82**	1		
6.Instructional strategies	.28**	.34**	.21**	.86**	.57**	1	
7.Classroom management	.23**	.25**	.18**	.85**	.55**	.60**	1

Note. ** = $p < .01$

The relationship between self-efficacy and intrinsic motivation is discussed in the sub-question 3.1 and self-efficacy and extrinsic in sub-question 3.2. Finally, overall

results of these relationships has been summarized in the end of this section. First, the correlation analysis was conducted and the Table 4.11 demonstrates the results for the correlation analysis between motivation and self-efficacy variables.

The results indicated that there is a significant but a low level of correlation between motivation and self-efficacy beliefs ($r = .28, p < 0.01$). Intrinsic motivation factors had low level of correlation with classroom management ($r = .25, p < 0.01$) instructional strategies ($r = .34, p < 0.01$) and student engagement ($r = .39, p < 0.01$) related self-efficacy beliefs. The correlation level between extrinsic motivation and classroom management, ($r = .18, p < 0.01$), instructional strategies ($r = .21, p < 0.01$), and student engagement ($r = .11, p > 0.05$) related self-efficacy beliefs is also low but significant.

As for the issues of to what extent the self-efficacy beliefs relate to motivation beliefs, three hierarchical regression analyses were conducted to examine the incremental influence of demographic factors and self-efficacy beliefs on the motivational factors. The reason why this further analysis was conducted is that regression analysis provides further explanation of the one-way relationship between self-efficacy and motivational beliefs. First, the participants' teaching related motivational factors, second participants' intrinsic motivational factors and third the participants' extrinsic motivational factors were predicted. The study variables were entered in a hierarchical regression as follows: (a) demographic covariates, (b) self-efficacy beliefs. As it was predicted that demographic factors would significantly influence motivational factors, these variables were entered before entering self-efficacy related variables to explain the extent the self-efficacy related variables could explain motivational factors above and beyond the demographic factors. Values of change in R^2 (ΔR^2), unstandardized regression coefficients (B), standard error of beta coefficients (SEB), and standardized regression coefficients (β) for the predictor variables at each step are shown in Table 4.12.

As indicated as step 1 in the table 4.12, for the first step, demographic variables (i.e., age, gender, education level, years of experience and major) were entered in

the regression model. The demographic variables accounted for 10% of the variance in participation $R = .31$, $R^2 = .10$, $F(5, 215) = 4.84$, $p < .05$. The examination of the standardized partial regression coefficients revealed that after controlling for the other variables, years of experience ($\beta = .25$, $t(220) = 2.63$, $p < .05$) was significantly associated with total motivation scores.

Table 4.12
Hierarchical Regression for Total Motivation

			At Entry Into Model			Final Model		
	R^2	ΔR^2	B	SE B	B	B	SE B	B
Motivation								
Step 1	.10	.10**						
Gender			-.01	.06	-.01	-.00	.06	-.00
Age			.03	.04	.08	.05	.04	.11
Year of experience			.10	.04	.25*	.08	.04	.21*
Education			-.01	.03	-.01	-.02	.03	-.05
Major			.00	.02	.02	-.00	.02	-.00
Step 2	.17	.06**						
Student engagement			.02	.02	.09	.02	.02	.09
Instructional strategies			.08	.03	.22*	.08	.03	.22*
Classroom management			-.01	.03	-.03	-.01	.03	-.03

Note. * = $p < .05$, ** = $p < .01$, $F(5, 215) = 4.84$, $p < .05$, $F(8, 212) = 5.40$, $p < .01$

In the second step, self-efficacy related variables were entered in the regression model (in Table 4.12). Demographic variables, and classroom management, instructional strategies and student engagement related self-efficacy beliefs explained 17% of the variance in total motivation scores $R = .41$, $R^2 = .17$, $\Delta R^2 = .06$, $F(8, 212) = 5.40$, $p < .01$. Self-efficacy related variables accounted for an additional 7% of variance in total motivation scores. The change in the variance explained by self-efficacy related variables was significant $F(3, 212) = 5.85$, $p < .01$. The examination of the standardized partial regression coefficients revealed that, after controlling for other variables in the regression model years of experience ($\beta = .21$, $t(220) = 2.15$, $p < .01$) and instructional strategies ($\beta = .22$, $t(220) = 2.60$, $p < .05$) were significantly associated with total motivation scores. The results indicated that years of experience and instructional strategies were most significantly associated with total motivation scores. As the Anova findings also suggest that experienced instructors feel more motivated than novice instructors and their efficacy for instructional beliefs is the strong predictor of their total

motivational beliefs. It is noteworthy to report that in years teachers highly get experienced in instructional strategies which they also acquired from university education and applying them during their career in time they feel most efficacious in this efficacy category and it highly predicts their total motivation. As this efficacy improves in time, their motivation is likely to get higher.

4.6.3 The relationship between EFL instructors' intrinsic motivational beliefs and self-efficacy beliefs.

The second hierarchical analysis was utilized to explore the relationship between intrinsic motivation EFL instructors' self-efficacy beliefs with the following research question.

3.1 What is the relationship between EFL instructors' intrinsic motivational beliefs and self-efficacy (with subcategories) beliefs at higher education?

In order to highlight the research question for the first step, demographic variables (i.e., age, gender, education level, years of experience and major) were entered in the regression model to test if they have an influence on the results. After that, self-efficacy variables were entered to investigate the relationship between intrinsic motivation and self-efficacy variables, which is the main concern of the research question. The Table 4.13 indicates the results of hierarchical regression analysis for intrinsic motivation.

The demographic variables accounted for 3% of the variance in intrinsic motivation $R = .03$, $R^2 = .19$, $F(5, 215) = 1.74$, $p = .12$. The examination of the standardized partial regression coefficients revealed that none of the demographic variables were significantly associated with intrinsic motivation.

In the second step, self-efficacy related variables were entered in the regression model. Demographic variables, and classroom management, instructional strategies and student engagement related self-efficacy beliefs explained 20% of the variance in intrinsic motivation $R = .45$, $R^2 = .20$, $\Delta R^2 = .16$, $F(8, 212) = 6.90$, $p < .01$. Self-

efficacy related variables accounted for an additional 17% of variance in intrinsic scores. The change in the variance explained by self-efficacy related variables was significant $F(3, 212) = 14.94, p < .01$. The examination of the standardized partial regression coefficients revealed that, after controlling for other variables in the regression model student engagement ($\beta = .34, t(220) = 4.22, p < .01$) and instructional strategies ($\beta = .18, t(220) = 2.16, p < .05$) were significantly associated with intrinsic motivation. The results indicated that student engagement and instructional strategies were most significantly associated with intrinsic motivation, and demographics factors had no affect after controlling for the self-efficacy related variables. It is assumed that as these efficacies are directly related to the teaching practice and as intrinsic motivation is also concerned with student progress, they are strongly associated with this subcategory of motivation

Table 4.13
Hierarchical Regression for Intrinsic Motivation

			At Entry Into Model			Final Model		
	R^2	ΔR^2	B	SE B	B	B	SE B	B
Motivation								
Step 1	.03	.03						
Gender			-.03	.07	-.03	.01	.07	.00
Age			.05	.05	.10	.08	.05	.15
Year of experience			.02	.04	.05	.01	.04	.02
Education			.03	.04	.05	.01	.04	.02
Major			.02	.02	.06	.01	.02	.02
Step 2	.20	.17**						
Student engagement			.11	.02	.34*	.11	.02	.34*
Instructional strategies			.07	.03	.18*	.07	.03	.18*
Classroom management			-.03	.03	-.09	-.03	.03	-.09

Note. . * = $p < .05$, ** = $p < .01$ $F(5, 215) = 1.74, p = .12$. $F(3, 212) = 14.94, p < .01$.

4.6.4 The relationship between EFL instructors' extrinsic motivational beliefs and self-efficacy beliefs.

Another research question was asked to investigate the relationship between self-efficacy beliefs and extrinsic motivation. In order to find out this the following research question was asked:

3.2. What is the relationship between EFL instructors' extrinsic motivational beliefs and self-efficacy beliefs at higher education?

In order to highlight the research question for the first step, demographic variables (i.e., age, gender, education level, years of experience and major) were entered in the regression model to test if they have an influence on the results. After that, self-efficacy variables were entered to investigate the relationship between extrinsic motivation and self-efficacy variables, which is the main concern of the research question. The Table 4.14 indicates the results of hierarchical regression analysis for extrinsic motivation.

Table 4.14
Hierarchical Regression Results for Extrinsic Motivation

	At Entry Into Model				Final Model			
	R2	ΔR2	B	SE B	B	B	SE B	B
Motivation								
Step 1	.09	.09**						
Gender			-.01	.07	-.01	-.01	.07	-.01
Age			.03	.05	.06	.03	.05	.06
Years of experience			.12	.04	.26*	.12	.04	.26*
Education			-.02	.04	-.03	-.02	.04	-.03
Major			.00	.02	.00	.00	.02	.00
Step 2	.13	.04*						
Student engagement			.00	.03	.00	.00	.03	.00
Instructional strategies			.08	.03	.19*	.08	.03	.19*
Classroom management			-.00	.03	-.01	-.00	.03	-.01

Note. . * = $p < .05$, ** = $p < .01$ $F(5, 215) = 4.59, p < .01$ $F(8, 212) = 3.99, p < .01$

For the first step, demographic variables (i.e., age, gender, education level, years of experience and major) were entered in the regression model. The demographic variables accounted for 9% of the variance in extrinsic motivation $R = .31, R^2 = .09, F(5, 215) = 4.59, p < .01$. The examination of the standardized partial regression coefficients revealed that after controlling for the other variables, years of experience ($\beta = .26, t(220) = 2.63, p < .05$) was significantly associated with extrinsic motivation.

In the second step, self-efficacy related variables were entered in the regression model. Demographic variables, and classroom management, instructional strategies and student engagement related self-efficacy beliefs explained 13% of the variance

in extrinsic motivation $R = .36$, $R^2 = .13$, $\Delta R^2 = .04$, $F(8, 212) = 3.99$, $p < .01$. Self-efficacy related variables accounted for an additional 4% of variance in extrinsic motivation scores. The change in the variance explained by self-efficacy related variables was significant $F(3, 212) = 2.80$, $p < .05$. The examination of the standardized partial regression coefficients revealed that, after controlling for other variables in the regression model years of experience ($\beta = .23$, $t(220) = 2.34$, $p < .05$) and instructional strategies ($\beta = .19$, $t(220) = 2.24$, $p < .01$) were significantly associated with extrinsic motivation. The results indicated that years of experience and instructional strategies were most significantly associated with extrinsic motivation. In years, teachers become more extrinsically motivated although being both intrinsically and extrinsically highly motivated. As they mostly acquire knowledge during their university education in terms of giving instruction and intrinsic motivation is mostly related to imparting knowledge to students and see their students' progress, this category may be highly influential in the participants' responses. In addition, compared to other efficacies, this category is more teacher-oriented rather than being based on the interaction with students as student engagement category. Their high level of confidence their giving instruction was also supported by their strong opinion in the mean scores which indicates that instructional strategies is the highest efficacy category.

The findings in terms the total motivation and efficacy, the relationship between them was also found by Kutluca (2018) at primary school teachers using the TSES. Other studies who report the relationship between them also report a similar finding but using items related to general efficacy in their scale (Mifsud, 2011; Kermani & Poorahmadi, 2014).

4.7 Summary of the Results

The results are based on the scale developed to measure motivational beliefs with intrinsic and extrinsic dimensions at EFL higher education. As for the second construct, self-efficacy beliefs are measured at three levels: instructional strategies, classroom management and student engagement. The two main questions aim to

investigate the level of motivation beliefs and self-efficacy beliefs. Teachers' self-efficacy beliefs are known to affect not only student achievement and motivation but also teachers' own beliefs regarding their motivation and teaching (Taschannen-Moran & Woolfolk Hoy, 2001). Therefore, the third research question aims to investigate to what extent the self-efficacy beliefs predict EFL instructors' motivation beliefs at higher education. In regression analysis, predicting variables were taken as self-efficacy and it was found that the level of EFL instructors' self-efficacy beliefs predict their motivation beliefs. The correlation and hierarchical regression analysis do not indicate the causality but the relationship of the variables (Dörnyei, 2007). However, correlation results were also included to indicate two-way analysis of the relationship to make better implications and recommendations for self-efficacy for EFL instructors. As the table indicates, correlation findings are taken as two way between intrinsic and extrinsic motivational beliefs. As intrinsic motivation is correlated with extrinsic motivation and subcategories, extrinsic motivation is correlated with intrinsic motivation and its subcategories. As for the third main research question based on the hierarchical regression analysis whether self-efficacy beliefs relate to motivation beliefs, there is a significant correlation between the two constructs and it is found that self-efficacy variables predict motivation beliefs variables significantly. This finding is unique finding in terms of EFL contexts not only in Turkey but also abroad.

The relationship between self-efficacy and motivational beliefs in terms of sources of motivation and the relationship between them has not been investigated with subcategories before and the results indicate significant relationships among them as indicated in the research question 3 in Table 4.15 below.

The main findings of the study with research questions and support from the research studies were elaborated in the literature review section are presented in the table 4.15. Although none of those studies made as detailed quantitative analysis as this study, the findings and recommendations of the researchers have been regarded to be supporting the findings of this study. The Table 4.15 shows the main findings of the current study and relevant research studies with similar results.

Table 4.15
The Main Findings of the Current Study

Research questions and findings:	Support from previous literature
<p>1. What is the level of EFL instructors' motivation beliefs at higher education level?</p> <ul style="list-style-type: none"> - EFL instructors have high level of overall motivational beliefs - - EFL instructors are highly intrinsically motivated - - EFL instructors are highly extrinsically motivated <p>(-There is a significant difference between intrinsic and extrinsic motivation beliefs)</p>	<p>These following studies report the significance of overall and both kind of motivation: (Gheralis-Roussos, 2003; Boset et al; Fidan, 2014; İpek & Kanatlar, 2018; Kermani & Poorahmadi, 2014; Lam & Yan, 2011; Sözen, 2015)</p> <p>As statistically no report of the difference, this is a unique finding based on the scale regarding EFL instructors. Delgado (2017) found significant difference in two constructs on music teachers' motivational beliefs.</p>
<p>Results for Subcategories for extrinsic motivation:</p> <ul style="list-style-type: none"> - EFL instructors are highly financially motivated - EFL instructors are moderately motivated by financial benefits 	<p>Reports by some participants: (İpek & Kanatlar, 2018; Fidan, 2014; Khermani & Poorahmadi, 2014)</p>
<ul style="list-style-type: none"> - EFL instructors are highly motivated by administrative issues 	<p>(Price,2008; Smith, 1999; Webb, 2007; Khermani and Poorahmadi 2014; Uz, 2009; İpek & Kanatlar, 2018; Sözen, 2015)</p>
<ul style="list-style-type: none"> - EFL instructors are highly motivated by their students 	<p>These studies indicated the importance of students' motivation for EFL instructors (Bradley, 2010; Dweik & Awajan, 2013; Kumazawa, 2012; Sözen, 2015; Tziava, 2003; Mifsud, 2011)</p>
<ul style="list-style-type: none"> - EFL instructors are highly motivated by colleagues 	<p>(Bradley, 2010; Dweik & Awajan, 2013; Kumazawa, 2012; Sözen, 2015; Tziava, 2003; Mifsud, 2011)</p>
<ul style="list-style-type: none"> - EFL instructors are highly motivated by physical conditions 	<p>Those studies indicated the importance of physical conditions (Fidan, 2014; Sözen, 2015; İpek & Kanatlar, 2018)</p>
Research questions and findings:	Support from previous literature
<p>1.1. To what extent gender, years of experience, age and degree level predict instructors' motivation beliefs?</p>	
<ul style="list-style-type: none"> - Gender did not associate with intrinsic, extrinsic or total motivation beliefs 	<p>(Smith 1999, Pennington, 1997; Ateş & Yılmaz, 2018; Canpolat, 2011)</p>
<ul style="list-style-type: none"> - Participants' age is associated with extrinsic and total motivation scores 	<p>Barlı (2005) found relationship with total motivation and age.</p>
<ul style="list-style-type: none"> - Participants aged between 36-50 had significantly higher level of extrinsic and total motivation scores than aged between 25-30 years. 	<p>Unique findings in terms of the categorization in the scale developed by the researcher</p>
<ul style="list-style-type: none"> - Participants' years of teaching experience had significant relationship with extrinsic and total motivation scores 	<p>Unique findings in terms of the categorization in the scale developed by the researcher</p>
<ul style="list-style-type: none"> - Participants' years of teaching experience had significant relationship with extrinsic and total motivation scores 	<p>Unique findings in terms of the scale developed by the researcher</p>
<ul style="list-style-type: none"> - 16 years or above experience had significantly higher level of extrinsic motivation and total motivation scores than participants with 10 years or below experience 	

Table 4.15 (*continued*)

Research questions and findings:	Support from previous literature
<p>1.2. Do their intrinsic motivation beliefs relate to their extrinsic motivation beliefs?</p> <p>EFL instructors' intrinsic motivation beliefs are significantly correlated with extrinsic motivation beliefs</p> <ul style="list-style-type: none"> - EFL instructors' overall intrinsic motivation beliefs are significantly correlated with their emotions related and teaching related motivation beliefs. - EFL instructors' overall intrinsic motivation beliefs are significantly correlated with job related financial, job benefits, student related, administrative related and collegial support related extrinsic motivation factors - EFL instructors' overall extrinsic motivation beliefs are significantly correlated with intrinsic teachers' emotions related and teaching related motivational beliefs and highly and significantly correlated with job related financial, job benefits, student related, administrative related and collegial support related extrinsic motivation factors - EFL instructors' administrative issues related beliefs are significantly correlated with collegial support related extrinsic beliefs and physical conditions of schools related efficacy beliefs. 	<p>Demir (2011) (The following studies mention about the relationship between the intrinsic and extrinsic motivation without making any correlation analysis) (Ribas, 2012) Tziava, 2013) Mifsud, 2011)</p>
<p>2. What is the level of EFL instructors' self-efficacy beliefs at higher education level?</p> <ul style="list-style-type: none"> - Instructors have the highest level of instructional strategies efficacy belief and it is followed by classroom management and student engagement beliefs (moderate) 	<p>The following studies did similar statistical analysis and obtained similar results in ranking: (Chacon, 2005; Onbaşı, 2014; Moradkhani, Raygan & Moein, 2007; Eslami & Fatahi 2008; Huangfu, 2012)</p>
<p>2.1 To what extent gender, years of experience, age and degree level predict instructors' self-efficacy beliefs?</p> <ul style="list-style-type: none"> -Instructors' age and years of experience have significant relationship with classroom management self-efficacy beliefs -The results indicated that participants aged between 31-35 and 36-50 had significantly higher level of classroom management related self-efficacy scores than the scores of participants aged between 25-30 years old. Participants' years of experience was found to have significant relationship with classroom management related and total self-efficacy scores. Novice instructors (1-5 years experience) have lower self-efficacy beliefs than participants with 6-10 years or 16 years or above Participants' level of education had significant relationship with instructional strategies efficacy beliefs Female participants had significantly higher level of student engagement. Female participants had significantly classroom management and total self-efficacy scores than the male participants. 	<p>Supported statistically (Dougherty, 2007; Dolgun, 2016; Ülkümen, 2013; Wolters and Daugherty; 2007)</p> <p>Unique findings interms of the categorization of the scale.</p> <p>(Ülkümen, 2013; Şekerci, 2011; Ghanizadeh & Moafian 2011)</p> <p>Supported statistically by Yavuz (2007)</p>

Table 4.15 (*continued*)

3. What is the relationship between self-efficacy and motivation beliefs?	
(Correlation results)	
-There is a significant correlation between self-efficacy and motivation beliefs.	Supported statistically by Mifsud (2011)
There is a significant correlation between self-efficacy and motivation beliefs.	Kermani and Poorahmadi (2014), Kutluca (2018) who found self-efficacy predicts motivation,
-There is a significant correlation between intrinsic motivation beliefs and classroom management, instructional strategies and student engagement efficacy beliefs.	Unique findings in terms of the scale developed by the researcher as not reported statistically in terms of sub-dimensions in the literature
-There is a significant correlation between Instructors' extrinsic motivation beliefs and instructors' total self-efficacy and classroom management efficacy beliefs.	Only Demir (2011) found correlation with student engagement in non-EFL context.
(Overall hierarchical regression results; Prediction of motivation beliefs by self-efficacy beliefs)	
-Years of experience and instructional strategies efficacy beliefs were found to predict the total motivation beliefs.	
- Years of experience and instructional strategies efficacy beliefs were found to predict the extrinsic motivation beliefs.	
-Instructors' intrinsic motivation beliefs are predicted by student engagement and instructional strategies	

CHAPTER 5

DISCUSSIONS AND CONCLUSIONS

This chapter includes the aim of the study, summary of the findings, implications and recommendations for both self-efficacy and motivation of EFL teachers, and limitations of the current study as well as future research recommendations. The results indicated high rates of intrinsic and extrinsic motivation and self-efficacy beliefs levels. In this study implications and recommendations have been provided not only for EFL instruction in Ankara province but also to the wider context of EFL education in Turkey not forgetting the global level.

5.1 Discussion of the Main Findings

5.1.1 Discussion of the findings for intrinsic and extrinsic motivation and overall motivation.

With reference to the level of EFL instructors' motivation, the study indicates that the level of teachers' overall motivation, and more specifically intrinsic motivation is quite high. Intrinsic motivation has been analysed at two levels, intrinsic teaching-related and teachers' emotions, which are both high. Teachers attach the greatest importance to teaching-related factors as they give the most significance to the students' learning and progress and their related achievement thanks to it. Teachers' emotion-related intrinsic motivation is also high in the mean scores.

The finding of this study of high intrinsic motivation is compatible with the literature on motivation studies; loving teaching and taking pride in it, helping

students to learn English and observing the progress and success of their students are generally the most influential factors found in research studies (Erkaya, 2013; Gheralis-Roussos 2003; İpek & Kanatlar, 2018; Lam & Yan, 2011; Tziava, 2003; Sözen, 2015; Syamanda, 2017). Qualitative studies in EFL literature point out the predominance of intrinsic motivation factors over external factors, reflecting that teachers' contribution to student learning and growth is the most motivating and satisfying factor (Gheralis- Roussos, 2003; Harada, 2017) observing students' enthusiasm and teachers' own autonomy in the classes were very pressing issues in terms of intrinsic motivation (Bradley, 2010). As Mifsud (2011) indicates in her mixed method study which she conducted with university instructors and students, intrinsic motivation is important for teachers and students' motivation and she also emphasizes that it is what affects them most. She recommends having a good rapport with learners and improving their own self-efficacy. As indicated in those studies, teaching-related factors and student progress in learning English are the most commonly found findings in terms of intrinsic motivation in EFL contexts, which is also confirmed by the current study.

Studies in non-EFL contexts in Turkey found similar results in terms of the high level of intrinsic motivation (Barlı et al., 2005; Börü, 2018). However, in various categories of motivation, Ateş and Yılmaz (2018) found low motivation results in terms of organizational commitment and personal development. Similarly, in non-EFL contexts in Turkey, Barlı et al. (2005) found overall high intrinsic motivation but low motivation in terms of professional development and research and recommended support for professional development. In terms of overall motivation and extrinsic motivation factors, the teachers at private schools were more motivated than the ones at state schools in their study. They conclude that teachers' motivations are affected by the socio-economic conditions of the schools in which they work. Reçepoğlu (2014) found that in their category of job motivation, teachers had the highest score in terms of the commitment to the job category and the lowest in integrating with the job category. Börü (2018) indicated that teachers were mostly internally motivated and students' achievement was one of the most influential factors linked with it. Overall, these findings indicate that participants

give importance to intrinsic motivation and consider their contextual conditions in their responses when giving negative or positive responses.

Overall extrinsic motivation of EFL instructors is quite high. While they find intrinsic motivation important, overall extrinsic factors are also significant and this was reflected in their responses. The descriptive statistical results of this study indicated a high mean and low standard deviation for the category of extrinsic motivation. Overall external conditions investigated in this study were job-related external financial factors, expected job benefits, student, colleagues and administrative and physical conditions of the school-related factors. The data were analysed categorically and it was found that each category had high mean scores as well as overall extrinsic motivation. Similarly, Fidan (2014) found that teachers working in higher education were both extrinsically and intrinsically motivated and overall teacher motivation correlates with their enthusiasm. However, he notes that the instructors are more extrinsically motivated in his context at higher education. Gheralis- Roussos (2003), Syamananda (2017) and Sözen (2015) also note that although intrinsic motivational factors are the most important factors for instructors, extrinsic rewards such as providing teacher autonomy, job security, and opportunity to participate professional development are also regarded as important by the participants. These studies also indicate the effect of contextual factors and relatedness with stakeholders. In terms of non-EFL contexts, teachers working at private schools in Turkey were found to be more motivated by extrinsic factors than their counterparts working at state schools in lower education (Barlı et al. 2005; Karaköse & Kocabaş, 2006). These results are supported by the current study and indicate that although instructors perceive intrinsic motivation as very important, they are also extrinsically motivated and affected by extrinsic factors depending on their own contexts.

Extrinsic financial job-related motivation is positively regarded by the participants. Both their total extrinsic motivation and financial-related motivations are high. This finding may be attributed to the context of the study as it takes place in Ankara. Fidan (2014) in Turkey and Syamananda (2017) in Thailand indicate that extrinsic motivation, mostly in terms of salary, relationships and resources have a great

impact on their participants' responses in higher education. In terms of the current study, it should be noted that the recent incentives and pay rises for teachers might have changed this situation in Turkey. The government took action in November 2014 to increase the academicians' salaries and provided them with incentives based on their performances, considering their publications, projects, exhibitions and other kinds of contributions they provide. However, as years have passed, this has still caused conflicting results in some studies on EFL instructors. İpek and Kanatlar (2018) and Öztürk (2015) found that while some instructors reported being satisfied and motivated by extra financial rewards and an increase in salaries, some others stated they deserved a higher salary. Öztürk (2015) also found similar results in her qualitative study. Most teachers commented on their expectations in terms of improvement of fringe benefits and salary in his study. Unlike those studies which point out the participants' expectations regarding salary, it is important to note that the participants in Börü (2018) did not mention salary as an extrinsic motivation factor in the non-EFL context. She conducted research with teachers in lower education emphasizing the superiority of intrinsic factors over salary or other factors. Eroğlu, Çoban and Ermiş (2014) conducted a study with academicians who work at a state university in Turkey concerning their satisfaction in terms of salary. They indicated that the participants had low level of overall satisfaction, and they were dissatisfied with their salary and wage in their study. Similarly, Afşar (2014) found that salary had a significant relationship with the academicians' quality of work life. However, it is important to note that the salary issue is found to be problematic for academicians. These problems posited by Eroğlu et al. (2014) and Afşar (2014) might show similarities with EFL instructors as İpek and Kanatlar (2018) noted in Turkey. Similarly, in Thailand, Syamanda (2017) reported that heavy workload and low salary are the extrinsic demotivational factors that lead to job dissatisfaction and demotivation. Most teachers commented on their expectations in terms of salary. Karavas (2010) also found that Greek EFL teachers were dissatisfied with the salary. A recent study conducted with non-EFL teachers by Türkoğlu, Cansoy and Parlar (2017) and Barlı et al. (2005) indicate that the participants are dissatisfied with salary, opportunities for development and promotion and working conditions. Some other earlier studies also report

dissatisfaction with teachers' salaries (Dinham & Scott, 1997; Pennington 1997). All these studies indicate that financial issues relate to motivation and satisfaction and need to be given attention, except for few studies as suggested by previous researchers.

In this study, the job benefit category is comparatively lower than the financial job category and the lowest one in the extrinsic factors category. This finding might be due to the fact that the benefits they get may not be motivating and satisfactory enough for EFL instructors working at higher education. While the pay rise may affect their perception of financial benefits positively, the current benefits seem to be perceived as not very satisfactory or motivating for them. Similarly, in terms of the conditions at state schools in Turkey, Barlı et al (2005) found that teachers were demotivated by wages and promotions provided for them compared to the ones at private schools. Ateş and Yılmaz (2018) found that while teachers had low perceptions regarding their overall income in their current contexts, they attached high importance to an 'additional payment system' in their responses. According to research conducted by Jaschik (2012 cited in Öztürk & Bayrak, 2015), the average monthly income of academic personnel in Turkey is less than the average monthly income in many other countries. Therefore, more research is necessary to further investigate academicians' point of view towards the financial issues and their expectations regarding the benefits in more detail, specifically for EFL instructors at preparatory classes of universities in Turkey. Teachers at state schools and universities mostly depend on wages per extra hour they teach as extra income which is limited for them. Similarly, in the Greek context, Karavas (2010) reported a low motivation level in terms of the benefits and promotional opportunities. Syamananda (2017) reported a low motivation level in terms of fringe benefits in Thailand. Kazarouni and Sadighi (2014) found low extrinsic motivation of benefits and administration-related factors in Shiraz, Iran in their own context.

In terms of teachers' motivation by the other stakeholders, they are all highly motivated by them. Teachers reported being highly motivated by administrators, students and colleagues respectively, with the motivation by their administrators being the highest. Comparing the results with the previous studies, the findings of

this study are slightly different in terms of the more positive beliefs of instructors. This might be due to the contexts of the studies, where the relationship with various stakeholders may be different which thus affects their motivation in different ways. The favorable conditions at the universities in Ankara are positively perceived by the participants in terms of the relations, which is a crucial aspect in terms of the SDT. Instructors need to feel connected with the stakeholders in their institutions. Dweik and Awajan (2013) reported high intrinsic motivation; teachers were highly motivated by their students but not by their administrators. They also indicate that extrinsic motivation is also important for them in terms of being motivated by students and supported by administrators. Ribas (2012) also regards students' interest and collegial support as influential factors of teachers' self-efficacy beliefs and motivation. Tsutsumi (2013) reported that the lack of student motivation was a problem for teachers' intrinsic motivation. Fidan (2014) also notes that external factors regarding students affect motivation considerably. İpek and Kanatlar (2018) found that participants mostly reported extrinsic factors such as contextual factors, students, and administrative and collegial relations as the important motivational factors similar to this study. The participants indicated that they were both motivated and demotivated by students and administration based on their positive and negative attitudes, and feedback. It is important to note that in some studies while teachers perceived the importance of relating to other stakeholders, it was found that poor relationships demotivated them (Erkaya, 2012; Gheralis-Roussos, 2003; Han & Mahzoun, 2017; Sözen, 2015). Mifsud (2011) found that teachers' motivation was significantly related to student motivation and administrative and collegial relationships. Karavas (2010) specifically stated that relations with students were the most rewarding aspect of teacher motivation. However, they were dissatisfied and discouraged by the lack of student motivation in their current context. In the Turkish non-EFL context, Börü (2018) found in her qualitative study that teachers were motivated by stakeholders and attached great importance in their relationship. On the other hand, Ateş and Yılmaz (2018) found a low level of motivation based on administrative and collegial factors in their quantitative study. Karaköse and Kocabaş (2006) found that teachers had higher motivation in terms of administration than their counterparts at state schools in Turkey. All these studies

indicate that relationship with stakeholders are important and affect teacher motivation positively or negatively based on positive or negative attitudes. Finally, it can be concluded that in all these studies, the participants usually conceive the importance of relating to other stakeholders in a positive manner but due to contextual factors, some report unfavorable conditions and attitudes in their relationships with other stakeholders.

In this study, the EFL instructors' motivation in terms of physical conditions is high which can be attributed to the favorable conditions, facilities and resources of universities in Ankara. The universities usually have technology supported classes, adequate resources and favorable campus facilities (i.e. METU, Gazi University, Ankara University, Bilkent University). They usually follow coursebooks and other supplementary materials in those universities. The preparatory English language units often have materials offices with staff preparing extra resources and in charge of providing the teachers materials as required. Furthermore, library facilities are easily accessible. The participants indicate the importance of the physical environment by giving high responses in this category regardless of their current contexts. Sözen (2015) also noted that physical working conditions were influential for EFL teachers based on both quantitative and qualitative data at lower education in Turkey. On the other hand, Syamananda (2017) reported a low extrinsic motivation due to physical conditions and administrative relationships at a university in Thailand. In the context of Thailand, Syamananda (2017) suggests that physical conditions are one of the demotivational factors, which leads to job dissatisfaction and needs to be improved by the administrators. Mifsud (2011) found that teachers reported low motivation due to lack of resources and the overall school environment. Qualitative data results indicate that physical conditions not only affect their motivation but also their general self-efficacy. Participants also indicated their expectations for more modern textbooks and other books to be provided in school libraries. Similarly, Johnson (2001) pointed out the low motivation of teachers in terms of their resources; obsolete and inappropriate textbooks and inadequate texts for their students' levels were mostly cited. In non-EFL contexts, private school teachers were found to be more motivated in terms of physical conditions than those at state schools (Barlı et al., 2005; Karaköse &

Kocabaş, 2018). Finding low motivation in terms of the conditions of state schools, Börü (2018) also recommends the improvement of the physical conditions. All these studies indicate that physical conditions and resources have an influential role in teachers' motivation beliefs. Teachers in those studies and the participants in this current study attach importance to physical conditions and reflected their demotivation or dissatisfaction in their responses. Considering their contexts, researchers recommended improvements in the physical conditions accordingly.

5.1.1.1 Association of the demographical variables with motivation.

The second sub-question was concerned with the association of demographical variables with motivational beliefs. The results indicated that years of experience is a strong predictor of total motivation and extrinsic motivation beliefs, unlike gender, education level or major in hierarchical regression analysis. The instructors who have more than 10 years experience are more extrinsically motivated than those with less than 10 years. In addition, it was found that participants with 16 years or more experience had a significantly higher level of intrinsic, extrinsic and total motivation scores than 10 years or below. As people get older and have more years of experience, they get more extrinsically motivated. However, after 16 years of experience, they get the highest motivation in all categories and significantly higher than those with less than ten years. This finding is contrary to the finding of Receptoğlu (2014) who found that particularly the level of 5 years of experience had the highest motivation in non-EFL context compared to the other age groups. He attributed this to the fact that as teachers start their careers, they feel very enthusiastic and motivated at the beginning. However, when age is considered, as people get older they are less motivated according to his study, but he also reported that teachers over 50 also have very high motivation, attributing this to the fact that they may be more satisfied for being close to the retirement at that age and it is reflected into their motivation scores. It can also be argued that all the mastery experiences and satisfactions they accumulated up to that age may affect their perceptions.

In terms of age, there is a significant relationship between extrinsic and total motivation. In the current study, the participants aged between 35-50 had significantly higher levels of extrinsic motivation and total motivation scores than the ones aged 25-30. It indicates that as they gain experience in time and get older, they give more importance to external factors rather than intrinsic factors. Based on their experience and age, their beliefs and expectations may change and need more specific attention to the external factors. The research studies in the EFL context did not report or analyze the issue of demographical factors at all or only done with a detailed Anova analysis which runs parallel with this study. In the non-EFL context, Barlı et al. (2005) reported that as their level of experience increases, their level of motivation also increases. A few other studies report demographical information and they did not find any association of years of experience or age with motivation (Ateş & Yılmaz, 2018; Brown, 2007; Brown-Howard, Perkins & Smith, 1999; Yılmaz, 2009; Karaköse & Kocabaş, 2006). Some other studies which considered age as a variable reported that as participants' age increases, their motivation level also increases (Barlı et al., 2017) which is contrary to what Receptoğlu found. Pennington (1997) found that age associates with extrinsic satisfaction. Teachers in the group aged 46-65 were more satisfied than those aged 26-45 in her age group categorization.

As for gender, there was not a significant difference in all categories of motivation. This finding is consistent with the previous research findings indicating no significant motivational differences between genders (Reiger & Rees, 1993; Smith 1999). Previous research in Turkey in non-EFL contexts has not found that gender is a significant variable associated with motivation (Ateş & Yılmaz, 2018; Receptoğlu, 2014; Yılmaz, 2009). On the other hand, Polat (2010) found a significant difference in the perceptions of teachers in internal motivation as females rated higher scores than males. Similarly, Barlı et al (2005) also reported a significant difference between overall motivation of females and males. Brown (2007), Brown Howard (2010) and Dilworth (1991) found significant differences between male and female participants' intrinsic motivation and total motivation scores. Female participants were identified to be more motivated than the males. Pennington (1997) also found that females were slightly more satisfied in their job

than men but there was not a significant difference. However, Smith (1999) found no difference between genders concluding that whether female or male, in fact, have similar motivation levels, goals and aspirations. Overall, some studies either did not find a significant difference, or higher motivation of females than males, and this study also supports that gender was not a predictor of their motivational beliefs for EFL instructors in Turkey.

Education level or majors were not significantly associated with the motivation beliefs. Education level was also found to be a variable which did not associate with motivation in the previous research in non-EFL context (Aksoy, 2006; Yılmaz, 2009). However, the researchers found that as teachers receive more education (i.e. MA degree), they get demotivated as their expectations also rise and are not answered and met in their current contexts (Barlı, 2005; Receptoğlu, 2014). These studies also indicate that contextual conditions affect their responses.

5.1.1.2 Discussion of the findings concerning the relationship between intrinsic and extrinsic motivation beliefs.

The sub-question regarding the motivation of EFL instructors was in terms of the relationship between intrinsic and extrinsic motivation. The results indicate that EFL instructors' intrinsic motivation beliefs significantly correlate with their extrinsic motivation beliefs. This finding is aligned with the SDT and as Ryan (2009) suggests intrinsic tendencies do not develop in isolation from ones' environment and do not flourish without the support and nutrients inherent in one's environment. In Turkey, Demir (2011) also found that extrinsic motivation significantly associates with intrinsic motivation and concluded that teachers' extrinsic motivation does not cause diminishing or loss of their intrinsic motivation. Brennan and Glover (1980 cited in Demir, 2011) also conclude that reinforcement and extrinsic rewards do not lower intrinsically motivated behavior. The results indicate that there is significant but a low level of correlation between intrinsic and extrinsic motivational factors in terms of EFL instructors' beliefs. This finding is similar to Demir (2011) who conducted statistical analysis, unlike the previous

research studies, which ignored this relationship statistically. Detailed analysis in this study also indicates that there is a significant correlation of intrinsic motivation with the subcategories of extrinsic motivation categories. The relationship between intrinsic and extrinsic subcategories indicates a low but a significant correlation between total intrinsic motivation score and extrinsic subcategories (Extrinsic job-related financial factors, job benefits related, student-related factors, colleague related factors, administrator related factors are also significantly correlated). This detailed finding was not statistically researched and analysed in any of the previous literature. It should be noted that intrinsic and extrinsic categories significantly interact with subcategories.

It is important to elaborate on the relationship of intrinsic motivation beliefs with their motivational beliefs regarding stakeholders, which were analysed as subcategories. Findings indicate that EFL instructors' intrinsic motivation beliefs and extrinsic motivation beliefs are related to their motivation of stakeholders, namely administrators, colleagues and students. This finding is in line with the Self-determination Theory (SDT) as *relatedness* is one psychological need associated with intrinsic motivation. First of all, intrinsic motivation beliefs are significantly correlated with their motivation by students. Theoretically, this result is in line with SDT, as Deci, Kasser and Ryan (1997) suggest that students influence faculty's motivation and behavior in the same way that the faculty influence students' motivation and behavior. As far as the student factor is concerned, teachers reported that they were highly motivated by students' motivation and interests. This may be a synergistic cycle for the participants in the current study context. Mifsud (2011) also found a high correlation between student motivation and teacher motivation in Malta and recommends that teachers need to consider the dynamics of this relationship and improve the relationships with their students considering their needs. Öztürk (2015), Sözen (2015), Kızıltepe (2008) in Turkey and Tsutsumi (2013) in Japan also confirm that student motivation and interest and relationship with the students are the main effects of university instructors' motivation and demotivation. Confirming this finding both quantitatively and qualitatively, Sözen attributes this finding to the students' being the key element in the education system and teachers' having direct contact with their students most of their work time.

Furthermore, students' lack of interest and disruptive behavior has been reported to be the cause of demotivation, burnout, and diminishing of self-efficacy beliefs of teachers (Fernet et. al, 2012). In terms of collegial support, Erkaya and Kumazawa's (2012) qualitative analysis also revealed that although teachers had some tensions at work, their interaction with colleagues and students to restore these tensions were found to be a positive solution. Running in different directions, Fattash (2013) noted that a lack of collegial relations and undesirable student behavior caused demotivation and stress in Palestine. As these studies and the current study indicate, there is a link between teachers' perceptions of their students and colleagues and to what extent they are motivated by them, and intrinsic and extrinsic motivation. Teachers regard their colleagues and students as the most relevant key stakeholders as they are the ones whom the instructors interact most. To conclude, as this study indicates quantitatively, teachers' motivation is significantly associated with their beliefs regarding the level of support they gain from their colleagues.

As well as students, administrative issues are found to be correlated and linked with intrinsic and extrinsic motivation. Considering the previous research, the relationship between teacher motivation and leadership style of the principals has been investigated and a significant relationship has been found between democratic leadership styles and teacher motivation (Price, 2008; Smith, 1999; Webb, 2007). Having good relations with administrators also supports their intrinsic motivation as SDT emphasized. Teachers' gaining the support of administrators' valuing their autonomy, providing resources and participation into decision-making relate to their intrinsic motivation. Elzahiri (2010) found participant teachers indicated a desire to share decision-making, policy designing and leadership responsibilities with administrators and principals, and principals also demonstrated a desire to share leadership roles with teachers. Jima (2015) also found that teachers at general secondary schools are demotivated by school leaders related factors such as low leadership, lack of openness, encouragement and coordination, sharing the authority in school planning, decision-making, curriculum development, with other issues such as solving the students' discipline problems and evaluating teachers' performances. Lack of support from principals and supervisors were also significantly related to teacher motivation in EFL (İpek & Kanatlar, 2018). Uz

(2009) who considered sources of motivation specifically found that the organizational-administrative dimension was the most motivating dimension quantitatively. In terms of the universities in Ankara, administrators may provide these conditions and this may be contributed to the high perceptions of instructors regarding their administrators. In terms of the external factors, especially motivation by the physical environment, has the highest relationship with administrative motivation and collegial support. In this respect, Pennington (1997) recommends that administrators are required to sustain a convenient working environment providing “discipline, creativity, initiative and high standards for students and staff” (p. 152). Demir (2011) also attributes this to the improvement of extrinsic factors to the awareness of administrators of the motivation and needs of the teachers. He suggests that administrators should provide support in terms of physical environment and professional development.

5.1.2 Discussion of the findings related to self-efficacy beliefs.

The second main research question aims to investigate the overall self-efficacy beliefs with subcategories of instructional strategies, classroom management and student engagement. The results indicate that overall teacher self-efficacy beliefs of instructors based on TSES created by Taschannen-Moran and Woolfolk Hoy (2001) are high. As for the sub-dimensions of self-efficacy beliefs, the results showed that the participants attached significance to instructional strategies, classroom management and student engagement respectively.

In terms of the student engagement category of the scale, these results are similar to Şekerci (2011) and Yavuz (2005) who used the long form of the TSES at higher education level. Their participants were also EFL instructors working at preparatory classes of higher education. (Şekerci in Ankara, Yavuz in Istanbul province). Şekerci and Yavuz reported that instructors perceived themselves as the least efficacious in engaging the students at higher education. They reported that they felt more efficacious in classroom management than instructional strategies, which is a

different finding from the current study ratings. Aslan (2013) found the same results for the secondary school EFL instructors in a Turkish EFL setting.

When we consider the studies conducted abroad, similarly, Chacon (2005) who conducted the research in Venezuela using the short adapted form found that participants felt less efficacious in engaging students than the other two categories, which are classroom management and instructional strategies respectively. Using the long form Moradkhani, Raygan and Moein (2017) obtained similar findings of student engagement being the lowest and instructional strategies being the highest self-efficacy beliefs category. Eslami and Fatahi (2008) also using TSES, found that teachers felt the least efficacious in student engagement and the most in instructional strategies and classroom management similar to the findings of the current study in terms of the ranking of the mean scores for the categories. All these researchers' results in various contexts indicate that the participants score the least in the student engagement category.

According to the results, the participants trust their efficacy in managing the classroom and using instructional strategies but may not be sure about to what extent they engage their students. During their formal education and experience as language instructors, they mostly focus on training of instructional strategies most and this may affect their responses. Teachers also get extra training such as DELTA or CELTA as well as Master or PhD degrees which reinforces their instructional strategies as they improve this theoretically during this education and training. In terms of engaging students, it is more about student perspective and may not be directly observed by instructors. This may be attributed to the student types and student achievement (Ross, 2002) or some other factors that need to be researched in Turkey (Ülkümen, 2013). The instructors may find it difficult to deal with the student type and may feel less efficacious in engaging them. Yavuz (2007) found similar findings at higher education and suggested that as some students need to attend preparatory classes as a prerequisite of their universities, they may display low motivation in engaging activities in the class and teachers, in return, may find it difficult to engage students in the activities in their classes. Yüksel (2010) concludes that the curriculum the instructors need to follow and the evaluation

system and methods used by instructors all influence the student engagement of EFL instructors negatively at state primary schools. Similarly, in a non-EFL context, Riggs (2017) also found that high school teachers felt the least efficacious in student engagement. They felt more efficacious in classroom management than instructional strategies or student engagement. Marks (2000) describes engagement from the psychological point of view; and defines it as the attention, interest and effort students put in the education process. The issue of engagement is complex and has several types: affective, behavioral and cognitive engagement (Archambault, et al. 2009) which may interfere with the perceptions of EFL instructors concerning their efficacy.

In relation to student engagement, the results are also discussed in light of other variables such as mastery experience, the support of the administration and university type by Ülkümen (2013). She found that a high level of mastery experience and administrative support predicted EFL instructors' the student engagement efficacy beliefs at preparatory classes in higher education in Ankara, Turkey. She also found that the instructors reported a higher level of student engagement than those at public universities. A recent study in a non-EFL context in Istanbul, by Türkoğlu, Cansoy and Parlar (2017) obtained similar results in terms of the low self-efficacy beliefs in student engagement and then classroom management and instructional strategies efficacies following it. Boateng and Sekyere (2018) investigated student engagement efficacy from the point of teachers' training backgrounds and type of schools and found that their sense of student engagement was high but it was not associated with these variables in the kindergarten classrooms in Ghana. To conclude, as the researchers from multiple contexts define and describe student engagement from various perspectives, it has to be underlined that it is a more complex and elusive construct compared to classroom management or instructional strategies and not associated with specific certain variables in the literature. As such, a need for research in various contexts is highly desirable.

5.1.2.2 The association of the demographical variables with self-efficacy beliefs

As the sub-question, the association of demographical factors with self-efficacy variables were asked and it was found that gender, degree level, age and years of experience mostly associates with self-efficacy beliefs but the degree major does not make a significant difference among the categories.

In terms of gender, female participants have a higher level of student engagement, classroom management and total self-efficacy scores. Yavuz (2007) also considered gender as one demographical variable at higher education. She found that the female instructors felt more efficacious than the males in terms of the classroom management category. She attributed this finding to the cultural context of the study as in Turkey the teaching profession is widely regarded as a female dominated occupation. Females may attach more importance to overall self-efficacy or classroom management more specifically as this study indicates. Bandura et al. (2001) confirms that occupational efficacy is shaped by the traditional perceptions of career choice. They also posit that individuals' perceived occupational efficacy and academic achievements can determine their career choice. In early career choices during education, Bandura et al. (2001) suggest that female students consider themselves highly efficacious for the types of occupations traditionally held by women but have a lower sense of efficacy that can govern the educational responsibilities and job functions of occupations dominated by males. Nejati et al. (2014) also explored gender as a variable among EFL instructors' self-efficacy in using TSES in Iran and indicated that there was a statistically significant difference for gender in student engagement, and instructional strategies. Deeper analysis indicated that male instructors felt more efficacious in student engagement, while females were found to feel more efficacious in using instructional strategies. Veisi et al. (2015) found that the females had higher self-efficacy scores than the males in their study. Karimvand (2011) reported that more experienced the female participants have significantly higher self-efficacy beliefs than the males. Klassen and Chui (2010) reported that females felt lower classroom management efficacy and job satisfaction than males in a non-EFL context which is contrary to the

previous research and this study. Overall, the current study found that gender is associated with student engagement and classroom management, total self-efficacy and needs to be compared with the future studies which can include gender as a variable.

The most widely researched demographical variable was years of experience which was also found to be related to overall self-efficacy and classroom management efficacy in this study. Within years of teaching, teachers have more chance to implement the instructional strategies they learned during university education and gain experience and feel more efficacious. Similarly, classroom management also requires experience in light of their classroom-based specific situations such as discipline, smooth implementation of tasks and so on. Dolgun (2016) found that teachers who have 6-10 years of experience have higher total efficacy scores than novice teachers. Ghanizadeh and Moafian (2011) and Veisi et al. (2015) found an association between EFL teachers' sense of efficacy and years of teaching experience and age in EFL contexts in Iran. Ülkümen (2013) also found that years of experience predicted instructional strategies and classroom management. Similarly, Akbari and Moradkhani (2010) found a significant difference in all subcategories and total efficacy score in terms of experience; the more experience the teachers receive, the more efficacious they feel. Similarly, Tschannen-Moran and Woolfolk Hoy (2007) found that the experienced teachers had higher classroom management efficacy than the novice teachers. Wolters and Daugherty (2007) also found a modest association of experience with classroom management and instructional strategies. Şekerci (2011) found that years of experience predicted only classroom management but not the other two categories. Similar to Şekerci, Chacon emphasized that years of experience did not predict instructional strategies. In contrast, Onbaşı (2014) also found that years of experience predicted instructional strategies and student engagement efficacy beliefs of EFL instructors. Azizifar, Gowhary and Jamelinasary (2014) reported a significant difference between novice and experienced teachers' beliefs in classroom management. Unlike these studies, Klassen and Chui (2010) did not find a linear relationship with years of experience and three self-efficacy subcategories in a non-EFL context. Ersözlü and Çaycı (2016) found a decrease in classroom management in terms of behavior

and effective learning in teachers more than 25 years of experience. They conclude that after so many years of experience teachers tend to lose their dominance in the class and may need further training or support to improve their classroom management. Overall, the literature revealed that years of experience mostly predict classroom management and overall efficacy except for a few studies.

This study and the overall literature found a significant difference in terms of years of experience (Akbari and Moradkhani, 2010; Tschannen-Moran and Hoy 2007; Ülkümen, 2013). Similar to experience, age is also associated with classroom management efficacy. However, it did not associate with other categories and total efficacy beliefs. Similar to years of experience, age associates with classroom management in this study. Campbell (1996) and Ghanizadeh and Moafian (2011) also found that older teachers feel more efficacious. As teachers get older and more experienced they believe they can better manage their classes, depending on their experiences in the EFL context in higher education in Turkey.

In terms of education level, graduates with a bachelor's degree rated significantly lower than the others. This result is due to the fact that educational programs and training cover many courses to develop instructional strategies. Further training and education were found to have made a significant difference in their instructional strategies beliefs unlike the other two categories.

5.1.3 Discussion of the relationship between teacher motivation and self-efficacy.

The third main question was related to the relationship between self-efficacy beliefs and motivational beliefs of EFL instructors. The current study explores the relationship between Turkish EFL instructors' self-efficacy and motivation beliefs with their subcategories. Based on the statistical analysis relevant to the final question 3 and sub-questions 3.1 and 3.2, the results indicate that there is a significant relationship between overall motivation and self-efficacy and their variables based on both correlation and hierarchical regression analysis. In terms of the relationship between motivation and self-efficacy, there is a significant

correlation. There is a significant correlation between intrinsic motivation beliefs and classroom management, instructional strategies and student engagement efficacy beliefs. Similarly, there is a significant correlation between instructors' extrinsic motivation beliefs and instructors' total self-efficacy and classroom management efficacy beliefs. It is important to point out EFL instructors' beliefs regarding intrinsic motivational factors had a higher level of correlation with their self-efficacy beliefs than the correlation between extrinsic motivation and self-efficacy beliefs. It is also crucial to note that as their beliefs regarding intrinsic motivation factors improve, it is highly likely that their level of self-efficacy beliefs increases and vice versa. The implications for the success of teachers and their students are important as EFL instructors' motivation beliefs are influential in their efficacy beliefs which are known to have positive affect on their students' motivation and achievement (Ashton & Webb, 1986; Mojavezi & Tamiz, 2012). Therefore, heightened motivation can lead to higher self-efficacy beliefs and student achievement. Furthermore, it is also very important to indicate that self-efficacy beliefs are positively associated with their intrinsic motivation beliefs as it is directly related to their beliefs about teaching and students' progress and related to their emotions regarding the teaching profession.

In order to investigate to what extent self-efficacy beliefs predict motivation, a hierarchical regression analysis was conducted and the analysis revealed that years of experience and instructional strategies were found to be significantly associated with the total motivation. Student engagement and instructional strategies beliefs predict their intrinsic motivation beliefs. Extrinsic motivation is significantly associated with the instructional strategies and years of experience. It can be interpreted that as intrinsic motivation is teachers' inner drive and desire to teach English, it is found to be directly related to engaging students and instructional strategies. Overall extrinsic motivation is predicted by instructional strategies but not the other two dimensions - classroom management and student engagement. It can be explicated that managing classes or engaging students are more directly related to teaching motives than external influences therefore; they are not associated with overall extrinsic motivation. The following figure 5.1 indicates the relationship based on the Hierarchical regression analysis.

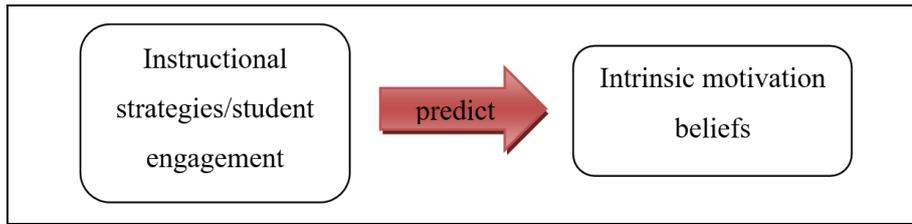


Figure 5.1 Prediction of Motivation Variables by Self-efficacy Variables

The instructional strategies dimension is the variable which is associated with both the total and the subdimensions of motivation. It can be concluded that for university preparatory class instructors’ instructional strategies efficacy predict all dimensions of motivation. It is important to note that the mean score for instructional strategies was the highest among the three subdimensions. The following Figure 5.2 indicates the relationship based on the Hierarchical regression analysis.

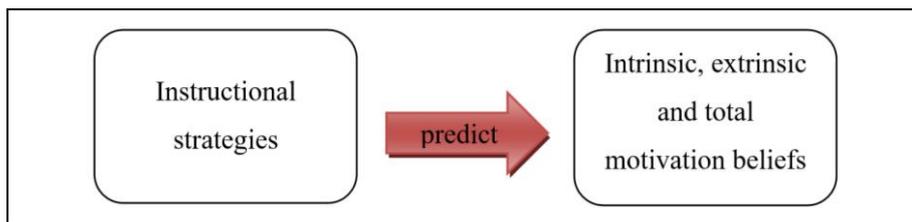


Figure 5.2 Prediction of Instructional Strategies and Motivation Variables

It can be concluded that at university preparatory classes, EFL instructors’ instructional strategies efficacy beliefs predict both dimensions of motivation. It is noteworthy that unlike classroom management and student engagement beliefs, this category has the highest rank in the descriptive statistics. In terms of extrinsic motivation, dealing with adult learners, they may largely be concerned with using methods and techniques to best motivate and teach them the subject focused on. They may think that by giving the most efficient instruction to motivate students to learn is the key at higher education and provide priority to this efficacy in their responses. This efficacy beliefs category also enables them to practice what they have learnt in formal education at undergraduate level education or at the training such as CELTA or DELTA. It can also be interpreted that they rely on their own efficacy of giving instruction which is more self-driven rather than based on the

interaction with students as in engaging students and managing classroom efficacies. The literature suggests that teachers' efficacy increases as teachers pursue academic degrees for further education (Campbell, 1996; Hoy & Woolfolk, 1993) and training programs (Chacon, 2005, Ross & Bruce, 2007) and teacher empowerment (Veisi, et al., 2015). Based on the findings, EFL instructors' intrinsic and extrinsic motivational beliefs significantly correlate with student engagement efficacy beliefs of EFL instructors. Demir (2011) also statistically finds an association between intrinsic and extrinsic motivation and engaging students. He reports that although extrinsic motivation relates to student engagement, intrinsic motivation is found to be strongly predicting student engagement. As the nature of the correlation studies indicates, it can be suggested that increasing motivational beliefs can increase the instructional strategies and student engagement beliefs of EFL instructors.

The influential association of the beliefs regarding instructional strategies with the motivation beliefs of EFL instructors have also been found by Huangfu (2012). He analyzed beliefs regarding motivational behavior and self-efficacy using TSES as in this study and found that teachers' efficacy beliefs for instructional strategies significantly predicts the frequency of teachers' motivational strategy use. Similarly, he also found that the instructional strategies category has the highest mean score in terms of their beliefs. Using the TSES, Kutluca (2018) also investigated the primary school teacher candidates' self-efficacy beliefs with the variables of motivation and self-efficacy and found significant relationship between the two constructs. In addition, this finding is also similar to Mifsud (2011) and Kermani and Pooerahmadi (2014) who correlated the self-efficacy variable in their scale (with items measuring general efficacy) with the overall motivation and reported high correlation. They used the same scale to investigate overall motivation used by Mifsud (2011). Mifsud (2011) found high teacher efficacy and good relationship between teachers and students are highly associated with teacher motivation. This link has also been emphasized in a case study reporting demotivating factors in a Turkish EFL context by Aydın (2012). In his qualitative study, Aydın report that self-efficacy in terms of engaging students and using effective instructional strategies and computer use effects teachers' motivation. In

his case study, the teacher who lacks these efficacies felt demotivated and stressed in his study. However, none of these studies indicate which efficacy variables exactly associate with motivation and its intrinsic and extrinsic dimensions except for Demir (2011) who specifically investigated the relationship with student engagement and found a significant relationship. Self-efficacy was also investigated with job satisfaction as well as motivation. Teachers with higher classroom management efficacy or instructional strategies efficacy had greater job satisfaction (Klassen & Chui, 2010) and overall self-efficacy significantly associated with teacher job satisfaction and more specifically student engagement was found to be a strong predictor of overall job satisfaction in regression analysis (Türkoğlu et al., 2017). These studies also indicate that when the teachers' self-efficacy beliefs increase, their job satisfaction is also likely to increase. As described in the Figure 1 and 2, instructional strategies predict all dimensions of motivation and student engagement and instructional strategies predict intrinsic motivation in this study. As the correlation analysis also indicates the increase in these efficacies may result in an increase in EFL instructors' motivation and job satisfaction or vice versa is possible. Related implications and recommendations regarding the motivation and self-efficacy will be elaborated in the next sections of this chapter.

5.2 Implications based on the Findings

In light of the statistical analysis, this quantitative study has several important implications. Based on the findings (as summarized in Table 4.15) and the discussions made in the previous section, numerous implications can be drawn from this study, which are as follows.

Firstly, this study investigated the intrinsic motivation beliefs of EFL instructors at two levels: teaching related and teacher related, both of which are quite high based on the research findings. The description of the intrinsic motivation from SDT perspective indicates that when people are motivated they “engage in activities out of interest and enjoyment, out of the satisfactions that accrue spontaneously as they involve themselves in the activities” (Deci et al., 1997, p. 60). Therefore, not only

the act of teaching but also the teachers' relevant emotions have also been considered when considering the intrinsic motivation of EFL instructors. In this thesis the former one means that teaching of English as a foreign language as an act itself; all of the items in the data collection tool are concerning the students' learning and progress and teaching English. The results imply that the EFL instructors attach the utmost importance to the intrinsic motivational factors in terms of teaching. It further indicates that their main concern in the teaching profession in higher education is students' learning and progress and their role in it. This concern may be attributed to the nature of intrinsic motivation, which involves acquiring satisfaction in teaching as an act itself. The latter one, linked to the teacher related category of teaching, brings about some teacher emotions and evaluations of intrinsic motivation such as satisfaction, excitement, commitment to teaching and so forth. Another important implication with regard to EFL instructors' beliefs related to intrinsic motivational factors is that EFL instructors attach importance not only to teaching-related factors but also to the emotions they experience during their professional lives in accordance with SDT perspective. In their responses, they may have high consideration for the satisfaction they acquire, their commitment to the profession, excitement from teaching English and desires for professional development, all of which are important concerns that need to be considered at higher education institutions in addition to teaching-related concerns that are more focused on in higher education settings. This is a noteworthy finding as it indicates that EFL teachers' high quality of teaching cannot be isolated from the emotions they attach to it.

The findings for the second construct, extrinsic motivation beliefs indicate that alongside high intrinsic motivation, EFL instructors attach great importance to overall extrinsic motivational factors. This study also conveys that although EFL instructors give importance to intrinsic factors, extrinsic motivation beliefs are also quite high which needs attention in higher education institutions for the improvement of the external factors. As mentioned in the discussion part, previous research also highlights the importance attached to extrinsic factors in higher education in Turkey (Fidan, 2014). It implies that Turkish EFL instructors tend to give importance to extrinsic factors as they evaluate their motivation beliefs.

As the sub-category of extrinsic motivation factors, financial matters are also important for their motivation. It is noteworthy to mention the recent pay rise for academicians may have an influential role in the motivation of EFL instructors, and they may feel motivated financially particularly in the context of Ankara. In terms of their living standards in Ankara they may be motivated by their financial conditions. Moreover, they may also desire to indicate the significance they attach to the financial issues. They aspire to continue their teaching career receiving a high level of financial conditions such as a high salary.

The only motivational sub-category that is relatively low in comparison to the other motivational categories in the external benefits is the financial benefits, which are not emphasized thoroughly for EFL instructors in higher education. Their expectations in terms of benefits may not have been met efficiently by the current system implemented at their own institutions or the general system of the higher education which is concerned with macro-level conditions. The decisions regarding salary and benefits are under the authority of CoHE and the Turkish government. Furthermore, the rest of the university academicians receive benefits called academic incentives in the current system, which provides extra wages based on academicians' performances. However, this includes publishing papers and other academic-related tasks rather than teaching that concerns EFL instructors in prep schools more. Therefore, they also need to pursue an academic career to obtain such benefits in the current system, which may not be applicable for all EFL instructors and may also result in a moderate level of beliefs in terms of the benefits.

The third sub-category relating to the extrinsic factor category that is administration-related beliefs category, which is the highest importance in the extrinsic beliefs category. The instructors attach importance to the motivating behavior patterns (i.e. equal treatment towards EFL instructors) of their instructions in their existing contexts, and it can also be interpreted that they attach importance to these patterns regarding them as authorities having managerial skills and autonomy. The way they treat and motivate the EFL instructors at higher education is of great importance based on this study.

The fourth sub-category is related to the students' overall attitude and achievement, which is highly appreciated by EFL instructors in their contexts. The results imply that they expect their students to be attentive in the classes, be motivated and eager to be successful, and this affects the EFL instructors' motivation. This situation is consistent with findings in intrinsic motivation as their progress in learning English is their main concern, and students' attitude as an external factor is also indicated as being highly associated with instructors overall motivation and intrinsic motivation.

The fifth sub-category is related to EFL instructors' motivation concerning their colleagues who are the crucial stakeholders at higher education in Turkey. This finding may be attributed to the fact that EFL instructors need to collaborate significantly for material and test preparation at preparatory English programs. Colleagues need to support each other and sustain the smooth implementation and coordination of such tasks at the preparatory classes. From an SDT perspective, relatedness is one of the most important psychological need for developing intrinsic motivation. This finding is also crucial as it implies that the instructors find themselves related to their colleagues as part of the community, and they do not feel isolated from the rest of the EFL instructors who serve to contribute to the success of an educational program.

As Table 4.15 also indicates, the physical conditions are also related to their motivation, and the favorable conditions in terms of the physical environment are found to be highly important for EFL instructors. Favorable physical conditions include the library and the availability of other resources. In Ankara, universities have all these facilities, and the results of this study revealed that teachers are motivated by these amenities. These universities are regarded as the prestigious and well-established universities in Turkey, and they satisfactorily provide infrastructure, facilities and other resources. Their high level of beliefs in this subcategory also indicates their awareness of the significant effect of physical conditions on effective EFL instruction.

This study has several important implications for EFL instructors working in higher education in terms of demographical factors. Gender did not associate with all

categories of motivation. Whether female or male, EFL instructors have similar motivation beliefs at all levels. However, age and years of experience are important associates of extrinsic and total motivation beliefs. As EFL instructors get older, they feel more extrinsically motivated than intrinsically. Specifically, instructors aged between 36 and 50 have a significantly higher level of extrinsic motivation scores than those aged between 25-30. Especially, years of teaching experience in terms of 16 year or more experience indicates their higher motivation beliefs in all dimensions. For this study, 16 years of experience is a threshold time period which helps teachers accumulated all their positive experiences as well as developing mastery experiences in their profession to which they may attach higher importance than those instructors with up to 10-years teaching experience. These teachers may conceive that they have gained a lot of experience and exerted a lot of effort into teaching profession within that period of time and expect higher external benefits than the others. Overall, it implies that the more experienced and older ones may be considering more financial benefits, respect and job prestige and having better treatment from the stakeholders in their contexts.

In this study, significant correlations between intrinsic and extrinsic variables are found indicating that there are intertwined relationships among these variables. EFL instructors' intrinsic motivation beliefs are significantly correlated with extrinsic motivation beliefs. EFL instructors' overall intrinsic motivation beliefs are significantly correlated with financial satisfaction in their job, job benefits, student related, administrative and collegial support, all of which are more relating extrinsic motivation factors. These findings indicate that their intrinsic motivation should be treated under the influence of these extrinsic motivation factors rather than as a separate construct. It is also important to note that teaching-related aspect of motivation is significantly correlated with overall intrinsic motivation, teachers' emotions-relating motivation, and student-related factors, as they are the key stakeholders in an education program. The instruction in the class is a social process that takes place between the student and the teacher in a classroom environment. Therefore, the intrinsic motivation of teachers cannot be isolated from this interaction and student's or students' aspect and this study highlight the relationship between the two. Teaching related intrinsic motivation and overall motivation are

also correlated significantly with collegial and administrative related motivation beliefs of EFL instructors as they are the other stakeholders in an education program. Administrative issues are positively perceived by the instructors and are significantly associated with collegial support that is related to extrinsic beliefs. As discussed before, as they are the highest decision-making bodies to manage the structures of higher education, the EFL instructors in this research may have a strong relation to collegial factors. The relationship between instructors and administrators are important and the findings indicate the participants attached importance to them accordingly.

In terms of the research questions, the main implications can be made for self-efficacy beliefs, which are the second construct of this study. The results of this study indicate that teachers have high efficacy for instructional strategies but low efficacy for student engagement. First of all, in order to interpret this result, their prior education and training need to be considered. High instructional efficacy results can be attributed to EFL instructors' intensive education before in-service practice. As most of the instructors are ELT education graduates, they may highly rely on their education and training during the pre-service education and practicum period. They themselves may positively affect their own beliefs giving high rates of opinion to this category. However, the other categories- classroom management and student engagement- are more to do with the interaction with the students. Furthermore, engaging learners at a higher level is different from implementing strategies for lower education. For example, learners become adults and need a higher level of thinking skills at higher education level. The engagement of the students is a multidimensional construct that may not be observable at all levels. The results also imply that the overall school resources and school climate and the relationship with the students should also be considered to evaluate the engagement of students. Solely, asking them their beliefs in terms of their efficacy may not be adequate. The lower efficacy beliefs regarding student engagement have brought about the need to give more attention specifically to the higher education level by analyzing multiple factors, especially considering students' own voice. Students' voice can be analyzed via questionnaires and surveys which will contribute to the validity and reliability of the data.

The other important implications of this study are relating demographical variables, which is concerned with the sub-question regarding the level of self-efficacy beliefs. First of all, in terms of age, 31 years old and above EFL instructors have higher efficacy, and 31 years old can be considered a threshold age level for self-efficacy beliefs level for classroom management. As they get older, they may feel more experienced and more matured in managing classes. As teachers gain experience, their self-efficacy beliefs increase and experienced teachers (6 years and above) have a higher level of efficacy beliefs for classroom management efficacy and overall self-efficacy beliefs than novice instructors (with 5 years of experience) as indicated in this study. Based on the findings of this study, novice instructors may feel less self-efficacy in their first 5 years, but as they gain experience and rely on their mastery experiences that they have accumulated in years, they feel more efficacious. Especially, novice ones may need extra training or support for classroom management efficacy. As instructors gain experience, they may gain more insight into classroom management developing coping strategies in various situations that they encounter during their career and feel more efficacious. As discussed in the high rates of their efficacy beliefs concerning instructional strategies, their level of education has a significant relationship with it. As instructors gain more education and training, they feel more efficacious in giving instruction mostly due to the fact that those trainings and theoretical education mainly focus on developing their overall instructional strategies, which they can use in their EFL instruction. Classroom management and student engagement efficacies are related to direct interaction with students, and may not be easily predictable by sole observation or perception; therefore, their education level may not predict these two efficacies. Finally, in terms of gender, the results indicate stronger self-efficacy beliefs of females in student engagement and classroom management. This implies that both female or male have similar self-efficacy beliefs in terms of instructional strategies as they mostly depend on their prior education in this category and overall experiences in the class. However, when it comes to classroom management and engaging students which require interaction with students, females turned out to be more efficacious, which can be attributed to the fact that in Turkish society, females are more dominant in the teaching profession. The females outnumber males in the

career choice to become English language instructors in Turkey as indicated in Chapter 3 based on the recruitment numbers of males in various universities. The females may attach more importance to efficacies which requires more involvement with students than the male instructors in this study and feel more efficacious.

The final and most important implication is that overall teacher motivation and especially intrinsic motivation relate to all dimensions of self-efficacy beliefs. It can be implied that as teachers get higher motivation, this will associate with their efficacy beliefs and a heightened self-efficacy. As intrinsic motivation is mainly concerned with teaching and student progress and taking pride in teaching as an act itself, it relates to efficacy beliefs which are directly concerned with classroom applications. Extrinsic motivation also relates to overall self-efficacy beliefs and instructional strategies efficacy and classroom management efficacy beliefs. As extrinsic motivation also relates to their beliefs concerning stakeholders, physical conditions and financial issues which are all external conditions, they may have an impact on shaping their efficacy beliefs, too. For example, in unfavorable physical conditions, as in the face of lack of resources or when they feel lack of collegial and administrative support, they may feel less efficacious. As this study suggests, high levels of teachers' efficacy beliefs can indicate their high levels of intrinsic motivation considering the correlation between them. The results also indicate that as teachers improve their interaction with students, or they engage them in the class activities and apply the most appropriate instructional strategies, they can increase their own intrinsic motivation. Since the instructors' intrinsic motivation is significantly associated with student-related factors, it can be suggested that their students' increased engagement, motivation and success motivate them even more in return. Furthermore, their efficacy beliefs in terms of instructional strategies predict their motivation beliefs at all levels, which indicates that it is the strongest category for them and predicts all dimensions of motivation. This implies that the development of effective instruction and their efficacy managing them is crucial for their motivation. Student engagement beliefs category is also found to be one of the predicting variables of intrinsic motivation beliefs of EFL instructors in this study. Based on this finding, it can be suggested that EFL instructors' beliefs regarding student engagement can predict EFL instructors' intrinsic motivation. In fact, the

more they feel they can engage students and use the instructional strategies effectively, the more they feel that they are intrinsically motivated. As intrinsic motivation here is directly related to the teaching process, their efficacy beliefs considering it determines their intrinsic motivation beliefs.

5.3 Recommendations based on the Findings

In light of the results and implications made (referring back to Table 4.15), some recommendations can be made for motivation and self-efficacy beliefs and for their correlated beneficial mutual growth.

First of all, a high level of motivation has been obtained. Since the implications put forth in this study took place specifically in the setting of higher education institutions in Ankara, the favorable conditions associated with this setting may have affected the instructor's positive beliefs. Therefore, it is recommendable that conditions which provide high intrinsic and extrinsic motivation should be considered. Intrinsic motivation develops with relatedness, autonomy and competence based on SDT. The instructors' results pointed out the importance of relatedness with other colleagues and thus it should be recommended for other EFL settings as well. EFL instructors' intrinsic motivation is related to individuals' need for competence and autonomy as well as relatedness, which is elaborated in the implications accordingly. As the overall intrinsic motivation is related to teaching-related factors, and teachers' emotions factors, EFL instructors can be provided with more *autonomy* in their classes. These teachers can be given more opportunity in the decision-making process of universities preparatory classes, and this can enhance teacher motivation and their intrinsic motivation beliefs at the micro level. Moreover, teachers also need autonomy in their own classroom practices and should not be restricted with a strict curriculum and old-fashioned materials. In Ankara, preparatory EFL classes in the setting of higher education usually have technological tools that can provide these instructors with such autonomy. The provision of technology in today's classes has brought ample resources from which teachers can freely choose to apply based on their students' needs and interests.

EFL instructors need to feel confident and competent in their work and studies. They need to improve their classroom applications, thereby increasing their self-efficacy in terms of classroom management, engaging students and instructional strategies. This shows intrinsic motivation is also related to teachers' competence and desire for professional development. Career opportunities can enhance instructors' intrinsic motivation and self-efficacy, especially for the ones who attach special importance to professional growth. Instructors should be provided with professional development opportunities not only for student-tutoring and mentoring but also for their own career development and motivation and satisfaction attached in gaining them. A teacher's career can be a flat career as they can not pursue a career to become a manager or professor at primary and secondary education levels due to long hours and commitments. However, at universities they can more easily pursue continuous development programs such as attending seminars and conferences, pursue MA and PhD degrees, or become program coordinators or directors of the School of English or the preparatory class units of universities when given an opportunity to do so. Some instructors take pride in career opportunities at the administrative level and engage in more active roles by displaying their skills and knowledge in this way.

In terms of extrinsic motivational factors, as this study indicates, the financial aspect is also linked to instructors' motivational beliefs, and the financial incentives are linked to their performances based on their publishing and attending seminars and so on in higher education. Therefore, the effectiveness of instructors through such opportunities should be supported both for their own motivation, and development and for the benefit of the institutions as well. Macro-level recommendations need to be made as universities can not make decisions in terms of financial benefits. The CoHE and the Turkish government can make appropriate amendments for EFL instructors who pursue degrees and who work extra time at materials or testing units at the preparatory classes. Those instructors who put extra effort need to be financially rewarded.

It is important to elaborate on the role of stakeholders' and teachers' perceptions of them and the stakeholders' relation to motivation in light of SDT psychological

need for relatedness (Deci & Ryan, 2000). To start with, being influential stakeholders in an education program, administrators need to take responsibility for teacher motivation. Teachers participating in decision-making and the administrators providing autonomy for as well as sharing decision-making with teachers are in fact effective policies to enhance teacher motivation (Deci & Ryan, 2000; Fattash, 2013; Elzahiri, 2010; Tziava, 2003). Smith (1999) also suggests that motivational strategies have not been included in administrator training programs in general and calls for the need to integrate leadership management and motivational skills in the training programs at the university level. Based on the findings which indicates EFL instructors' attaching the greatest importance to the administrators' support it can be suggested that administrators need to inspire and motivate teachers with intellectual stimulation with their fair and kind treatment and educational innovations and reforms, thereby enhancing the EFL instructors' productivity and effectiveness. Specifically, at the school of foreign languages, as the EFL instructors need to share the responsibilities to fulfill the necessary tasks in their curriculum, and the administrators have the key roles to display the effective leadership behavior for smooth implementation of them. They need to consider the instructors' strengths and share and split their responsibilities in an equal and fair manner. They can also make suggestions to inspire the EFL instructors to use their innovative and creative ideas contributing to the material and testing units. Moreover, as the administrators tend to introduce an innovation in a curriculum, they need to employ the necessary steps, negotiations and preparations beforehand for smooth implementations and satisfactions of all parties involved following a bottom-up approach. After the innovations, EFL instructors' opinions and experiences with them need to be taken into consideration. They need to hear the voice of the EFL instructors for further necessary reforms to be made to boost their motivation. They can have formal or informal interviews and surveys to better gain insight into their motivational cognitive needs and interests to stimulate them. The administrators themselves should open up themselves to attend leadership programs to better employ their managerial and leadership skills at the school of foreign languages. Administrators themselves need to conduct surveys to hear the voice of the EFL instructors and the students.

Students are the key stakeholders in education settings, they have also a role to play in teacher's motivation as confirmed by other studies (Sözen, 2015; Mifsud, 2011) and as the results indicate, teachers are highly motivated by their students. As Sivan (cited 1986 in Rietz, 2001) pinpointed, the culture of the classroom created between students and the instructor can lead to an internal state of interest as well as cognitive and affective involvement, and this contributes to motivated behaviors. As noted, learners' interest, motivation and behavior were found to be very important in previous research (Mifsud, 2011; Sözen, 2015). Students may not be aware that their demotivating behavior patterns or lack of interest and low achievement diminish the teachers' motivation, too. On the other hand, the students' voice is also important, and their expectations and needs should be considered in an EFL program. Support groups for such learners who need further or special assistance can also be established so that their lack of motivation can be replaced by enhanced motivation accordingly.

The findings of this study indicate that teachers are highly motivated by their colleagues. Collegial support is another important aspect in EFL teacher motivation as teachers need to work together; therefore, collaboration is very important for effective implementation of tasks such as testing or material development because after all, it is a team work and not one man show. This brings out the issue of *teacher empowerment*, which is important for effective schools and student achievement. This is important as it indicates that teachers share the authority with administrators in matters related to teaching and learning conditions. It also means that power is no longer dominated by administrators; it is shared by the staff in more collegial organizations (Lugg & Boyd, 1993). EFL instructors also need to motivate themselves and collaborate with their colleagues when needed. The results indicate EFL instructors' attaching importance to desirable collegial behavior and support. In their responses they may indicate they desire kind and collaborative collegial atmosphere at prep schools. At the prep schools, as informed in the chapter 3, there are instructors who have master's and PhD degrees or the ones who have longer years of experience, and they need to be given more chance to contribute to the decision-making process at the prep classes by their administrators. In this manner, administrators can better motivate the staff working at the prep

schools benefiting from their knowledge, skills and experiences more effectively. Those instructors who pursue career or attend extra trainings should be willing to share their knowledge and skills with other instructors. The administrators can organize in-service trainings having those instructors share their knowledge and ideas in the form of seminars. Rather than outside interventions of professional development, such empowering activities can better motivate EFL instructors to expand and share their knowledge considering the issues inherent in their own contexts. Those seminars can be in the form of introducing an action research to solve the problems in their contexts or transmitting their knowledge they gained regarding the curriculum development and innovation during their training and academic education.

As Hoy and Sabo (1998) established, collegial behavior affects student performance positively, which in turn affects both intrinsic and extrinsic motivation of teachers as indicated in this study earlier. Sweetland and Hoy (2000) also found that *teacher professionalism* which indicates proper collegial behavior and having professional and warm relations with colleagues and students relates to the teacher empowerment and students' achievement. Within the context of the preparatory classes, it has been observed that some problems may occur in testing units or material units where instructors being unable to work in harmony may impart harm to teachers' morale and well-being. This situation may hence demoralize teachers and diminish the efficiency and performance of all the stakeholders in an education program. As stated before, collaborative decision-making sharing their problems and finding solutions to them can give fruitful results. In terms of the psychology of teachers, Mifsud (2011) states that "Harmony among staff is to be promoted as friction with colleagues tends to demoralise teachers" (p. 285). Overall, having a good rapport with colleagues and sharing their knowledge and ideas sharing the authority and decision-making with administrators can increase EFL instructors' morale and motivation.

Finally, the classroom environment of instruction is not only important for EFL teacher motivation, but also for effective teaching and learning. The findings indicate common strong beliefs concerning the physical environment as indicated in

the implications due to the favorable conditions in the universities in Ankara. In Ankara, the universities have all such facilities and as a result, teachers are motivated by them. However, in other contexts, these conditions may not be so positive, and hence the results may be different. As the results of this study indicate, the physical resources are connected to the administrators. Therefore, administrators need to consider the best facilities and resources for efficient EFL instruction in other contexts, too. For example, technological tools are an indispensable part of EFL instruction in today's conditions. Especially macro-level conditions are influential in terms of the resources at the universities. The government needs to support the universities and the budget of the universities allotted for resources need to be considered for effective EFL instruction accordingly.

As this study also considered the interrelation between intrinsic and extrinsic motivation beliefs with a sub-question as provided in Table 4.15 in the previous chapter, it is significant to make recommendations on them as well. As the results indicate, the intrinsic motivation and extrinsic motivation beliefs are interrelated, which further indicates that not only EFL instructors but also all the stakeholders need to be aware of this finding as they are equally involved in teaching English a foreign language in the preparatory classes of higher education institutes. Intrinsic beliefs of EFL instructors relate to multiple factors which may diminish or enhance their intrinsic and overall motivation as the results indicate. Micro-level and macro-level policies need to be developed as considering only contextual issues may not be adequate. At micro-level, teachers need to support each other, and administrators should consider that their attitude and their roles being in charge of all the factors, which may diversely affect EFL instructors' motivation. At macro-level, the authorities need to consider that the financial support and their other macro-level decisions specifically concerning the EFL instructors who work in higher education setting have a powerful impact on EFL instructors' beliefs intrinsically and extrinsically.

There is a need for making recommendations based on the demographical findings as well. As experienced and older EFL instructors are more extrinsically motivated, new arrangements can be also be made in this regard. First of all, they need to be

respected more by their colleagues, students and administrators. In terms of finance, they may expect more financial support and fortunately enough in Turkey, they get a salary based on their years of experience. However, their wages can also be increased and arranged accordingly. Their expectations in terms of the physical environment should also be considered. EFL instructors' own suggestions and expectations which they have accumulated over the period of years need to be heard and in accordance with that necessary adaptations should be made by their administrators.

In terms of the recommendations for self-efficacy, as the results indicate, teachers have lower perceptions in terms of student engagement. From a socio-cognitive perspective, teachers are active agents of their own planning, and with self-regulation, they can increase their own self-efficacy (Bandura, 1997). Alderman (2008) proposed some phases for classroom practices taking a cognitive stance. First, he indicates that teachers need to plan and think beforehand, making subject matter preparation, analyzing the resources, goals and objectives and task difficulty which is called *forethought phase*. Following his advice, in EFL classes, more specifically, teachers need to be prepared for the skills they need to teach (i.e. writing, reading and etc.) and relevant materials. They need to consider the students' needs at higher education level in terms of their more developed cognitive capacities, and prepare tasks to stimulate their intelligence and provoke their critical thinking accordingly. Teachers themselves need to be aware of this and need to make necessary preparations for the classes they teach and consider what they can do to engage learners into doing those class activities. The second phase he mentions is the *performance phase* which indicates that teachers need to keep track of student engagement and student progress during the actual classroom applications. Some tasks and activities in their coursebooks or their own materials may not be engaging enough. Using technology to support the coursebooks followed can enhance their engagement. The skills they teach also involves need attention based on their levels. Therefore, closely monitoring of the task performances of the students during the class instructions is necessary for EFL instructors. Finally, they need to *self-reflect* on their practices considering what works, or worked well, or did not work well and what contributed the most for a

successful student outcome (Alderman, 2008). In EFL classes, teachers need to reflect upon which instructional strategies or their motivational behavior considering what works or does not work by observing their students and hearing their students' voice. By considering these phases, teachers can develop their own self-efficacy with self-regulation in engaging learners better and thus increase their efficacy in the same respect. In light of socio-cognitive and constructivist views of education, teaching practices can include variety of techniques to engage students in higher education: by applying higher order of critical thinking skills, and effective group work in which students share ideas, and discuss matters to enhance their cognitive engagement and by being innovative in teaching practices using technology as well. Instructors' motivational feedback is also necessary to sustain their students' engagement. In the face of failures, learners need to be given further feedback and they need to be supported with support groups which can be formed by their peers for scaffolding or the teachers themselves. Finally, from an affective perspective, they need to be made part of the classroom and college community. At the university level, students need to feel as adults taking charge of their own learning, and some strategies to achieve this can be provided by the instructors accordingly.

Demographical factors need to be considered when making recommendations for enhancing self-efficacy beliefs. Based on the results, novice teachers can be supported to enhance their overall self-efficacy and classroom management efficacy beliefs. Even if novice teachers feel less efficacious in managing the classrooms effectively and in dealing with the students' disruptive behavior during the lesson, they can depend upon the experiences and advice of their colleagues and can avoid or manage different or difficult types of disruptive behavior effectively and be well prepared in case of future encounters. The results also indicate there are higher efficacy beliefs of females than male instructors. Male instructors need to consider their low efficacy beliefs regarding self-efficacy and need to further enhance them. Hence, it is crucial to make recommendations referring to Bandura's source of self-efficacy development. Considering Bandura's (1995) sources of motivation, verbal persuasion by means of getting feedback based on their performances and modeling experienced instructors are necessary. When positive feedback is given regarding

ones' performance, automatically individuals' sense of efficacy increases. These individuals during their career as teachers, face many encounters of verbal persuasions and need to build their efficacy beliefs. During pre-service training, candidate teachers can improve their self-efficacy by observing experienced instructors. Teachers attend practicum at several state schools in Turkey, but they also need training for themselves at higher education level. At least, they can be given an opportunity to experience universities' preparatory classes to observe in order to gain more understanding into the realities and environment or setting of the higher educational institutes. For example, they can learn about learner types, university regulations, collegial, and administrative issues, and the need for collaboration among them may differ at higher education. Physiological reactions, such as stress and anxiety, must also be accounted for when studying efficacy beliefs (Bandura, 1997). Especially, novice teachers need to be made aware of the possible problems in both higher education and school education and should be trained to be self-reflective and gain insight into coping strategies which can empower them with time. The most prominent of the efficacy sources is enactive mastery of experiences, notably known as "performance attainments" (Bandura, 1997, p. 399). Teachers may rely on their performance attainments as they consider their self-efficacy beliefs. It is important that teachers reflect upon them and consider what they can efficiently apply for students' success, and what cannot and what does or does not work in their classes. Hence, it is necessary for them to act upon their failures to increase their efficacy beliefs. To sum up, novice instructors need to be supported by the more experienced ones and the administrators alike at their respective institutions.

Finally, the most important recommendation emerges from the finding regarding the relationship between self-efficacy and motivation beliefs of EFL instructors. EFL instructors need to develop their self-efficacy to increase their motivation. They need to be aware that a lack of self-efficacy may have negative influences on their motivation beliefs. Similarly, they need to boost their overall motivation and motivation beliefs for their self-efficacy and the beliefs regarding their self-efficacy and motivation, which may help then shape their interaction with other stakeholders and the dimensions that need to be improved by addressing those in their respective

contexts. To elaborate, as the teachers' efficacy beliefs in engaging students and their beliefs in giving instruction predict their intrinsic motivation, they need to be enhanced accordingly. As these efficacy and intrinsic motivation are directly related to learners' achievement and motivation, EFL instructors need to be aware that they need to improve those efficacies more effectively. Their heightened beliefs can pave the way for their heightened motivation and overall student achievement and motivation as well. Instructional strategies and efficacy beliefs of the instructors predict all dimensions of motivation and need to be given a lot of attention. The next section will elaborate the activities and issues for the mutual development of their beliefs in terms of both motivation and self-efficacy in a more detailed manner as the findings call for the need to give more attention to the activities the instructors need to consider for their own life-long learning in their self-chosen profession.

5.4 Recommendations for Teacher-Driven Activities for Mutual Development of Motivation and Self-Efficacy Together

Collegial support and collaboration are widely recommended in the literature of both motivation (Mifsud, 2011; Dörnyei & Ushioda, 2011) and self-efficacy (Porter, 2014). Professional learning communities can enhance a teacher's self-efficacy beliefs as they involve collaboration (Porter, 2014). As the results of this study indicated that instructors with bachelor's degrees rated lower in their efficacy compared to others who gained further training and higher education. It is necessary that instructors improve and develop themselves through further learning during their career in the teaching profession if they intend to make it a lifelong profession. Appova and Arbaugh (2018) point out teachers' motivation to have positive impacts on their students' learning and development and life long learning is influential on teachers' own efficacy, motivation and commitment to the profession.

In the literature *professional learning communities* which refer to collaborative activities focus on providing a positive influence on school climate, teacher motivation and self-efficacy and also the commitment to their students, overall

teacher and school development (Karimi, 2011; Zonoubi, Rasekh & Tavakoli, 2017). There are numerous positive effects of collaborative activities among which teachers share their opinions and successful classroom experiences, discuss classroom matters, and receive feedback from their colleagues in a supportive environment, keeping reflective journals that may help to increase their instructional strategies, and classroom management efficacies, decision-making, autonomy and perceived language proficiency in an EFL context (Zonoubi, Rasekh & Tavakoli, 2017).

This collaboration brings out the issue of *teacher empowerment* which is crucial to boosting the self-efficacy beliefs of the EFL instructors (Veisi et al., 2015). Instructors need to participate in decisions regarding their own progress and their students' learning process. Teacher empowerment and autonomy need to be given importance for self-efficacy and motivation development of teachers and students' achievement and collaborating with school administrators to achieve success as well (Sweetland & Hoy, 2000). Teacher empowerment is quite effective for student achievement and also for the overall school climate where teachers have power-sharing with authorities may it be in a classroom or for instructional matters or for making decisions, it shows positive enforcement and a healthy environment for teaching and learning. Another important relevant issue to empowerment is collegial leadership, which indicates, school leaders working collaboratively, and in harmony with colleagues, and having positive, and healthy relations with each other that is further directly linked to student achievement as well. The more harmoniously they work with the teachers; the more teachers feel the empowerment.

Making self-reflections can also boost their confidence, motivation and self-efficacy as it is purely self-driven. During their career, teachers may encounter many favorable and unfavorable conditions and may have to cope with them themselves not only in classroom situations but also outside during their interactions with colleagues and administration. Reflective teaching was introduced by Dewey's theories. It indicates "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further

consequences to which it leads” (Dewey, 1993, p. 9). So, reflection into classroom practices enables teachers to evaluate their practices and problems that are occurring in the classroom, and analyze making judgments and try to find solutions through thinking about it within the context of teaching. Teachers can make judgments themselves depending on the information they collect about their own teaching (Richards & Farrel, 2005). Overall, these suggestions indicate that EFL instructors need to be active agents of their own teaching progress, by being reflective upon their practices, by participating and taking effective roles using their autonomy in collaboration with their colleagues and administrators, which in return can produce better outcomes as well.

Basically, the teaching profession is a dynamic process in which all these factors that influence the development, progress and outcomes for individuals involved and the system itself. Thus in such a domain, considerations need to be made, highlighted and when necessary adapted or implemented as researches analyze and emphasize to create a healthy and proactive education environment.

5.5 Limitations and Implications for Further Research

This study investigates the relationship between self-efficacy and teacher motivation taking self-efficacy as the predictor variable. The interrelationship among the variables can also be investigated. Some qualitative studies might take place regarding the real sources of teachers’ motivational beliefs and how they influence their teaching practices can be investigated. Teachers’ accounts can be a valuable contribution to gain insight into the mechanisms and processes during classroom life how they, in turn, affect their motivation.

The low number of male participants (72% female, 28% male) can be regarded as a limitation as Ülkümen (2013) who conducted teacher efficacy beliefs research in Ankara province also found only 37 males participated in her study. Şekerci also mentioned low rates of participation of males and attributed this to female participants’ occupation selection as being teachers or instructors more than men.

In this study, only EFL instructors' beliefs in terms of their motivation and self-efficacy were considered to gain detailed insight into their relationship. However, their students' beliefs regarding their own needs and motivating factors can be included in future studies as Mifsud (2011) also suggested. Yavuz (2007) also indicates that the factors affecting their engagement alongside with their needs and expectations need to be investigated. As this study finds a correlation between student-related issues and teacher motivation, a follow-up study can better shed light on their effect on teacher motivation. Students' perspectives or performances were also ignored in this study. Students' motivation factors and evaluation or conceptualization of teacher motivation is also important for an effective EFL program. The dynamics of this interaction in EFL preparatory classes in Turkey needs to be investigated in a more detailed way. As well as students, relationships with other stakeholders and their relationship with teacher motivation can be investigated via interviews and questionnaires. Especially, the perspective of administrators is crucial as they are the authority figures balancing the micro and macro level conditions. Their voice needs to be heard and their suggestions to improve not only teacher motivation but also their own motivation need to be considered. No interviews or scales were administered on administrators. The contingencies of administrators and their conceptualization of EFL teacher motivation, suggestions to enhance teacher motivation, leadership and their expectations from higher authorities can be a valuable contribution to the current literature. Colleagues may have their own opinions to enhance EFL instructors' motivation in higher education. They may have suggestions for an effective collaborative environment to be created at the preparatory class units of the School of Foreign Languages in higher education.. Instructors teaching at various levels may have different intrinsic motivation levels or affected by external factors in a different way. Some teachers may prefer and take pride in teaching high levels such as advanced level and feel more confident while some have lower confidence and motivation. Therefore, a follow-up research needs to include teachers' level of teaching using both quantitative and qualitative measures. Teachers' account of their experiences and feelings may highlight the issue of the effect of level on their motivation.

Motivation also changes in time and this study can be conducted at the end and beginning of the academic year to see their perceptual changes and the reasons underlying them if any. This can contribute to the quality of education making improvements to meet their expectations and improve their motivation.

Unlike some previous research studies, demotivational factors have been ignored, whereas positive and ideal factors of what motivates EFL instructors at university have been considered. As the length of the survey has been considered, the items related to demotivation were not added in the scale. It is discussed and based on the low or moderate scores in the current study. Furthermore, only the short version of TSES was used for the purpose of the model; however, motivation is highly likely to be affected by working conditions and stress and burnout symptoms which may emerge during teachers' career. The correlation between the teacher motivation and burnout may also be tested in future studies.

As the motivation is an intrinsic drive which enables the maintenance of an act, teachers' behavior and performance need to be observed and self-accounts of teachers need to be taken. Students prefer motivated teachers and would like to see teachers who act like that. Their accounts can be a model for other teachers as teacher behavior is important for students.

Although there is a great emphasis on collegiality among teachers to increase the efficiency in an education program or teacher motivation, there is not detailed research into this in EFL context. Mifsud (2011) also calls for collegial support and finding ways of improving it, and investigating real needs and support expectations of EFL teachers. The synergistic conditions in a preparatory program of the school of foreign languages need to be investigated and a model can be proposed for developing units of preparatory programs in Turkey.

This study only considered micro level conditions at an institution. However, universities in Turkey are affiliated to the CoHE and they can not take all the decisions themselves. For example, the amount of salaries, the exams that academicians need to take, the amount of monthly wage instructors can receive are

all determined by the CoHE in Turkey. The effect of macro level conditions on administrators' decisions and the motivation of teachers can also be investigated. Rasei & Kermani (2014) point out macro- scale factors such as culture and economy have an influence on motivation in an Iranian context. This may be the same issue in Turkey, and as Turkey has gone through rapid socio-economic and political transformations, the effect of it on universities and faculty motivation needs to be investigated in more detailed ways considering the instructors' suggestions.

The relationship between teacher motivation and leadership style is investigated in EFL or ESL contexts or non-EFL context; however, the relationship among motivation, self-efficacy and leadership styles of administrators has not been investigated in the EFL contexts especially at Turkish preparatory classes. Effective leadership also indicated an association with teacher self-efficacy and work quality (Blomeke & Klein, 2013). Ülkümen (2013) found that administrative support predicts self-efficacy and student engagement and instructional strategies at her study at preparatory classes of universities in Ankara province. There is a need for further investigation by using various scales to confirm this finding at preparatory classes of universities or in other contexts.

Finally, the present research study was conducted only at the universities in Ankara province. This study needs to be replicated in other contexts and the results need to be compared and follow-up mix method studies adding qualitative means can be conducted at a local and nationwide level.

REFERENCES

- Abdollahzadeh, E., & Razeaian, S. (2016). An investigation of collective teacher efficacy and teacher self-efficacy subscales in the EFL context of Iran. *IJALS* 2(1), 14-28.
- Abdullah, G. K., Ling, Y-L., & S. B. Sufi (2018). Principal transformational leadership and teachers' motivation. *Asian Education Studies*, 3(1), 36-42.
- Afşar, S. T. (2014). What affects the quality of work life most? Turkey Example. *Journal of Sociological Research*, 17(2), 2-35.
- Afshar, H. S., Rahimi, A, Ghonchehpour, A., & Saedpanah, E. (2015). The impact of teaching experience on Iranian EFL teachers' sense of efficacy and their perception of English teacher distinctive characteristics. The Proceedings of 2nd Global Conference on Conference on Linguistics and Foreign Language Teaching Procedia - *Social and Behavioral Sciences*, 192, 714-719.
- Akbari, R. & Karimi, N. (2010). L2 teacher characteristics as predictors of students' academic achievement. Retrieved on March 2, 2011 from: <http://tesl-ej.org/pdf/ej52/a2.pdf>.
- Akbari, R., & Moradkhani, S. (2010). Iranian English Teachers' self-efficacy: Do Academic Degree and Experience make a difference? *Pazhuhesh-e Zabanha-ye Khareji*, 56, 25-47.
- Akbari, R., Behzadpoor, F., & Dadvand, B. (2010). Development of English language teaching reflection inventory. *System*, 38(2), 211-227.
- Akman, Y. (2018). Investigating the Relationship between Organizational Justice, Work Motivation and Teacher Performance. *Cukurova University Faculty of Education Journal*, 47(1), 164-187.
- Akomolofe M. J., & Ogunmakin, A. O. (2014) Job Satisfaction among Secondary School Teachers: Emotional Intelligence, Occupational Stress and Self-

Efficacy as Predictors. *Journal of Educational and Social Research*, 1(4), 487-498.

Aksoy, H. (2006). *Örgüt ikliminin motivasyon üzerine etkisi*. (Yayımlanmamış Yüksek Lisans Tezi), Marmara University, İstanbul, Turkey.

Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning*. New York, NY: Routledge.

Alexander, P. A. (2008). Charting the course for the teaching profession: The energizing and sustaining role of motivational forces. *Learning & Instruction*, 18(5), 483-491.

Appova, A. & Arbaugh, F. (2018) Teachers' motivation to learn: implications for supporting professional growth. *Professional Development in Education*, 44(1), 5-21.

Archambault, I., Janosz, M., Morizot, J., & Pagani, L. (2009). Adolescent behavioral, affective, and cognitive engagement in school: Relationship to dropout. *Journal of School Health*, 79(9), 408-415.

Ashton, P. (1985). Motivation and the teacher's sense of efficacy. In C. Ames & I. Ames (Eds.), *Research on motivation in education: The classroom milieu* (pp. 141-171). Orlando, FL: Academic Press.

Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement*. New York: Longman.

Aslan, E. (2013). *The role of teacher efficacy over English language teaching*. (Unpublished Master Thesis). Çağ University, Mersin, Turkey.

Ateş, H. K., & Yılmaz, P. (2018). Investigation of the work motivation levels of primary school teachers. *Journal of Education and Training Studies* 6(3), 185-196.

Atkinson, E. S. (2010). An investigation into the relationship between teacher motivation and pupil motivation. *Educational Psychology*, 20(1), 45-57.

Aydın, S. (2012). Factors causing demotivation in EFL teaching process: A case study. *The Qualitative Report*, 17(101), 1-13.

- Aziz, F., Akhtar, M., & Rauf, M. (2014). Relationship between teachers' competencies and motivation at higher education level in Pakistan. *Pakistan Annual Research Journal*, 50(1), 163–174.
- Babaei, M., & Abednia, A. (2016). Reflective teaching and self-efficacy beliefs: Exploring relationships in the context of teaching EFL in Iran. *Australian Journal of Teacher Education*, 41(9), 1-26.
- Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, 16, 74–94.
- Bakker, A.B., & Bal, P. M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organisational Psychology*, 83, 189–206.
- Baleghizadeh, S., & Gordani, Y. (2012). Motivation and quality of work life among secondary school EFL teachers. *Australian Journal of Teacher Education*, 37(10), 30-42.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, (28), 117-148.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in Changing Societies*, (pp. 1-45). Cambridge: Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The Exercise of control*. New York: W. H. Freeman and Company.
- Bandura, A., Barbaranelli, C., Caprara, G., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72(1), 187- 206.
- Barlı, Ö., Bilgili, B., Çelik, S., & Bayrakçeken, S. (2005). İlköğretim okul öğretmenlerinin motivasyonları: farklılıkların ve sorunların araştırılması. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(1), 391-417.

- Barnabe, C., & Burns, M. (1994). Teachers' job characteristics and motivation. *Educational Research*, 36, 171-185.
- Bernaus, M., Wilson, A., & Gardner, R. C. (2009). Teachers' motivation, classroom strategy use, students' motivation and second language achievement. *Porta Linguarum*, 12, 25-36.
- Beyer, (1997). Organizational cultures and faculty motivation. In J. L. Bess (Ed.), *Teaching well and liking it: Motivating faculty to teach effectively* (pp. 145-173). Baltimore, MA: John Hopkins University Press.
- Blomeke, S., & Klein, P. (2013). When is a school environment perceived as supportive by beginning mathematics teachers? Effects of leadership, trust, autonomy and appraisal on teaching quality. *International Journal of Science and Mathematics Education*, 11, 1029-1048.
- Boateng, P., & Sekyere, F. O. (2018). Exploring in-service teachers' self-efficacy in the kindergarten classrooms in Ghana. *International Journal of Instruction*, 11(1), 239-254.
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.
- Börü, N. (2018). The Factors Affecting Teacher-Motivation. *International Journal of Instruction*, 11(4), 761-776.
- Boset, S. A. A., Asmawi, A., & Abedalaziz, N. (2017). The relationship between competency and work motivation of EFL teachers at public secondary schools in Yemen. *Arab World English Journal*, 8(4), 212-228.
- Bradley, C. (2010). Exploring relationships between EFL teacher motivation, meaningful content, and learner motivation. *Journal of the Faculty of Global Communication, University of Nagasaki*, 11, 1-10.
- Brown, T. L. (2007). *Teacher motivation in Arkansas schools*. (Unpublished doctoral dissertation). Graduate School University of Arkansas, Little Rock.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th Ed.). New York: Pearson Education.

- Bulach, C, Malone, B., & Castleman, C. (1995). An investigation of variables related to student achievement. *Mid-Western Educational Researcher*, 8(2), 23-29.
- Butcher, J., & Lewis, E. (2002). Why not teaching? Senior students have their say. *Paper presented at the Australian Association for Research in Education Conference*, Brisbane.
- Butler, R. (2007). Teachers' achievement goal orientations and associations with teachers help seeking: Examination of a novel approach to teacher motivation. *Journal of Educational Psychology*, 99, 241-252.
- Butler, R. (2014). What teachers want to achieve and why it matters: An achievement goal approach to teacher motivation. In, P. W. Richardson , A. S: Karabenick, H. M. G. Watt (Eds.) *Teacher motivation: theory and practice (1st ed., pp 20-36)*. New York, NY: Routledge.
- Büyükduman, F. İ. (2006). *İngilizce öğretmen adaylarının İngilizce ve öğretmenlik becerilerine ilişkin öz-yeterlik inançları ve arasındaki ilişki*. (Yayımlanmamış yüksek lisans tezi). Yıldız Teknik University, İstanbul, Turkey.
- Calabrese, R.L., & Barton, A.M. (1994) 'Building a School Community: A Consensus for Change', *NASSP Practitioner—The Newsletter for the On-line Administrator* 20(3), 1-4.
- Çalık, T., Sezgin, F., Kavgacı, H., & Çağatay Kılınç, A. (2012). Examination of relationships between instructional leadership of school principals and self-efficacy of teachers and collective teacher efficacy. *Educational Sciences: Theory and Practice*, 12(4), 2498-2504.
- Campbell, J. (1996). A comparison of teacher-efficacy for pre- and in-service teachers in Scotland and America. *Education*, 117, 2–12.
- Can, N. (2009). The leadership behaviors of teachers in primary schools in Turkey. *Education*, 129(3), 436-447.
- Çapa, Y., Çakıroğlu, J., & Sarıkaya, H. (2005). The validity and reliability study of the Turkish version of teacher sense of efficacy scale. *Eğitim ve Bilim*, 30, 74–81.

- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology, 44*(6), 473–490.
- Carbonneau, P., Vallerand R. J., Fernet, C., & Guay, F. (2008). The role of passion for teaching in intrapersonal and interpersonal outcomes. *Journal of Educational Psychology, 100*, 977-987.
- Çetin, F., & Çelik, D. (2018). The effect of occupational self-efficacy on work performance through intrinsic work motivation, *Management Research Review, 41*(3), 186-201.
- Chacon, C. T. (2005). Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela. *Teaching and Teacher Education, 21*(3), 257-272.
- Choi, E., & Lee, J (2016). Investigating the relationship of target language proficiency and self-efficacy among nonnative EFL teachers. *System, 58*, 49-63.
- Chowdhury, M., & Shahabuddin, A. M. (2007). Self-Efficacy, motivation and their relationship to academic performance of Bangladesh college students. *College Quarterly, 10*(1), 1-9.
- Christopher, A. (2010). Exploring relationships between EFL teacher motivation, meaningful content, and learner motivation. *Journal of the Faculty of Global Communication, 11*, 1–10.
- Christopher, N. M. (2012). Teacher motivation as a factor in language teaching and learning in Nigeria. *Journal of NELTA, 17*, 14-25.
- Claudia, V. (2015). The role of motivation in the development of school teachers' career. The 6th International Conference Edu World 2014 "Education Facing Contemporary World Issues", *Procedia-Social and Behavioral Sciences 180*, 1109-1115.
- Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record, 111*, 180–213.

- Collie, R. J., Shapka, J. D., & Perry, N. E. (2011). Predicting teacher commitment: The impact of school climate and social-emotional learning. *Psychology in the Schools, 48*(10), 1034-1048.
- Collie, R. J., Shapka, J. D. & Perry, N. E. (2012). School climate and social-emotional learning: predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 104*(4), 1189-1204.
- Creswell, J. W. (2012). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Crook, C. (2016). *The predictive relationship between specific teacher characteristics and the perceived sense of teacher self-efficacy of non-native English speaking teachers of English as a foreign language in rural Thailand*. (Unpublished doctoral dissertation) Liberty University, Lynchburg, VA, USA.
- Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. *Journal of Leisure Research, 24*(1), 93-94.
- Csikszentmihalyi, M. (1997). Intrinsic motivation and effective teaching: A flow analysis. In J. L. Bess (Ed.), *Teaching well and liking it: Motivating faculty to teach effectively* (pp.72-89). Baltimore, MA: John Hopkins University Press.
- Davis, J. & Wilson, S. M. (2000). Principals' efforts to empower teachers: Effects on Teacher motivation and job satisfaction and stress. *Teacher Empowerment, 73*(6), 349-353.
- Day, C., Hadfield, M., & Kellow, A (2002). Schools as learning communities: Building capacity through network learning. *Education, 30*(3), 19-22.
- de Jesus, S. N., & Lens, W. (2005). An integrated model for the study of teacher motivation. *Applied Psychology: An International Review, 54*(1), 119-134.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227-268.

- Deci, E. L., Kasser, T., & Ryan, R. M. (1997). Self-determined teaching in colleges and universities: Possibilities and obstacles. In J. Bess (Ed.), *Teaching Well and Liking It. - Motivating Faculty to Teach Effectively* (57-71). Baltimore: The Johns Hopkins University Press.
- Delgado, G. D. (2017). Intrinsic motivation and flow condition on music teachers' performance. *Research in Pedagogy*, 7(1), 145-157.
- Dellinger, A. B., Bobbett, J. J., Olivier, D. F., & Ellett, C. D. (2008). Measuring teachers' self-efficacy beliefs: Development and use of the TEBS-Self. *Teaching and Teacher Education*, 24, 751-766.
- Demir, A., Yurtsever, A., & Çimenli, B. (2015). The relationship between higher education level EFL teachers' self-efficacy and their willingness to use communicative activities in speaking. *Procedia-Social and Behavioral Sciences*, 199, 613-619.
- Demir, K. (2011). Teachers' intrinsic and extrinsic motivation as predictors of student engagement. *e-Journal of New World Sciences Academy Education Sciences*, 6(2), 1397-1409.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston; New York: D.C. Heath and Company.
- Diamantopoulos, A., & Winklhofer, H. M. (2001). Index construction with formative indicators: An alternative to scale development. *Journal of Marketing Research*, 38, 269-277.
- Dinham, S., & Scott, C. (1998). A three domain model of teacher and school executive career satisfaction. *Journal of Educational Administration*, 34(6), 362-378.
- Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38(4), 379-396.
- Dolgun, H. (2016). *A profile of pre-service and in-service EFL teachers' self-efficacy beliefs*. (Unpublished master's thesis.) Akdeniz University, Antalya, Turkey.
- Dörnyei, Z. & Ushioda, E. (2011). *Teaching and researching motivation*. Harlow: Longman.

- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2003). *Questionnaires in Second Language Research Questionnaires in Second Language Research: Construction, Administration*. The United States of America: Lawrence Erlbaum Associates.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Douglas, M. S. (2010). *Organizational climate and teacher commitment*. (Unpublished doctoral dissertation). The University of Alabama, Tuscaloosa, Alabama.
- Doyle, T., & Kim, Y. M. (1999). Teacher motivation and satisfaction in the United States and Korea. *MEXTESOL Journal*, 23(2), 35-48.
- Dweik, B. S. & Awajan, N. W. (2013) Factors that enhance English language teachers' motivation in Jordanian Secondary Schools, *English Linguistics Research*, 2(1), 33-42.
- Dybowski, C., Sehner, S. & Harendza, S. (2017). Influence of motivation, self-efficacy and situational factors on the teaching quality of clinical educators. *BMC Medical Education*, 17(84), 1-8.
- Eccles, J. S. (2005). Subjective task value and the Eccles et al. model of achievement-related choices. In A. J. Elliot & C.S. Dweck (Eds), *Handbook of competence and motivation* (pp. 105-121). New York: Guilford Press.
- Elzahiri, S. (2010). *Impact of principal's leadership style on teacher motivation* (Unpublished doctoral dissertation). Available from ProQuest Dissertations and Theses Database. (UMI No. 3442744).
- Eren, A., & Tezel, K.V. (2010). Factors influencing teaching choice, professional plans about teaching, and future time perspective: A meditational analysis. *Teaching and Teacher Education*, 26, 1416-1428.
- Erkaya, O. R. (2013). Factors that motivate Turkish EFL teachers. *International Journal of Research Studies in Language Learning*, 2(2), 49-61.

- Eroğlu, Ş. G. Çoban, H., & İrmiş, A. (2014). A research on job dissatisfaction of the university staff. *International Association of Social Science Research - IASSR2 (Special Issue)*, 185-192.
- Eslami, Z., & Fatahi, A. (2008). Teachers' Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran. *Teaching English as a second or foreign language*, 11(4), 1-19.
- Evans, L. 1998. *Teacher morale, job satisfaction and motivation*. London: Paul Chapman Publishing Ltd.
- Eveyik, E. (1999). *Development of an attitude scale to investigate Turkish EFL teachers' attitudes towards communicative language teaching*. (Unpublished master's thesis). Boğaziçi University, Istanbul, Turkey.
- Fattash, M. M. (2013). Demotivating factors of university Esl teachers. *International Journal of Humanities and Social Science*, 3(19) 125-132.
- Fernet, C. Guay, F., Senacal C., & Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education*, 28, 514-525.
- Fernet, C., Fernet, C., Senécal, C., Guay, F., Marsh, H., & Dowson, M. (2008). The work tasks motivation scale for teachers. *Journal Of Career Assessment*, 16(2), 256–279.
- Fidan, Ç. (2014). *The relation between teachers' motivation and enthusiasm in ELT: a descriptive study*. (Unpublished master's thesis). Çukurova University, Adana, Turkey.
- Field, A. (2005). *Discovering statistics using SPSS*. London: Sage Publications.
- Friedman, I. A., & Farber, B. A. (1992). Professional self-concept as a predictor of teacher burnout. *Journal of Educational Research*, 86(1), 28-35.
- Gardner, R. C. (2007). Motivation and second language acquisition. *Porta Lingarium*, 8, 9-20.

- Ghaith, G., & Yaghi, H. (1997). Relationships among experience, teacher efficacy, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education, 13*, 451-458.
- Ghaith, G., & Shaaban, K. (1999). The relationship between perceptions of teaching concerns, teacher efficacy, and selected teacher characteristics. *Teaching and Teacher Education, 15*, 487-496.
- Ghasembolan, F., & Hashim, F. B. (2013a). Teachers' self-efficacy beliefs and their English language proficiency: A study of nonnative EFL teachers in selected language centers. *Procedia-Social and Behavioral Sciences 103*, 890-899.
- Gheralis-Roussos, E. (2003). *The motivation of English language teachers in Greek secondary schools*. (Unpublished doctoral dissertation). University of Nottingham, Nottingham, UK.
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology, 76*, 569-582.
- Gilmer, B. (1966). *Industrial psychology* (2nd ed.). New York: McGraw-Hill.
- Goddard, R. D., & Goddard, Y. L. (2001). A multilevel analysis of the relationship between teacher and collective efficacy in urban schools. *Teaching and Teacher Education, 17*(7), 807-818.
- Goddard, R. D., Hoy, W. K. H., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal, 37*(2), 479-507.
- Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher, 33*(3), 3-13.
- Güçlü, N., Reçepoğlu, E., & Kılınç, A. Ç. (2014). The relationship between organizational health of the primary schools and teachers' motivation [in Turkish]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi [Hacettepe University Journal of Education], 29*(1), 140-156.
- Güven, S. & Çakır, Ö. (2012). A study on primary school English teachers' self-efficacy beliefs. *Education and Science, 37*, 43-52.

- Haberman, M. (2004). Can star teachers create learning communities? *Educational Leadership*, (61)8, 52-56.
- Hacıömeroğlu, G., & Taşkın, C. S. (2010). Öğretmen adaylarının öğretmenlik mesleğini tercih sebepleri. *AhiEvran Üniversitesi Eğitim Fakültesi Dergisi*, 1(1), 77-90 [In Turkish].
- Hair, J.F., Black, W.C., Babin, B.J. & Anderson, R.E. (2010). *Multivariate Data Analysis*. (7th ed.) New York, NY: Pearson.
- Hall, D.T. & Bazerman, M. H. (1997). Organization design and job characteristics. In J. L. Bess (Ed.) *Teaching well and liking it* (pp. 173-195). Baltimore, MD: The Johns Hopkins University Press.
- Han, T., & Mahzoun, Z. (2017). What demotivates foreign EFL teachers? A case study in Turkish context. *The Qualitative Report*, 22(4), 1001-1014.
- Harada, R. (2017). Effective strategies to enhance and maintain university English teacher motivation in Japan. *Journal of Pan-Pacific Association of Applied Linguistics*, 21(1), 1-20.
- Henson, R. K. (2002). From adolescent angst to adulthood: Substantive implications and measurement dilemmas in the development of teacher efficacy research. *Educational Psychologist*, 37(3), 137-150.
- Hildebrandt, S. & Eom, M. (2011). Teacher professionalization: Motivational factors and the influence of age. *Teaching and Teacher Education*, 27(2), 416-423.
- History of the Council of Higher Education (2019). Retrieved from <https://www.yok.gov.tr/en/institutional/history>.
- Hiver, P., Kim, T.-Y., & Kim, Y. (2018). Language teacher motivation. In S. Mercer & A. Kostoulas (Eds.), *Language Teacher Psychology* (pp. 18–33). Bristol, England: Multilingual Matters.
- Hoy, A. W. (2008). What motivates teachers? Important work on a complex question. *Learning and Instruction*, 18(5), 492-498.

- Hoy, A., & Spero, R. B. (2005). Changes in teacher-efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education, 21*(4), 343-356.
- Hoy, W. K. (1990). Organizational climate and culture: A conceptual analysis of the school workplace. *Journal of Educational and Psychological Consultation, 1*(2), 149-168.
- Hoy, W. K., and Miskel, C. G. (2001). *Educational Administration: Theory, Research and Practice*. (6th ed.). New York: McGraw-Hill.
- Hoy, W. K., & Sabo, D. J. (1998). *Quality middle schools*. Thousand Oaks, CA: Sage.
- Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal, 93*, 356-372.
- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal, 86*(2), 38-49.
- Hoy, W., & Miskel, C. (2005). *Education administration: Theory, research, and practice* (7th ed.). New York: McGraw-Hill.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: conventional criteria versus new alternatives. *Structural Equation Modeling, 6*, 1-55.
- Huangfu, W. (2012). Effects of EFL teachers' self-efficacy on motivational teaching behaviors. *Asian Social Science, 8*(15), 68-74.
- Husain, U. K. (2014). Relationship between self-efficacy and academic motivation. *International Conference on Economics, Education and Humanities (ICEEH'14)*, Bali, Indonesia.
- İpek, H., & Kanatlar, M. (2018). Factors affecting EFL teacher motivation. *Eğitimde Nitel Araştırmalar Dergisi, Journal of Qualitative Research in Education, 6*(2), 25-41.

- Jafarigohar, M., & Valadi, A. (2014). The role of educational context in influencing EFL teachers' sense of efficacy beliefs. *Journal of English Language Teaching and Learning*, 6(13), 71-88.
- Jaschik, S. (2012). Faculty pay around the world. Retrieved May 2, 2012 from <http://www.insidehighered.com/news/2012/03/22/new-studyanalyzes-how-faculty-pay-compares-worldwide>.
- Javadi, F. & Khatib, M. (2014). On the relationship between reflective teaching and teachers' burnout. *International Journal of Research Studies in Language Learning*, 3(4), 85-96.
- Jima, G. (2015). *Effects of school climate on teachers' job motivation in general secondary schools of East Arsi Zone*. (Unpublished master's thesis). Haramaya University, Haramaya.
- Johnson, C. R. (2001). Factors influencing the motivation and de-motivation in Mexican EFL teachers. *MEXTESOL Journal*. ERIC Document Reproduction Service No. 459605.
- Johnson, K. E (2009). Trends in second language teacher education. A. Burns and J. C. Richards (Eds.) *Second language teacher education (1st ed., pp. 20-30)*. Cambridge, UK: Cambridge University Press.
- Johnson, L. T. (2007). *The impact of principal leadership styles on teacher motivation and job satisfaction*. (Unpublished doctoral dissertation). South Carolina State University, Orangeburg, South Carolina.
- Kaplan, A. (2014). Theory and research on teachers' motivation: mapping an Emerging Conceptual terrain. . In, P. W. Richardson, A. S: Karabenick, H. M. & G. Watt (Eds.) *Teacher motivation: theory and practice (1st ed., pp 52-66)*. Routledge: New York.
- Karaköse, T., & Kocabaş, İ. (2006). Özel ve devlet okullarında öğretmenlerin beklentilerinin iş doyumu ve motivasyon üzerine etkileri. *Eğitimde Kuram ve Uygulama*, 2(1), 3-14.
- Karavas, E. (2010). How satisfied are Greek EFL teachers with their work? Investigating the motivation and job satisfaction levels of Greek EFL teachers. *Porta Linguarium*, 14, 59-78.

- Karimi, M. N. (2011). The effects of professional development initiatives on EFL teachers' degree of self-efficacy. *Australian Journal of Teacher Education*, 36(6), 50-62.
- Karimvand, P. N. (2011). The Nexus between Iranian EFL teachers' self-efficacy, teaching experience and gender. *English Language Teaching*, 4(3), 171-183.
- Kassaby, O., Boraie, D., & Schmidt, R. (2001). Values, rewards, and job satisfaction in ESL/EFL. In Z. Dörnyei & R. Schmidt (Eds.). *Motivation and second language learning* (pp. 213-237). Honolulu, HI: University of Hawaii Press.
- Kermani, M. R. Z. & Poorahmadi, M. (2014). Are there any significant differences between components of motivation among Iranian EFL teachers? *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 7(2), 241-265.
- Khezerlou, E. (2013). Teacher self-efficacy as a predictor of job burnout among Iranian and Turkish EFL teachers. Akdeniz Language Studies Conference 2012. *Procedia-Social and Behavioral Sciences*, 70, 1186-1194.
- Kılınç, A., Watt, H. M. G. & Richardson, P. W. (2012): Factors Influencing Teaching Choice in Turkey. *Asia-Pacific Journal of Teacher Education*, 40(3), 199-226.
- Kimav A. U. (2010). *An exploration of burnout and individual and collective teacher efficacy in a Turkish state university*. (Unpublished master's thesis), Bilkent University, Ankara, Turkey.
- Kızıltepe, Z. (2008). Motivation and demotivation of university teachers. *Teachers and Teaching*, 14, 515–530.
- Kızıltepe, Z. (2008). Motivation and demotivation of university teachers. *Teachers and Teaching*, 14(5-6), 515-530.
- Klaeijnsen, A., Vermeulen, M. & Martens, R. (2018). Teachers' innovative behavior: the importance of basic psychological need satisfaction, intrinsic motivation, and occupational self- efficacy. *Scandinavian Journal of Educational Research*, 62(5), 769-782.

- Klaeijnsen, A., Vermeulen, M., & Martens, R. (2018). Teachers' innovative behavior: The importance of basic psychological need satisfaction, intrinsic motivation & occupational self-efficacy. *Scandinavian Journal of Educational Research*, 62(5), 769-782.
- Klassen, R. & Tze, V.M.C. (2014) Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12, 59-76.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741-756.
- Klassen, R. M., Bong, M., Usher, E. L., Chong, W. H., Huan, V. S., & Wong, I. Y. F. (2009). Exploring the validity of a teachers' self-efficacy scale in five countries. *Contemporary Educational Psychology*, 34(1), 67-76.
- Klassen, R. M., Bong, M., Usher, L. E., Chong, W., Huan, S. V., Wong, Y.I., & Georgiou, T. (2009). Exploring the validity of a teachers' self-efficacy scale in five countries. *Contemporary Educational Psychology*, 34, 67-76.
- Klassen, R. M., Chong, W. H., Huan, V. S., Wong, I., Kates, A., & Hannok, W. (2008). Motivation beliefs of secondary school teachers in Canada and Singapore: A mixed methods study. *Teaching and Teacher Education*, 24(7), 1919-1934.
- Klassen, R. M., Durksen, T. L., & Tze, V. M. C. (2014). Teachers' self-efficacy beliefs: ready to move from theory to practice? In P. W. Richardson, A. S. Karabenick, H. M. G. Watt (Eds.) *Teacher motivation: theory and practice (1st ed., pp 100-116)*. Routledge: New York.
- Knobloch, L. K. (2005). Evaluating a contextual model of responses to relational uncertainty increasing events: The role of intimacy, appraisals, and emotions. *Human Communication Research*, 3(1), 60-101.
- Knowles, T. J. (2007). An interpretative study of teacher motivation. In K. Bradford-Watts (Ed.), *JALT 2006 Conference Proceedings*. Tokyo: JALT.
- König, J. & Rothland, M. (2012). Motivations for choosing teaching as a career: Effects on general pedagogical knowledge during initial teacher education. *Asia-Pacific Journal of Teacher Education*, 40(3), 289-315.

- Köyalan, A. (2004). *İngilizce okutmanlarının öğretim yeterlilikleri ve sınıf içi sorunlarla baş edebilme düzeyleri*. (Yayınlanmamış doktora tezi). Dokuz Eylül University, İzmir, Turkey.
- Kumazawa, M. (2011). *Vulnerability and resilience: working lives and motivation of four novice EFL secondary school teachers in Japan*. (Unpublished doctoral dissertation). Temple University, Japan.
- Kutluca, A (2018). Öğretmen Öz-Yeterliğinin Motivasyon ve Epistemolojik ve Pedagojik İnanç Sistemleri Açısından İncelenmesi. *Cumhuriyet Uluslararası Eğitim Dergisi*, 7(2), 175-192.
- Lam, S., Jimerson, S., Wong, B. H., Kikas, E., Shin, H., Veiga, F. H., & Zollneritsch, J. (2014). Understanding and measuring student engagement in school: The results of an international study from 12 countries. *School Psychology Quarterly*, 29(2), 213-232.
- Lee, V. E., Dedrick, R. F., & Smith, J. B. (1991). The effect of the social organization of schools on teachers' efficacy and satisfaction. *Sociology of Education*, 64(3), 190-208.
- Lin, E., Shi, Q., Wang, J., Zhang, S. & Hui, L. (2012). Initial motivations for teaching: Comparison between preservice teachers in the Unites States and China. *Asia-Pacific Journal of Teacher Education*, 40(3), 227-248.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Upper Saddle River, NJ: Prentice Hall.
- Loukas, A., & Murphy, J. L. (2007). Middle school student perceptions of school climate: Examining protective functions on subsequent adjustment problems. *Journal of School Psychology*, 45, 293-309.
- Loukas, A., & Murphy, J. L. (2007). Middle school student perceptions of school climate: Examining protective functions on subsequent adjustment problems. *Journal of School Psychology*, 45, 293–309.
- Lugg, C. A., & Boyd, W. L. (1993). Leadership for collaboration: Reducing risk and fostering resilience. *Phi Delta Kappan*, 75, 252-258.

- Ma, W. (2012). *Factors affecting the motivation of TEFL academics in higher education in China*. (Unpublished doctoral dissertation) Queensland University of Technology, China.
- MacCallum, R. C., Browne, M.W., & Sugawara, H. M. (1996). Power analysis and determination of sample size for covariance structure modeling. *Psychological Methods, 1*, 130-149.
- Malmberg, L. E. (2008). Student teachers' achievement goal orientations during teacher studies: antecedents, correlates and outcomes. *Learning and Instruction, 18*, 438-452.
- Marashi, H., & Azizi Nassab, F. (2018). EFL teachers' language proficiency, classroom management, and self-efficacy. *International Journal of Foreign Language Teaching & Research, 6*(22), 89-102.
- Marks, H. M. (2000). Student engagement in instructional activity: Patterns in elementary, middle and high school years. *American Educational Research Journal, 37*, 153-184.
- Mashady, H., Fallah, N., & Gaskaree, B. L. (2012). The role of foreign language teachers' self-efficacy in their burnout. *British Journal of Education, Society & Behavioral Science, 2*(4), 369-388.
- Maslach, C., & Leiter, M. (1999). Teacher burnout: A research agenda. In R. Vandenberg & A. Huberman (Eds.), *Understanding and Preventing Teacher Burnout* (pp. 295-303). Cambridge: Cambridge University Press.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology, 52*(1), 397-422.
- McKeachie, W. J. (1997). Wanting to be a good teacher. What have we learned to date? In J. L. Bess (Ed.), *Teaching well and liking it: Motivating faculty to teach effectively* (pp. 19-36). Baltimore, MA: John Hopkins University Press.
- Mede, E. (2009). An Analysis of relations among personal variables, perceived self-efficacy and social support on burnout among Turkish EFL teachers. *Inönü University Journal of the Faculty of Education, 10*(2), 39-52.

- Meristo, M., & Eisenschmidt, E. (2014). Novice teachers' perceptions of school climate and self-efficacy. *International Journal of Educational Research*, 67, 1–10.
- Michaelowa, K. (2002). Teacher career satisfaction, student achievement, and the cost of primary education in Francophone Sub-saharan Africa. *HWWA Discussion Papers*, 188. Hamburg Institute of International Economics (HWWA), Hamburg.
- Mifsud, M. (2011). *The relationship of teachers and students' motivation in Malta: A mixed methods study*. (Unpublished doctoral dissertation). University of Nottingham, Nottingham, UK.
- Mojavezi, A., & Tamiz, M. P. (2012). The impact of teacher self-efficacy on the students' motivation and achievement. *Theory and Practice in Language Studies*, 2(3), 483-491.
- Moradkhani, S. Raygan, A., Moein, M. S. (2017) Iranian EFL teachers' reflective practices and self-efficacy: Exploring possible relationships. *System*, 65, 1-14.
- Morgan, T. D. (1974). *A study of teacher motivation in a public California University* (Published doctoral dissertation). University of Southern California, United States.
- Mowday, R.T., & Nam, S. H. (1997). Implications of goal-setting theory for faculty motivation. In J.L. Bess (Ed.) *Teaching well and liking it* (pp.110-124). Baltimore, MD: The Johns Hopkins University Press.
- Nakamura, J., & Csikszentmihalyi, M. (2009). Flow theory and research. In C. R. Snyder & S. J. Lopez (Eds.), *Oxford Handbook of Positive Psychology* (2nd ed., pp. 195–206). New York, NY: Oxford University.
- Nejati, R. Hassani, M. T., & Sahrapour, H. A. (2014). The relationship between gender and student engagement, instructional strategies, and classroom management of Iranian EFL teachers. *Theory and Practice in Language Studies*, 4(6), 1219-1228.
- Nolen, S. B., Ward, C. J., & Horn, A. S. (2014). Changing practice(s): A situative account of teachers' motivation to learn. In, P. W. Richardson , A. S: Karabenick, H. M. G. Watt (Eds.) *Teacher motivation: theory and practice* (1st ed., pp 167-182). Routledge: New York.

- Noori, N., Fatemi, M.A., & Najjari, H. (2014). The relationship between EFL teachers' motivation and job satisfaction in Mashhad language institutions. *Open Access Library Journal, 1*: e843. Journal, 1 (e843).
- Ofoegbu, F.I. (2004). Teacher motivation: A factor for classroom effectiveness and school improvement in Nigeria. *College Student Journal, 38*(1), 81-90.
- Olson, A. L., & Peterson, R. L. (2015). *Student engagement-A Strategy brief*. Lincoln, NE: Student Engagement Project, University of Nebraska-Lincoln and the Nebraska Department of Education.
- Onbaşı, M. (2014). *EFL instructors' self-efficacy in relation to student achievement and student perception of instructors' efficacy in teaching writing*. (Unpublished master's thesis). Marmara University, İstanbul, Turkey.
- Oshagbemi, T. (1997). Job satisfaction and dissatisfaction in higher education. *Education+Training, 39*(9), 354-359.
- Osterman, K. (2000). Students' need for belongingness in the school community. *Review of Educational Research, 70*(3), 323-367.
- Özsoy, G., Özsoy, S., Özkara, Y., & Memiş, A. D. (2010). Factors affecting pre-service teachers' choice of teaching as a profession, *Elementary Education Online, 9*(2), 910-921. Retrieved February 12, 2010, from <http://ilkogretim-online.org.tr/vol9say3/v9s3m7.doc>.
- Öztürk, E. O (2014). A qualitative study on the motivation of Turkish EFL teachers working at state universities. *Journal of Theory and Practice in Education, 11*(4), 1436-1453.
- Öztürk, F. & Bayrak, T. (2015). The academicians' perspective on the challenges facing higher education in Turkey. World Conference on Technology, Innovation and Entrepreneurship. *Procedia Social and Behavioral Sciences, 195*, 202-209.
- Papaioannou, A. & Christodoulidis, T. (2007). A measure of teachers' achievement goals. *Educational Psychology, 27*, 349-361.
- Parker, P. D., Martin, A. J., Colmazz, S., & Liem, G. A (2012). Teachers' workplace well-being: Exploring a process model of goal orientation,

coping, behavior and engagement, and well-being. *Teaching and Teacher Education: An international Journal of Research and Studies*, 28, 503-513.

- Pelletier, L. G., Sequin-Levesque, C., & Legault, L. (2002). Pressure from above and pressure from below as determinants of teachers' motivation and teaching behaviors. *Journal of Educational Psychology*, 94(1), 186-197.
- Pennington, M. C. (1995). Work satisfaction, motivation, and commitment in teaching English as a second language. ERIC Document no. 404850.
- Phan, NTT., & Locke, T. (2015). Sources of self-efficacy of Vietnamese EFL teachers: A qualitative study. *Teaching and Teacher Education* 52, 73-82.
- Plaza, A.H.A. (2013). *Teachers' perception of self-Efficacy: A study of EFL teachers in Ecuador*. (Unpublished master's thesis). Guayaquil, Ecuador.
- Porter, T. (2014). *Professional learning communities and teacher self-efficacy*. (Unpublished doctoral dissertation). George Fox University, Oregon.
- Price, A. M: (2008). *The relationship between the teacher's perception of the principal's leadership style and personal motivation*. (Unpublished doctoral dissertation). The University of Southern Mississippi, the USA.
- Prince, J. A. (1990). Motivate your teachers-Postpone the crisis! *American Secondary Education*, 18(4), 10-15.
- Rashidi, N. & Moghadam, M. (2014). The effect of teachers' beliefs and sense of efficacy on Iranian EFL learners' satisfaction and academic achievement. *Internet TEJL journal*, 18(2), 1-20.
- Rastegar, M., & Moradi, S. (2016). On the relationship between EFL teachers' job satisfaction, self-efficacy, and their spiritual sense of well-being. *Open Journal of Modern Linguistics*, 6, 1-12.
- Recepoğlu, E. (2014). Analyzing job motivation level of high school teachers in Turkey. *Procedia-Social and Behavioral Sciences*, 116, 2220-2225.
- Ribas, F. C. (2012). The motivation of EFL public school teachers: what can self-theories tell us? *Horizontes de Lingüística Aplicada*, 11(2), 13-38.

- Richards J. C. & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge, UK: Cambridge University Press.
- Richardson, P. W, Watt, H. M. G. (2014). Why people choose teaching as a career: An expectancy-value approach to understanding teacher motivation. In, P. W. Richardson, A. S: Karabenick, H. M. G. Watt (Eds.) *Teacher motivation: theory and practice (1st ed., pp 3-19)*. Routledge: New York.
- Richardson, P. W., & Watt, H. M. G. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education*, 34(1), 27-56.
- Rietz, T. A. (2001). *Students' perception of motivation: the importance of student-teacher relationship*. America: National Lewis University Press.
- Riggs, R. (2017). *Correlational study between teacher perceived high school principal leadership style and teacher self-efficacy*. (Unpublished doctoral dissertation). Grand Canyon University Phoenix, Arizona.
- Rodríguez, S., Regueiro, B., Blas, R., Valle, A., Piñeiro, I. & Cerezo, R. (2014). Teacher self-efficacy and its relationship with students' affective and motivational variables in higher education. *European Journal of Education and Psychology*, 7, 107-120.
- Rose, R. C., Beh, L. Uli J. & Idris. K. (2006). Quality of work life: implications of career dimensions. *Journal of Social Sciences*, 2(2), 61-67.
- Ross, J. A. & Bruce, C. D. (2007). Professional development effects on teacher efficacy: results of randomized field trial. *Journal of Educational Research*, 101(1), 50-60.
- Ross, J. A. (1992). Teacher efficacy and the effect of coaching on student achievement. *Canadian Journal of Education*, 17(1), 51–65.
- Roth, G. (2014). Antecedents and outcomes of teachers' autonomous motivation: a self-determination theory analysis. In, P. W. Richardson, A. S: Karabenick, H. M. G. Watt (Eds.) *Teacher motivation: theory and practice (1st ed., pp 36-52)*. New York, NY: Routledge.

- Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007). Autonomous motivation for teaching: How self-determined teaching may lead to self determined learning. *Journal of Educational Psychology*, 99(4), 761-774.
- Rubie-Davies, C. M., Flint, A., & McDonald, L. G. (2012). Teacher beliefs, teacher characteristics, and school contextual factors: Where are the relationships? *British Journal of Educational Psychology*, 82(2), 270-288.
- Ryan, R. (2009). Self-determination theory and well being. *WeD Research Review 1. Wellbeing in Developing Countries (WeD) Centre for Development Studies University of Bath Bath BA2 7AY, UK.*
- Ryan, R. M. (1993). Agency and organization: Intrinsic motivation, autonomy, and the self in psychological development. In J. E. Jacobs (Ed.), *Nebraska symposium on motivation: Developmental perspectives on motivation* (Vol 40, pp. 1-56). Lincoln: University of Nebraska Press.
- Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Ryan, R. & Deci, E. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Saeidi, M. & Kalantarypour, M. (2011). The relationship between Iranian Efl teachers' self-efficacy and students' language achievement. *World Applied Sciences Journal*, 15(11), 1562-1567.
- Sakui, K., & Cowie, N. (2012). The dark side of motivation: Teachers' perspectives on 'unmotivation'. *ELT Journal*, 66(2), 205-213.
- Sampson, R. J. (2016). EFL teacher motivation in-situ: Co-adaptive processes, openness and relational motivation over interacting timescales. *Studies in Second Language Learning and Teaching*, 6(2), 93-318.
- Schafer, E. (2010). Teacher motivation: The missing link in ESL motivation studies. *Journal of the Ochanomizu University English Society*, 1, 43-52.
- Schaufeli, W., & Buunk, B. P. (2003). Burnout: An overview of 25 years of research and theorizing. In M. J. Schabracq, J. A. M. Winnubst, & C. L.

- Cooper (Eds.), *Handbook of work and health psychology* (pp. 383-425). Chichester: Wiley.
- Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist, 25*, 71-86.
- Schunk, D. H., & Pajares, F. (2009). Self-Efficacy theory. In R. K: Wentzel, & A. Wigfield (Eds). *Handbook of motivation at School*. (pp. 627-654). New York: Routledge.
- Schunk, D. R., Meece, J. R. & Pintrich, P. R. (2014). *Motivation in education: theory, research, and applications*. (4th ed.). Boston: Pearson.
- Şekerci, S. A. (2011). *Self-efficacy levels of prep-school instructors and its predictors*. (Unpublished master's thesis.). Middle East Technical University, Ankara, Turkey.
- Senior, C., & Howard C. (2015) The state of the art in student engagement. *Frontiers in Psychology, 6*(355).
- Sharabyan, S. K.(2011). An investigation into Iranian language teachers' motivation with respect to their job satisfaction and second language pedagogy. 2nd World Conference on Psychology, Counselling and Guidance. *Procedia - Social and Behavioral Sciences, 30*, 1071-1075.
- Shoiab, A. (2004). *What motivates and demotivates English teachers in Saudi Arabia: a qualitative perspective*. (Unpublished doctoral dissertation). University of Nottingham, Nottingham.
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education, 36*(2), 79-104.
- Singh, P. & Manser, P. (2008). Correlation between the perceived emotionally intelligent interpersonal behaviors of school principals and the job satisfaction of their teachers. *The International Journal of Knowledge, Culture, and Change Management: Annual Review, 8*, 189-200.
- Smith, L. D. (2009) *School climate and teacher commitment*. (Unpublished doctoral dissertation). The University of Alabama, the USA.

- Smith, P. A., Hoy, W. K., & Sweetland, S. R. (2001). Organizational health of high schools and dimensions of faculty trust. *Journal of Educational Leadership, 11*(3), 135-151.
- Smith, T. M. (1999). *A study of the relationship between the principal's leadership style and teacher motivation: The teachers' perspective* (Unpublished doctoral dissertation.). Available from ProQuest Dissertations & Theses A&I, ProQuest Dissertations & Theses Global. (304501337).
- Sözen, N. (2015). *An investigation of Efl teachers' perceptions on motivational factors*. (Unpublished master's thesis) Middle East Technical University, Ankara, Turkey.
- Steers, R., & Porter, L. (1983) Employee commitment to organizations. In R. Steers & L. Porter (Eds.), *Motivation and work behavior* (pp. 218-230). New York: McGraw-Hill.
- Sukrapi, M., Muljono, P., & Purnaningsih, N. (2014). The Relationship between Professional Competence and Work Motivation with the Elementary School Teacher Performance. *Asian Journal of Humanities and Social Studies, 2*(5), 689–694.
- Sumantri, M. S. & Whardani, P. A. (2017). Relationship between motivation to achieve and professional competence in the performance of elementary school teachers. *International Education Studies, 10*(7), 118-125.
- Sun, J. (2004). Understanding the impact of perceived principal's leadership style on teacher commitment. *International Studies in Educational Administration, 32*(2), 18-31.
- Sweetland, S. R., & Hoy, W. K. (2000). School characteristics and educational outcomes: Toward an organizational model of student achievement in middle schools. *Educational Administration Quarterly, 36*(1), 703-729.
- Syamananda, P. (2017). Factors affecting EFL Teachers' motivation in Thai University: A Case study of EFL teachers at higher education. *LEARN Journal, 10*(2), 120-131.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

- Taub, R. (2015). A new educational reform in Israeli High Schools affecting teachers' motivation and perception of the teaching profession. *Procedia-Social Behavioral Sciences*, 209, 503-508.
- Taylor, L.L., Hartman, C.L. & Baldwin, E. D. (2015). Fostering student engagement through a Multi-day industry tour. *Scholar: A Journal of Leisure Studies and Recreation Education*, 30(2), 40-52.
- Thomas, K. W. (2002). *Intrinsic motivation at work: Building energy & commitment*. San Francisco, CA.: Berrett-Koehler Publishers.
- Tilfarlıoğlu, F. Y. & Ulusoy, S. (2012). Teachers' self-efficacy and classroom management skills in EFL classrooms. *Electronic Journal of Social Sciences*, 1(1), 37-57.
- Topkaya, E. Z., & Uztosun, M. S. (2012). Choosing teaching as a career: Motivations of pre-service English teachers in Turkey. *Journal of Language Teaching and Research*, 3(1), 126–134.
- Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools*, 3, 189-209.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- Tschannen-Moran, M., & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education*, 27(4), 751–761.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23, 944-956.
- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202-248.
- Tsutsumi, R. (2013). Investigation of EFL teachers' career and motivation at universities in Japan. *Journal of Pan-Pacific Association of Applied Linguistics*, 17(2), 23-37.

- Türkoğlu, M. E., Cansoy, R., & Parlar, H. (2017). Examining relationship between teachers' self-efficacy and job satisfaction. *Universal Journal of Educational Research*, 5(5), 765-772.
- Tziava, K. (2003). *Factors that motivate and demotivate Greek EFL teachers*. (Unpublished master's thesis.). The University of Edinburg, Edinburg.
- Ülkümen, H.A. (2013). *The predictors of English language preparatory school instructors' self-efficacy beliefs* (Unpublished master's thesis). Middle East Technical University, Ankara, Turkey.
- Ünver, M. M (2004). *An exploration of perceived self-determination and self-efficacy of Efl instructors in a Turkish State University*. (Unpublished master's thesis). Bilkent University, Ankara, Turkey.
- Urduan, T. (2014). Understanding teacher motivation: What is known and what more there is to learn. In, P. W. Richardson, A. S: Karabenick, H. M. G. Watt (Eds.) *Teacher motivation: theory and practice (1st ed., pp 227-246)*. New York: Routledge.
- Uz, D. G. (2009). *Relationship between the motivational means used by school managers and the level of teacher motivation*. (Unpublished master's thesis) Ege University, İzmir, Turkey.
- Van den Berghe, L., Soenens, B., Aelterman, N., Cardon, G., Tallir, I. B., & Haerens, L. (2014). Within-person profiles of teachers' motivation to teach: Associations with need satisfaction at work, need-supportive teaching, and burnout. *Psychology of Sport & Exercise*, 15, 407-417.
- Van Houtte, M. (2005). Climate or culture? A plea for conceptual clarity in school effectiveness research. *School Effectiveness and School Improvement*, 16, 71-89.
- Vandenberghe & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 295-303). Cambridge: Cambridge University Press.
- Veisi, S., Azizifar, A., Gowhary, H., & Jamalinerari, A. (2014). The relationship between Iranian Efl teachers' empowerment and teachers' self-efficacy. 3rd World Conference on Psychology and Sociology. *Procedia - Social and Behavioral Sciences*, 185, 437-445.

- Viel-Ruma, K., Houchins, D., Jolivette, K., & Benson, G. (2010). The relationships among collective efficacy, teacher self-efficacy, and job satisfaction. *Teacher Education and Special Education, 33*(3), 225-233.
- VSO. (2002). What makes teachers tick? A policy research report on teachers' motivation in developing countries. London, England: VSO. Available at: www.vso.org.uk/Images/position_papers_what_makes_teachers_tick_tcm8-2981.pdf.
- Wagner, T., & Imanuel-Noy, D. (2014). Are they genuinely novice teachers? - Motivations and self-Efficacy of those who choose teaching as a second career. *Australian Journal of Teacher Education, 39*(7), 30-57.
- Walker, C. J.; & Symons, C. (1997). The meaning of human motivation. In J. L. Bess (Ed.), *Teaching well and liking it: Motivating faculty to teach effectively* (pp. 3-18). Baltimore, MA: John Hopkins University Press.
- Wang, M., Willett, J. B., & Eccles, J. S. (2011). The assessment of school engagement: examining dimensionality and measurement invariance by gender and race/ethnicity. *Journal of school psychology, 49*(4), 465-80.
- Watt, H. M. G. & Richardson, P. W. (2007). Motivational factors influencing teaching as a career choice: development and validation of the FIT-choice scale. *The Journal of Experimental Education, 75*(3), 167-202.
- Watt, H.M.G., Richardson, P.W., Klusmann, U., Kunter, M., Beyer, B., & Trautwein, U., (2012). Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. *Teaching and Teacher Education, 28*(6), 791-805.
- Webb, S. R. (2007). *The relationship between elementary school principals' leadership approaches and teacher motivation and job satisfaction in Alabama's Black Belt Region*. (Unpublished doctoral dissertation.) Alabama State University, Montgomery, Alabama.
- Wei, Y-E. (2012). *A Hierarchical Approach to Examine Personal and School Effect on Teacher Motivation* (Unpublished Doctoral Dissertation). Ohio State University, the USA.
- Weiner. B. (1986). *Attribution, emotion, and action*. New York, NY: Guilford Press.

- White, C. & Ding, A. (2009). Identity and self in e-language teaching. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 333-349). Clevedon, England: Multilingual Matters.
- Wigfield, A., & Eccles, J.S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25*, 68-81.
- Wilkerson, J.R., & Lang, W.S. (2007). Assessing teacher dispositions: Five standards based steps to valid measurement using the DAATS Model. Thousand Oaks, CA, Corwin Press.
- Wilks, R. (1996). Classroom management in primary schools: A review of the literature. *Behavior Change, 13*(1), 20-32.
- Wolters, C. A., & Daugherty, S. G. (2007). Goal structures and teachers' sense of efficacy: Their relation and association to teaching experience and academic level. *Journal of Educational Psychology, 99*, 181-193.
- Woolfolk Hoy, A. (2008). What motivates teachers? Important work on a complex question. *Learning and Instruction, 18*, 492-498
- Woolfolk Hoy, A., Hoy, W. K., & Davis, A., H. (2009). Teachers' self-efficacy beliefs. In Wentzel R. K., & Wigfield A. (Eds). *Handbook of Motivation at School*. (pp. 627-653). New York: Routledge.
- Woolfolk Hoy, A., & Burke-Spero, R. (2005). Changes in teacher efficacy during the early years of teaching: A Comparison of four measures. *Teaching and Teacher Education, 21*, 343-356.
- Woolfolk, A. E, & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology, 82*(1), 81-91.
- Wossenie, G. (2014b). EFL teachers' self-efficacy beliefs, pedagogical success and students' English achievement: A study on public preparatory schools in Bahir Dar Town, Ethiopia. *Science, Technology and Arts Research Journal, 3*(2), 221-228.
- Yavuz, Ş . (2007). Socio-demographic predictors of Efl teacher efficacy. *Journal of Language and Linguistic Studies, 3*(2), 304-324.

- Yılmaz, C. (2011). Teachers' perceptions of self-efficacy, English proficiency, and instructional strategies. *Social Behavior and Personality*, 39(1), 91-100.
- Yılmaz, E. (2004). *The relationship between novice and experienced teachers' self-efficacy for classroom management and student perceptions of their teachers' classroom management*. (Unpublished master's thesis) Bilkent University, Ankara, Turkey.
- Yılmaz, F. (2009). *Eğitim örgütlerinde örgüt kültürünün öğretmenlerin iş motivasyonu üzerindeki etkisi*. (Yayımlanmamış yüksek lisans tezi). Selçuk University, Konya, Turkey.
- Yüksel, H. G. (2014). Teachers of the future: Perceived teaching competences and visions of pre-service English language teachers. *International Journal of Human Sciences*, 11(2), 27-39.
- Zembylas, M., & Papanastasiou, E. C. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, 42, 357-374.
- Zembylas, M., & Papanastasiou, E. C. (2006). Job satisfaction variance among public and private kindergarten school teachers in Cyprus. *International Journal of Educational Research*, 43(3), 147-167.
- Zonoubi, R., Rasekh, A. E., & Takavoli, M. (2017). EFL teacher self-efficacy development in professional learning communities. *System*, 66, 1-12.

APPENDICES

APPENDIX A: MOTIVATION SCALE FIRST DRAFT WITH ADAPTATIONS

Intrinsic Factors				
1. Loving English language (colleagues' suggestion and the researchers' personal experience as an English language instructor)				
2. Helping my students to learn English (item adapted from Sözen, 2015, literature adapted from Mckeachie, 1997, Doyle and Kim 1999- colleagues' suggestion and the researchers' personal experience as an English)				
3. Observing my students' progress in learning English. (literature adapted from Mowday & Nam, 1997;McKeachie, 1997, Sözen, 2015, Öztürk, 2015) colleagues' suggestion and the researchers' personal experience as an English language instructor				
4. Feeling of accomplishments to contribute to student growth (Mowday & Nam, 1997)				
5. Feeling excitement from teaching English. (adapting literature Deci, Kasser and Ryan, 1997)				
6. Using my creativity to teach English. (literature, Vockel, 1995 and item adapted from Ronnes, 2011)				
7. Feeling of challenge (e.g. because it is stimulating) (Vockel, 1995, Deci Kasser and Ryan, 1997, similar item in Sözen, 2015)				
8. Being interested in teaching English (adapted -SDT, Deci, Kasser and Ryan, 1997)				
9. Feeling competent in teaching English (Adapted from self-determination theory (SDT) and McKeachie, 1997, also item adapted from Mifsud, 2011)				
10. Feeling satisfaction with my job (Deci, Kasser and Ryan, SDT, Walker and Symons, 1997, item adapted from Mifsud, 2011, colleagues' suggestion and the researchers' personal experience as an English)				
11. Having necessary skills for the English language teaching activities in my classes (adapted from SDT Deci Kasser, Ryan 1997)				
12. Enjoying working with young people (colleagues' suggestion and the researchers' personal experience as an English and an item adapted from Roth et al, 2007)				
13. Feeling commitment to teaching (colleagues' suggestion and the researchers' personal experience as an English instructors and an item adapted from Noori et al 2014)				
14. Feeling professional growth in my career. (adapted from Bexley, 2003)				
15. Enjoying having connections with people at school (adapted from Roth et al 2007 item adapted)				
External job related and context related factors				
16. A regular salary opportunity (adapted from Bexley, 2003, Tremblay, et al. 2009, Sözen, 2015, colleagues' suggestion and the researchers' personal experience as an English language instructor).				
17. Holiday opportunity (Item adapted from Bexley, 2003)				
18. Job security (colleagues' suggestion and the researchers' personal experience as an English language instructor and adopted from Tremblay, 2009 and Mifsud, 2011 and				

Sözen, 2015)				
19. rewards and praises based on performance (adapted from literature, Hoy and Miskel, 2001)				
20. extra payment for extra class hours (colleagues' suggestion and the present work condition)				
21. retirement benefit (adapted from Bexley, 2003)				
22. Job prestige as an English language instructor (adapted from Bexley, 2003)				
23. Students' attendance to interactive class activities (colleagues statements)				
24. Students' motivation and interest to learn English (adapted Sözen, 2015, Mifsud, 2011; colleagues statements and literature Ribas, 2012)				
25. Students' preparations for the classes (adapted from Sözen, 2015; colleagues' suggestions)				
26. Students' success at the exams (colleagues' suggestion and literature- Mifsud, 2011)				
27. Students' obeying the class rules (my own experience and colleagues and literature)				
28. Administration which provide professional teacher development (colleagues' suggestion)				
29. Open Administration valuing our ideas and opinions (colleagues' suggestion)				
30. Administration which give equal and reasonable work load (colleagues' suggestion)				
31. Administration that provide participation to decision-making and autonomy (Bradley, 2010)				
32. Enthusiastic colleagues to teach English (researchers' opinion and colleagues statements)				
33. Colleagues showing respectful behavior (colleagues statements)				
34. Colleagues who support my creativity (Deci, Kasser and Ryan, 1997)				
35. Colleagues who support my autonomy (Deci, Kasser and Ryan, 1997)				
36. Colleagues who are willing to collaborate (Deci, Kasser and Ryan, 1997)				
37. Enough resources to teach English (colleagues' suggestion and adapted from Ribas, 2012)				
38. Reasonable class size (Ribas, 2012; adapted from qualitative data of Sözen, 2015)				
39. Clean and orderly classes (colleagues' suggestion)				
40. Technological materials to deliver English (colleagues' suggestion and item adapted from Sözen, 2015)				
41. Atmosphere of school setting (Bexley, 2003)				
42. Enough facilities (library, canteen etc.) (colleagues' suggestion)				

APPENDIX B: OUTPUT OF EXPLORATORY FACTOR ANALYSIS

Communalities

	Initial	Extraction
1. facilitating my students to learn English	1,000	,632
2. observing my students' progress in learning English.	1,000	,728
3. contributing to student growth.	1,000	,684
4. the excitement from teaching English.	1,000	,651
5. using creative ways to teach English.	1,000	,541
6. the challenge of teaching English	1,000	,662
7. being competent in teaching English	1,000	,549
8. the satisfaction with my job	1,000	,576
9. having teaching skills to design activities.	1,000	,576
11. my commitment to teach	1,000	,647
12. my desire for professional development	1,000	,628
13. a regular salary opportunity	1,000	,754
14. holiday opportunity	1,000	,818
15. job security	1,000	,824
16. rewards and praise based on performance	1,000	,659
17. extra payment for extra class hours	1,000	,727
18. retirement benefits	1,000	,722
19. job prestige as an English language instructor	1,000	,611
20. payment and support for professional development activities (eg. Congress, projects, etc.)	1,000	,626
21. students' participation	1,000	,756
22. students' motivation and interest to learn English	1,000	,860
23. student's achievement	1,000	,816
24. students' obeying the class rules	1,000	,549
25. administrators who value our ideas and opinions	1,000	,763
26. administrators who give equal and reasonable work load	1,000	,818
27. administrators who provide participation in decision-making	1,000	,805
28. administrators who provide autonomy	1,000	,706
29. administrators who treat instructors equally	1,000	,788
30. colleagues who are enthusiastic about teaching English	1,000	,748
31. colleagues who show respectful behavior	1,000	,745
32. colleagues who support my creativity	1,000	,807
33. colleagues who support my autonomy	1,000	,811
34. colleagues who are willing to collaborate	1,000	,645
35. reasonable class size	1,000	,768
36. clean and orderly classrooms	1,000	,715
37. adequate resources to teach English	1,000	,781
38. physical conditions (heating, lightening, noise etc.)	1,000	,796
39. adequate facilities (library, canteen etc.)	1,000	,794

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13,576	35,726	35,726	13,576	35,726	35,726	4,252	11,191	11,191
2	3,374	8,879	44,605	3,374	8,879	44,605	3,996	10,515	21,706
3	2,935	7,724	52,330	2,935	7,724	52,330	3,781	9,950	31,656
4	2,144	5,643	57,973	2,144	5,643	57,973	3,605	9,486	41,142
5	1,707	4,491	62,464	1,707	4,491	62,464	3,485	9,171	50,313
6	1,227	3,230	65,694	1,227	3,230	65,694	2,890	7,606	57,919
7	1,098	2,889	68,583	1,098	2,889	68,583	2,878	7,574	65,492
8	1,022	2,690	71,273	1,022	2,690	71,273	2,197	5,781	71,273
9	,844	2,220	73,493						
10	,802	2,110	75,604						
11	,709	1,865	77,469						
12	,611	1,608	79,077						
13	,598	1,573	80,650						
14	,560	1,474	82,124						
15	,535	1,409	83,532						
16	,524	1,379	84,911						
17	,465	1,223	86,134						
18	,437	1,151	87,285						
19	,415	1,093	88,378						
20	,402	1,057	89,435						
21	,367	,965	90,400						
22	,347	,914	91,314						
23	,327	,861	92,175						
24	,302	,794	92,968						
25	,286	,753	93,722						
26	,268	,705	94,427						
27	,246	,647	95,074						
28	,239	,628	95,702						
29	,219	,575	96,278						
30	,217	,571	96,849						
31	,200	,526	97,375						
32	,189	,498	97,872						
33	,176	,464	98,336						
34	,157	,412	98,749						
35	,138	,364	99,112						
36	,124	,327	99,439						
37	,108	,284	99,723						
38	,105	,277	100,000						

Extraction Method: Principal Component Analysis.

APPENDIX C: ROTATED COMPONENT MATRIX

	Component							
	1	2	3	4	5	6	7	8
1. facilitating my students to learn English	,024	,105	-,118	,277	,260	,149	,663	,061
2. observing my students' progress in learning English.	,232	,149	-,027	,155	,186	,156	,750	,071
3. contributing to student growth.	,195	,043	,107	-,028	,173	,121	,778	-,004
4. the excitement from teaching English.	-,010	,189	,056	-,014	,733	,151	,250	,013
5. using creative ways to teach English.	-,034	,181	,070	-,014	,426	,218	,526	,054
6. the challenge of teaching English	,175	-,140	,267	,078	,719	,068	-,063	-,096
8. the satisfaction with my job	,201	,208	,051	,203	,602	,031	,243	,110
9. having teaching skills to design activities.	,161	,073	,269	,263	,530	-,072	,344	-,012
11. my commitment to teach	,034	,232	-,047	,006	,658	,188	,204	,300
12. my desire for professional development	,086	,158	,122	-,022	,731	,062	,147	,146
13. a regular salary opportunity	,161	-,068	,222	,023	,181	,198	,214	,747
14. holiday opportunity	,147	,034	,435	,178	,061	,022	-,018	,754
15. job security	,177	,149	,435	,274	,125	,064	-,083	,693
16. rewards and praise based on performance	,042	,124	,682	,223	,245	,185	-,033	,190
17. extra payment for extra class hours	,056	,088	,821	,029	,047	,163	,034	,096
18. retirement benefits	,138	,137	,764	,044	-,011	,116	-,009	,292
19. job prestige as an English language instructor	,040	,286	,658	,122	,194	-,030	,069	,188
20. payment and support for professional development activities (eg. Congress, projects, etc.)	,233	,077	,711	,193	,126	,056	,035	,044
21. students' participation	,208	,101	,140	,193	,181	,755	,143	,171
22. students' motivation and interest to learn English	,156	,176	,131	,261	,039	,823	,189	,057
23. student's achievement	,300	,177	,108	,242	,129	,752	,204	-,057
24. students' obeying the class rules	,317	,061	,195	,146	,220	,521	,119	,227

25. administrators who value our ideas and opinions	,239	,313	,227	,667	,063	,215	,175	,186
26. administrators who give equal and reasonable work load	,280	,225	,180	,749	,026	,231	,193	,045
27. administrators who provide participation in decision-making	,174	,254	,085	,768	,109	,175	,152	,229
28. administrators who provide autonomy	,115	,445	,255	,614	,120	,170	-,049	,068
29. administrators who treat instructors equally	,277	,339	,171	,686	,023	,310	,013	,006
30. colleagues who are enthusiastic about teaching English	,236	,740	,223	,194	,188	,135	,036	-,024
31. colleagues who show respectful behavior	,209	,755	,057	,236	,083	,178	,150	,107
32. colleagues who support my creativity	,163	,799	,182	,232	,197	,064	,122	-,040
33. colleagues who support my autonomy	,175	,822	,196	,205	,106	,049	,099	,008
34. colleagues who are willing to collaborate	,399	,574	,038	,266	,161	,144	,152	,116
35. reasonable class size	,769	,326	,052	,120	,034	,157	,085	,144
36. clean and orderly classrooms	,765	,210	,146	,064	,070	,171	,091	,135
37. adequate resources to teach English	,775	,156	,122	,124	,036	,277	,167	,147
38. physical conditions (heating, lightening, noise etc.)	,796	,134	,110	,222	,163	,216	,106	,037
39. adequate facilities (library, canteen etc.)	,796	,140	,145	,287	,191	,004	,072	,015

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Component Transformation Matrix

Component	1	2	3	4	5	6	7	8
1	,438	,421	,346	,333	,402	,284	,330	,220
2	-,056	-,045	-,539	,521	-,190	,581	,061	-,235
3	-,336	-,343	,531	,493	-,291	,061	-,120	,376
4	,541	-,659	-,086	-,194	-,165	,097	,369	,235
5	,625	,153	,030	,213	-,380	-,185	-,597	-,078
6	,035	,029	,315	,165	-,334	-,278	,503	-,656
7	-,078	,470	,021	-,360	-,656	,263	,206	,317
8	,035	-,154	,447	-,367	,064	,623	-,293	-,403

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

APPENDIX D: RESULTS FOR SKEWNESS AND KURTOSIS

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
ITM	221	-,860	,164	,133	,326
ITR	221	-,474	,164	-,419	,326
EJRF	221	-,702	,164	,121	,326
EJBF	221	-,425	,164	-,229	,326
ESRF	221	-1,326	,164	2,673	,326
EADR	221	-1,192	,164	1,549	,326
ECRF	221	-,453	,164	-,456	,326
EPHRF	221	-,815	,164	,029	,326
ENGAGEMENT	221	-,764	,164	,929	,326
ISTRATEGIES	221	-,828	,164	1,367	,326
MANAGEMENT	221	-,901	,164	1,502	,326
INTRINC	221	-,579	,164	,117	,326
EXTRINSIC	221	-,431	,164	,206	,326
EFFICACY	221	-1,043	,164	2,616	,326
Valid N (listwise)	221				

APPENDIX E: ITEMS IN TEACHER MOTIVATION SURVEY

I AM MOTIVATED BY.....	Strongly disagree	disagree	Not sure	Agree	Strongly agree
1. facilitating my students to learn English					
2. observing my students' progress in learning English.					
3. contributing to student growth.					
4. using creative ways to teach English					
5. the excitement from teaching English.					
6. the challenge of teaching English					
7. the satisfaction with my job					
8. my commitment to teach					
9. my desire for professional development					
10. a regular salary opportunity					
11. holiday opportunity					
12. job security					
13. rewards and praise based on performance					
14. extra payment for extra class hours					
15. retirement benefits					
16. job prestige as an English language instructor					
17. payment and support for professional development activities (eg. Conferences, projects etc)					
18. students' participation					
19. students' motivation and interest to learn English					
20. student's achievement					
21. Students' obeying the class rules					
22. administrators who value our ideas and opinions					
23. administrators who give equal and reasonable work load					
24. administrators who provide participation in decision-making					
25. administrators who provide autonomy					
26. administrators who treat us equally					
27. colleagues who are enthusiastic about teaching English"					
28. colleagues who show respectful behavior					
29. colleagues who support my creativity					
30. colleagues who support my autonomy					
31. colleagues who are willing to collaborate					
32. reasonable class size					
33. clean and orderly classrooms					
34. adequate resources to teach English					
35. physical conditions (heating, lightening, noise etc.)					
36. adequate facilities (library, canteen etc.)					

APPENDIX F: QUESTIONS USED IN THE SCALE

Demographical Questions:

1. Gender Female Male
2. Age a) 25-30 b) 31-35 c) 36-50 d) 51 and over
3. Years of Experience at the English language preparatory classes (Hazırlık sınıfları)
a) 1-5 years b) 6-10 years c) 11-15 years d) 16 years and over
4. Degree: a) Bachelor of Art b) Master of Art c) PHD (Doctor of Philosophy) d) other
5. Major a) English language teaching c) English linguistics b) English or American literature d) English translation and interpretation e) other

1. Teacher motivation survey: This survey concerns teacher motivation. Your answers will allow the researcher to identify your perception of what motivates you to teach English.

I AM MOTIVATED BY.....	Strongly disagree	disagree	Not sure	Agree	Strongly agree
1. facilitating my students to learn English					
2. observing my students' progress in learning English.					
3. contributing to student growth.					
4. using creative ways to teach English					
5. the excitement from teaching English.					
6. the challenge of teaching English					
7. the satisfaction with my job					
8. my commitment to teach					
9. my desire for professional development					
10. a regular salary opportunity					
11. holiday opportunity					
12. job security					
13. rewards and praise based on performance					
14. extra payment for extra class hours					
15. retirement benefits					
16. job prestige as an English language instructor					
17. payment and support for professional development activities (eg. Conferences, projects etc)					
18. students' participation					
19. students' motivation and interest to learn English					
20. student's achievement					
21. Students' obeying the class rules					
22. administrators who value our ideas and opinions					

23. administrators who give equal and reasonable work load					
24. administrators who provide participation in decision-making					
25. administrators who provide autonomy					
26. administrators who treat us equally					
27. colleagues who are enthusiastic about teaching English					
28. colleagues who show respectful behavior					
29. colleagues who support my creativity					
30. colleagues who support my autonomy					
31. colleagues who are willing to collaborate					
32. reasonable class size					
33. clean and orderly classrooms					
34. adequate resources to teach English					
35. physical conditions (heating, lightening, noise etc.)					
36. adequate facilities (library, canteen etc.)					

2 This survey concerns teacher self-efficacy beliefs; therefore Your answers will allow the researcher to identify your perception of self-efficacy

Teacher Beliefs		This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.								
<i>Directions:</i> Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.										
Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.		None at all	Very Little	Some Degree	Quite A Bit	A Great Deal				
1.	How much can you do to control disruptive behavior in the classroom?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
2.	How much can you do to motivate students who show low interest in school work?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
3.	How much can you do to calm a student who is disruptive or noisy?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
4.	How much can you do to help your students value learning?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
5.	To what extent can you craft good questions for your students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
6.	How much can you do to get children to follow classroom rules?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
7.	How much can you do to get students to believe they can do well in school work?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
8.	How well can you establish a classroom management system with each group of students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
9.	To what extent can you use a variety of assessment strategies?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
10.	To what extent can you provide an alternative explanation or example when students are confused?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
11.	How much can you assist families in helping their children do well in school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
12.	How well can you implement alternative teaching strategies in your classroom?	①	②	③	④	⑤	⑥	⑦	⑧	⑨

APPENDIX G: HUMAN SUBJECTS ETHICS COMMITTEE APPROVALS

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DÜZLUĞİNAR BULVARI 06500
ÇANKAYA ANKARA/TURKEY
T: +90 312 213 22 00
F: +90 312 213 29 59
WWW.ODTU.EDU.TR

Sayı: 28870816 / 533

07 HAZİRAN 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd. Doç. Dr. Müge GÖNDÜZ;

Danışmanlığını yaptığınız doktora öğrencisi Çağla TAŞÇI'nın "*EFL teacher motivation, and the relationship between teacher motivation and efficacy beliefs at tertiary level*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-EGT-113 protokol numarası ile 07.06.2017 – 30.09.2017 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.


Prof. Dr. Ş. Halil TURAN
Başkan V


Prof. Dr. Ayhan SOL
Üye


Prof. Dr. Ayhan GÖRBUZ DEMİR
Üye


Doç. Dr. Yusuf KONDAKCI
Üye


Doç. Dr. Zana ÇITAK
Üye

BULUNAMADI
Yrd. Doç. Dr. Pınar KAYGAN
Üye


Yrd. Doç. Dr. Emre SELÇUK
Üye

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA / TURKEY
SAYI: 20020015
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

07 KASIM 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd.Doç.Dr. Müge GÜNDÜZ ;

Danışmanlığımı yaptığınız doktora öğrencisi Çağla TAŞÇI'nın "EFL teacher motivation, and the relationship between teacher motivation and efficacy beliefs at tertiary level" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-EGT-173 protokol numarası ile 01.12.2017 – 30.12.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.


Prof. Dr. Ş. Halil TURAN
Başkan V


Prof. Dr. Ayhan SOL
Üye


Prof. Dr. Ayhan Gürbüz DEMİR
Üye


Doç. Dr. Yaşar KONDAKÇI
Üye


Doç. Dr. Zana ÇITAK
Üye


Yrd. Doç. Dr. Pınar KAYGAN
Üye


Yrd. Doç. Dr. Emre SELÇUK
Üye

APPENDIX H: CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Çağla Taşçı
Nationality: Turkish (TC)
Date and Place of Birth: 10 June 1980, Denizli
Marital Status: Single
Phone: 0505 492 99 14
email: cagla.tasci@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
PhD	METU English language teaching Department	2011-2019
MA	Bilkent University Teaching English as a Foreign Language Department	2006-2007
BA	Hacettepe University English Language Translation and Interpretation Department	1998-2002

WORK EXPERIENCE

Year	Place	Enrollment
2002-present	Pamukkale University	Instructor
2009-2010	Binghamton University (the USA)	Foreign Language Teaching Assistant
2002-2005	Pamukkale University Continuous Education Centre	Instructor

FOREIGN LANGUAGES

Advanced English, pre-intermediate German

PUBLICATIONS

Taşçı, Ç. 2011 “Turkish students’ perceptions on the curriculum for interactive and technology enhanced English as a foreign language” *Journal of Social Sciences Enstitute of Pamukkale University*, 8

Taşçı, Ç. 2007 “From Vygotsky’s Zone of Proximal Development (ZPD) to problem-based learning (PBL) and second language acquisition”. *Akademikdizayn*, (2) Pamukkale University

Taşçı, Ç. 2007 “*An analysis of medical students’ English language needs*” published master thesis. By LAMBERT Academic Publishing, 2011.

Conferences attended as a speaker:

Presented “Issues in Vocabulary Acquisition; Academic and Technical Vocabulary in Medical English” 15th International Conference on Social Sciences Leuven, Belgium 13-14 July, 2018.

Presented “Motivation of EFL Teachers: Theory of Motivation, and Intrinsic and Extrinsic Motivation factors” IMCOFE, Barcelona 27-29 April 2017.

Presented “Case studies: Online Peer Feedback for Intercultural Understanding” at Eskisehir SIELT Conference 8 April 2011

Presented “Students’ Perceptions of an interactive EFL curriculum” at TESOL Graduate Student Forum in Boston 24 March 2010

Presented “Assessing vocabulary and alternative ways of vocabulary assessment” at TESOL GREECE Convention in Athens in 15 March 2009

Presented “Ongoing needs analysis in an EMP Context” at EGYPTESOL Convention in Cairo in 22 November 2008

Presented “ESP Needs Analysis in an EFL Context” at 7th TESOL Graduate Student Forum in Seattle in 2007

HOBBIES

Tennis, Scuba, Fitness (Pamukkale University Sports Centre)

APPENDIX I: TURKISH SUMMARY / TÜRKÇE ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN EĞİTMENLERİN MOTİVASYONU VE ÖZ-YETERLİK İNANÇLARI ARASINDAKİ İLİŞKİNİN ÇOK DEĞİŞKENLİ İNCELEMESİ

1. GİRİŞ

Birçok araştırmacı motivasyon, sonuçları ve nedenleri konusunda ilgilenmişlerdir. “Motivasyon insanların neden bir şey yapmaya karar verdiklerini, ne kadar çok bunu sürdüreceklerini ve ne kadar çok sürdürmekte istekli olacaklarını açıklar.” (Dörnyei, 2001, sf. 7). Bu tanımlardan da anlaşıldığı gibi, yeni bir aktiviteye için başlangıçtaki istek kadar, buna verilen emek ve bunun sürdürülmesi de önemlidir. Motivasyon üretime dair bir güdü ise, özellikle diğer insanları çalışmaya kanalize etme rolünü içeren yönetici, öğretmen, dini lider, spor eğitmeni, sağlık çalışanı ve aile rollerinde bilhassa önemlidir (Ryan & Deci, 2000).

Birçok çalışma, daha çok öğrenci motivasyonuna odaklanmıştır ve öğretmen motivasyonu konusu eğitim psikolojisi ve ikinci dil edinimi literatüründe çok az dikkat çekmiştir (Dörnyei & Ushioda 2011; Mifsud, 2011). Öğretmen motivasyonuna büyüyen bir ilgi vardır (Bradley, 2010; Christopher, 2010; de Jesus & Lens 2005; Dörnyei & Ushioda 2011; Fernet et al, 2008; Ma, 2012; Roness, 2012). Öğretmen motivasyonu araştırması psikoloji teoristleri ve araştırmacıları öğretmenlerin güdülerine yönelik soruları araştırmaya başlamalarıyla son yıllarda artış göstermiştir (Richardson, vd. 2014).

Öğretmen motivasyonuna yöneltilen ilginin sebebi öğretmen motivasyonunun eğitim kalitesi üzerindeki etkisinin kabul edilmesidir. Öğretim, müfredatın önemli öğelerinden biri olduğu için öğretmenlerin motivasyonları ve öğretmenin arkasındaki motivasyon süreçleri incelenmelidir. Csikszentmihalyi'nin (1997)

belirttiği gibi sadece motive olmuş öğretmenler öğrencilerin motivasyonunu arttırabilir. Benzer şekilde, Haberman (2004) sadece içsel motivasyonu olan öğretmenler öğrencilerine öğrenmenin gerçek zevkini aşılayabildiklerine inanmaktadır. Eğitim, hayatın her aşamasında meydana gelen davranış değişikliği ve gelişimi sürecidir ve öğretmenler bunun gerçekleşmesi için aktif rol oynamaktadırlar. Yüksek eğitim sadece bilişsel bilgi transferi ile değil paydaşların da motivasyonu ile başarılı ya da başarısız olur (Csikszentmihalyi, 1997). VSO 2002 raporuna göre eğitimin etkinliğini sağlamada öğretmenlerinin rolünün önemi tanınmalı, anlaşılmalı ve göz önünde bulundurulmalıdır. Güdülenmiş olan öğretmenler daha çok çalışmaya, profesyonel becerilerini geliştirmeye ve meslektaşları ve öğrencileri ile daha uyumlu ilişkiler kurmaya yatkındır ki bu da bir kurumun refahını arttırmaktadır. Bu yüzden motivasyonun altında yatan sebepleri araştırmak gereklidir.

Öğrencilerde istenen davranışı oluşturmak öğretmenlerin motivasyon düzeyleri ile doğrudan ilişkilidir. İngilizce'nin uluslararası dil olarak önemi nedeniyle de İngilizce öğretmenlerinin daha büyük bir sorumluluğu vardır ve öğrencilerin başarısı için daha çok gayret göstermeleri ve diğer öğretmenlerden daha yüksek motivasyona sahip olmaları gerekmektedir (Dweik & Awajan, 2013). Öğretmen motivasyonu eğitimin kalitesini çeşitli düzeylerde etkilemektedir (Christopher, 2012; Hildebrant & Eom, 2011; Ofeugbu, 2004; Sharabyan, 2011).

Gardner (2007) ikinci dili çalışmanın başka bir kültürün öğelerini içermesi açısından diğer derslerden farklıdır. Bernaus, vd. (2009) öğretmen motivasyonu öğretmenlerin motive edici stratejileri uygulamaları ile beraberinde öğrenci motivasyonu ve İngilizce başarısı arasındaki ilişkiyi ortaya koymuştur. Bu yüzden "eğitim sisteminde öğretmen motivasyonu yükselten herhangi bir değişim öğrencilerin eğitim seviyelerinde artan düzeylerle sonuçlanır" (Bernaus vd. 2009, sf. 34). Dörnyei (2001) de öğretmenlerin heves ve bağlılık düzeyinin ikinci dil edinimi sürecinde öğrencilerin motivasyonunu etkileyen en önemli faktörlerden biri olduğunu iddia etmektedir. Öğretmen motivasyonunun doğrudan öğrenci motivasyonunu etkilediğini doğrulayan büyüyen bir literatür vardır (Bernaus vd., 2009; Carbonneau, vd., 2008; de Jesus & Lens, 2005; Pennington, 1991, 1995;

Dörnyei, 2003; Roth, Assor, Kanat-Maymon & Kaplan 2007). Motivasyonun eğitim ortamında etkileşimli doğası da belirlenmiştir. “Öğretmenlerin öğrencilerin motivasyonunu etkilediği gibi öğrenciler de öğretmenlerin motivasyonunu ve yetkinlik duygusunu etkilemektedir. (Butler, 2014, sf. 29). Öğretmen motivasyonu öğrenci motivasyonu ve başarısından etkilenmektedir (Atkinson, 2010; Dinham & Scott, 1997; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; Zembylas & Papanastasiou, 2004).

Motivasyonu araştırmacılar çeşitli teorilerle ve onu etkileyen süreçlerle açıklamışlardır. Bazıları beklenti-değer teorisi (Watt and Richardson, 2008), öz yeterlik (Ashton, 1985, Bandura 1991), öz belirleyicilik teorisi (Deci & Ryan, 1985; Roth, Assor, Kanat-Maymon, & Kaplan., 2007; Deci et al. 1997; Pelletier et al., 2002; Ryan & Recı, 2003), başarı hedef yaklaşımı ile (Butler, 2007; Butler 2014; Malmberg, 2008; Mansfield & Beltman, 2014) ve bağlılık kavramını ortaya koyan hedef belirleme (Locke, & Latham, 1990) ile açıklamışlardır. Öğretmen motivasyonu açıklamaya yönelik olan bütün bu teorik yaklaşımlar olgunun karmaşıklığını ve öğretmenlerin motivasyon oryantasyonlarının çok yönlülüğünü ortaya koymaktadır. Örneğin, Watt ve Richardson öğretmen olma motivasyon oryantasyonlarını analiz etmek için değer-beklenti teorisini ortaya koymuştur. Eccles'in (1998) beklenti ile ilişkili ve iş değeri inançlarına dayandırmışlardır. İşin değeri inançları insanların bir iş için başarı beklentileri ve gerçekleştirilecek olan işe atfettikleri anlamındadır. Diğer taraftan öz belirlemeye göre hareket eden insanlar daha içsel motivasyonlu olmaya ve daha öz belirleyici olmaya dönük fırsatları aradıkları için öz belirleme kuramı öğretmenlerin otonom motivasyonlarının temeli olarak kabul edilmiştir. İçsel olarak insanlar gelişmek ve daha yetkin insanlar olmak için zorlanmak isterler. Deci ve Ryan (1985) tarafından öğretmen motivasyonunu açıklamada önemli olan içsel insani davranışını açıklamak için Otonomi (örneğin kişinin davranışının temeli için kendini deneyimlemesi), bağlılık (örneğin diğer bireylerle yakın ve bağlı olma hissi) ve yetkinlik (örneğin yeterli ve başarılı hissetme durumu) kavramları ortaya konulmuştur. Öğretmenlerin otonom motivasyonları kendileri ve öğrencileri için baskılayıcı olan kontrollü motivasyonlarının tersine olumlu psikolojik sonuçlar getirmektedir. Öğretmenlerin otonom motivasyonlarının tükenmişliği azalttığı ve öğretmenlerde başarı duygusu

onotomiyi destekleyici öğretim davranışları ve öğrencilerin kendi öğrenme motivasyonunu ile pozitif ilişkidir (Roth, 2014). Hedef koyma teorisi ise performansın hedef koymaktan etkilendiğini vurgular; bağlılık yeterli düzeyde olduğu sürece hedef ne kadar belirli ve zorlayıcı ise performans da o kadar yüksek olacaktır. Hedefin önemli ve başarılabilir olduğu inancı hedefe bağlılıkta gereklidir ve tanınma, ödüller ve hedef koymaya katılımı artırır. Dönüt ise hedefe yönelik ilerleme için önemli olmaktadır (Knowles, 2007).

Araştırmalar üç motivasyon teorisi üzerine yoğunlaşmıştır; beklenti değer teorisi, amaç teorisi ve öz belirleme teorisi ön plandadır (Dörnyei, 1998; Richardson, Karabenick & Watt, 2014). Diğer çalışmalar benlik teorisi (Kumazawa, 2013; White & Ding 2009; Ribas, 2012), motivasyon (Doyle & Kim, 1999; Erkaya, 2013; Gheralis-Roussos, 2003; Kassabgy, Boraie, & Schmidt, 2001; Pennington, 1991, 1995) iş tatmini ve motivasyon faktörleri (Alexander, 2008; Roness, 2010; Wang, 2005) iş tatmini, motivasyon ve stress (Karavas, 2009) demotive edici ve motive edici faktörler (Aydın, 2012; Fattash, 2013; Johnson, 2000; Shoaib, 2004; Tsutsumi, 2013; Tziava, 2003), iş yaşamı kalitesi ve motivasyon (Baleghizadeh & Gordani, 2012), motivasyon ve öğrenciler (Mifsud, 2011; Sakui & Cowie, 2011), motivasyon ve öğretmen geliştirme (Claudia, 2015) üzerinedir. Ayrıca öğretmenliğin kalitesini geliştirme reformları, profesyonellik, öğretmenlik mesleğine ve statüsüne yönelik algı ve bunun öğretme motivasyonlarını nasıl etkilediği üzerine büyüyen bir ilgi vardır (Taub, 2015).

Öğretmen motivasyonu üzerine geniş bir literatürün ve ana iç ve dış motivasyon teorileri yüksek düzeyde içsel motivasyonun, öz belirleme, öz yeterlik, sosyal ilişkiler ve destek ve başarı hedefleri düşük tükenmişlik ve yüksek iç tatmin ve başarıma hissi ile ilişkili olduğunu ortaya çıkarmıştır. Öğretmenlerin motivasyonu çok yönlü bir yapıdır ve farklı teoriler ve faktörler ışığında ancak araştırılabilmektedir. Araştırmalar motivasyonun bazı yönlerini inceleyebilmişler ya da bazı boyutlarını daha çok faktörün etkilerini görebilmek adına açıklamaya teşebbüs etmişlerdir. Öğretmen motivasyonunu araştırmak ve ona dair daha çok bilgi sahibi olmak öğretmenlerin motivasyonunu sağlamaya ve öğrencilerin öğrenmesi araştırmaya yönelik uygulamalara imkan sağlayabilmektedir.

1.1 İçsel Motivasyon

İçsel motivasyon bir eylemi yapmaktan keyif alarak, tatmin olarak yapmak ve dışsal bir faktör gözetmeksizin eylemin kendisini sevmektir. Eyleme katılmak başlı başına bir ödüldür ve dıştan bir ödül veya dış koşullara bağlanmaz. (Schunk, Meece & Pintrich, 2014).

İçsel motivasyona sahip olmak bir eylemi dıştan bir zorlama olmaksızın gönüllülük esasına göre yapmak demektir. İçsel motivasyon merak, yaratıcılık, mücadele duygusu ve kontrol duyguları ile artar (Vockell, 1995). Öğretmelik mesleğinde ise içsel motivasyona sahip olmak öğretme coşkusuna sahip olup aynı zamanda bundan tatmin olmak demektir. İçsel motivasyon da öğrencinin gelişimine katkıda bulunmaktan alınan başarı ve tatmin duygusu ödülün kendisidir (Mowday & Nam, 1997).

1.2 Dışsal Motivasyon

İçsel ödüllerin yanı sıra dışsal ödüller de eğitimcilerin motivasyonunu etkilemektedir.. Deci, Kasser ve Ryan (1997) dışsal motivasyon gerek kişiler arası ilişkiler sonucu (örneğin övgü, para ödemesi ve farklı ya da ilginç bir eylemi yapma fırsatının olması) ya da kişinin kendisi tarafından (örneğin kişinin kendi kendini övmesi ve kendine hediyeler alması) sağlanabilir.

Eğitimde de dışsal motivasyon eğitimcileri iyi bir öğretmen olmaları için ve üniversitelerde gerek öğretim ve yayın yapma açısından performans ve teşvik ödemeleri ile sağlanmaktadır. Mowday ve Nam (1997) en belirgin dışsal ödüllerin maaş artışları ve teşvik ödenekleri olduğunu belirtmiştir.

1.3 Öz-yeterlik İnançları

Literatür taraması öğretmen motivasyonunun oldukça karmaşık ve dinamik bir dizi faktörden etkilendiğini ortaya koymaktadır ve öz-yeterlik inancı önemli bir etmendir. Ayrıca öğretmenliğin bilişsel yönü de ele alındığında düşük öz yeterlik

inancı düşük içsel motivasyona neden olur ve profesyonel aktivitelerin amaç değerini düşürür (de Jesus & Lens, 2005). Bu nedenle öz-yeterlik inançları yabancı dil eğitmenlerinin motivasyonu ile ilişkili görülüp ikinci bir araştırma konusu olarak görülmüştür.

Bir öğretmenin özyeterlik inancı “öğrencinin derse katılmasını ve öğrenmesini sağlaması amaçlarını gerçekleştirmeye yönelik yargısıdır” (Tschannen-Moran & Woolfolk Hoy, 2001, p. 783). Özyeterlik inancı öğretmenin performansını, bağlılığını, öğretim coşkusu, iş tatminini ve öğrencilerin başarısını etkilemektedir (Tschannen-Moran & Woolfolk Hoy, 2001). Tschannen-Moran, Woolfolk Hoy ve Hoy (1998) öz-yeterliğin öğretmenlerin motivasyonunun devamlılığını belirleyerek güçlükler karşısında yılmadan öğretmeye devam etmelerini sağladığını gözlemlemiştir.

1.4 Çalışmanın Önemi ve Araştırma Soruları

Bu çalışmanın ana amacı İngilizce’yi yabancı dil olarak öğreten öğretmenlerin öz yeterlik ve motivasyon inançları arasındaki ilişkiyi araştırmaktır. Öz yeterlik ders anlatım stratejileri, sınıf yönetimi ve öğrencinin derse katılımını sağlama (Tschannen-Moran & Woolfolk Hoy, 2001) olarak üç alt başlıkta incelenmiştir. Motivasyonla ilgili literatüre içsel ve dışsal faktörlere odaklanmıştır ve dışsal faktörler de işle ilgili finansal konular ve meslektaşlar, yönetim, öğrenciler ve okulun fiziksel koşulları gibi okul iklimine bağlı faktörler olarak düşünülmektedir.

Öğrencilerin motivasyonu dünyada yaygın bir şekilde araştırılmış ve tartışılmışken öğretmen motivasyonu üzerine araştırma azdır. Bu çalışma için öğretmen motivasyonunu araştıran büyüyen bir literatür öz yeterlik, değer beklenti ve öz belirleme teorisi de göz önüne alınarak bir araya getirilmiştir. Mevcut çalışmanın amacı, öğretmen motivasyonunu etkileyen mevcut teoriler ışığında öğretmen motivasyonunu etkileyen değişkenleri araştırmaktır. Özellikle araştırılmayan boyut içsel ve dışsal motivasyon inançları ile öz yeterlik arasındaki inançlarıdır.

Bu çalışma Türkiye'deki yüksek öğretim düzeyindeki hazırlık sınıflarında çalışan yabancı dil olarak İngilizce öğretmenleri için bu faktörler arasındaki ilişkileri ortaya çıkaracaktır. Bu çalışmanın sonuçları Türkiye'deki yabancı diller yüksek okullarındaki yabancı dil olarak İngilizce öğretmenleri, yöneticiler, müfredat geliştirme ve öğretmen yetiştirme birimleri ve dünya çapındaki İngilizce'nin yabancı dil olarak öğretildiği kurumlar için önemli olabilir. Ana ve alt araştırma soruları şöyledir:

1. Yüksek öğretim düzeyinde İngilizce'yi yabancı dil olarak öğreten öğretmenlerin motivasyon inancı düzeyi nedir?

1.1. Yaş, cinsiyet, deneyim yılı, ve öğrenim derecesi öğretmenlerin motivasyon inançlarını ne derece etkilemektedir?

1.2. İçsel motivasyon inançları dışsal motivasyon inançları ile ilişkili midir?

2. Yüksek öğretim düzeyinde İngilizce'yi yabancı dil olarak öğreten öğretmenlerin öz-yeterlik inancı düzeyi nedir?

2.1 Yaş, cinsiyet, deneyim yılı, ve öğrenim derecesi öğretmenlerin öz-yeterlik inançlarını ne derece etkilemektedir?

3. Yüksek öğretim düzeyinde İngilizce'yi yabancı dil olarak öğreten öğretmenlerin öz-yeterlik inançları ile motivasyon inançları (alt kategorileri ile birlikte) arasındaki ilişki nedir?

3.1 İngilizce'yi yabancı dil olarak öğreten öğretmenlerin öz-yeterlik inançları ile içsel motivasyon inançları (alt kategorileri ile birlikte) arasındaki ilişki nedir?

3.2 İngilizce'yi yabancı dil olarak öğreten öğretmenlerin öz-yeterlik inançları ile dışsal motivasyon inançları (alt kategorileri ile birlikte) arasındaki ilişki nedir?

2. YÖNTEM

2.1 Araştırma Deseni

Araştırma nicel araştırma yöntemine göre yapılmıştır. Araştırmanın amacı için Öğretmen Özyeterlik Ölçeği (Tachannen-Moran & Woolfok Hoy, 2001) ve araştırmacı tarafından geliştirilen motivasyon ölçeği kullanılmıştır. Motivasyon

ölçeği için tanımlayıcı ve doğrulayıcı faktör analizleri yapılmış ve Öğretmen Özyeterlik Ölçeği için sadece doğrulayıcı faktör analizi yapılmıştır. Ölçeklerin son hali ile yapılan araştırmada analiz için önce içsel ve dışsal ve öz-yeterlik düzeyleri belirlenmiş daha sonra da bunlar arasındaki ilişkiler istatistiksel olarak açıklanmıştır. Ölçeklerin alt kategorileri arasındaki ilişkiler için istatistik olarak korelasyon ve hiyerarşik regresyon analizleri yapılmıştır.

2.2 Araştırma Evreni ve Katılımcılar

Araştırmanın örneklemini olarak yüksek öğretimde görev yapan İngilizce dilini yabancı dil olarak öğreten öğretmenler seçilmiştir. Özellikle farklı üniversitelerin yabancı diller yüksek okullarında İngilizce'yi yabancı dil olarak öğreten öğretmenler (220 öğretmen) örneklem olarak alınmıştır (Hacettepe Üniversitesi, Atılım Üniversitesi, Çankaya Üniversitesi, Anadolu Üniversitesi, Niğde Üniversitesi, Erciyes Üniversitesi, Katip Çelebi Üniversitesi). Yabancı diller yüksek okulları dışında derse giren hocalardan veri toplanmamasına dikkat edilmiştir. Pilot çalışmadan sonraki çalışmada örneklem olarak Ankara'daki üniversitelerde (ODTÜ, Gazi, Ankara, Bilkent, Yıldırım Beyazıt, TED, Başkent, Ankara Sosyal Bilimler Üniversitesi, ve Türk Hava Kurumu Üniversitesi) görev yapan öğretmenlerden veri toplanmıştır (224 öğretmen).

2.3 Veri Toplama Araçları

Motivasyon ölçeğinin oluşturulması için literatür taraması sonucunda ortaya çıkan ana temalar ve Bexley (2005), Brown (2007), Mifsud (2011), Ribas (2012), Bernaus, Wilson ve Garner (2009) ve Sözen (2015) tarafından kullanılan ölçek ve anketlerdeki maddelerden yararlanılmıştır. Maddeler farklı öğretmenler ve tez komitesi tarafından tekrar gözden geçirilip gerekli düzenlemeler yapıldıktan sonra pilot çalışma ve istatistikî olarak tanımlayıcı ve doğrulayıcı faktör analizleri ile tekrar düzenlenmiştir. Sonuç olarak kalan 36 madde İngilizce dilinde kullanılmıştır.

Kullanılan ikinci ölçek Taschannen Moran and Wolholk Hoy (2001) tarafından geliştirilen Öğretmen Öz-yeterlik Ölçeğidir. Bu ölçeğin 12 maddelik kısa formu gerekli adaptasyonlar yapılarak doğrulayıcı faktör analizi yapıldıktan sonra çıkan orijinaline uygun sınıf yönetimi, ders anlatma stratejileri ve öğrencilerin derse katılımını sağlama alt testleri ile 11 madde olarak İngilizce dilinde kullanılmıştır.

2.4 Veri Analizi

Veri analizi için SPSS'in 22. versiyonu kullanılmıştır. Doğrulayıcı faktör analizi için Lisrel ve AMOS kullanılmıştır. Değişkenlerin sırasını önem sırasına göre belirlemek için Hierarşik regresyon kullanılmıştır (Larson-Hall, 2010). Demografik faktörlerin ve öz-yeterlik alt kategorilerinin motivasyon faktörlerine olan inkremental etkisini ölçmek için üç hiyerarşik regresyon analizi uygulanmıştır. İlk olarak, katılımcıların öz-yeterlik verileri ikinci olarak katılımcıların içsel motivasyon verileri ve üçüncü olarak dışsal motivasyon verileri yordanmıştır. Son olarak tek yönlü ANOVA demografik faktörlerin öz yeterlik ve motivasyon üzerinde etkisini incelemek ve değişkenlerin her bir yapı üzerinde birbirinden farklı olarak etkileyip etkilemediklerini incelemek için kullanılmıştır.

3. BULGULAR

3.1 EFL (Yabancı Dil Olarak İngilizce) Eğitimcilerinin Motivasyonuna İlişkin İnançları ile İlgili Bulgular

Öğretmen motivasyonu ile ilgili kaynaklara ve açımlayıcı ve doğrulayıcı analize dayalı olarak, skalanın ana alt kategorileri içsel ve dışsal motivasyon kategorileri olarak belirlenmiştir. Veriler aynı zamanda içsel motivasyon için, *öğretimle ilgili ve öğretmenlerin duygularıyla ilgili* kategoriler şeklinde iki alt kategorinin olduğunu göstermektedir. Dışsal motivasyon, *işle ilgili dışsal finansal, beklenen faydalarla ilgili, öğrencilerle ilgili, idari konularla ilgili, meslektaşların gösterdiği destekle ilgili ve okulların fiziki şartlarıyla ilgili* motivasyona ilişkin etkenler olarak 6 kategoriye ayrılmıştır. Sonuçlar genel olarak katılımcıların yüksek düzeyde içsel ve dışsal motivasyonla İngilizce öğretmek için yüksek düzeyde motivasyona sahip

olduğunu göstermiştir. Alt kategorilerin daha derin bir şekilde analiz edilmesi, analizin ortalama skorlarının, öğretimle ilgili ve öğretmenlerin duygularıyla ilgili içsel motivasyona ilişkin etkenlerin oldukça yüksek olduğunu gösterdiğini ortaya koymuştur. Dışsal motivasyona ilişkin etkenlerle ilgili olarak, idari konularla ilgili etkenler bu kategoride en yüksek skora sahip etkenlerdir ve diğer kategori skorları sırasıyla öğrencilerle ilgili, okulların fiziki şartlarıyla ilgili, meslektaşların gösterdiği destekle ilgili etkenler şeklinde olmuştur. Bunlardan sonra, dışsal işle ilgili ve beklenen faydalarla ilgili etkenler olarak finansal etkenler gelmektedir. Beklenen fayda etkenleri skaladaki bütün alt kategoriler arasında en az motive eden etkenlerdir. Genel olarak, sonuçlar, yüksek motivasyonun ve özellikle içsel motivasyonun öğretmenler için daha önemli olduğunu göstermiştir. Öğretimle ilgili etkenler İngilizce'yi yabancı dil olarak öğreten öğretmenlerin motivasyonunun diğer bütün etkenleri arasında en yüksek olanlardır. Dışsal şartlar arasında, öğretmenler, idarecileri, meslektaşları ve öğrencileri tarafından yüksek oranda motive edilirler ve bu da Öz Belirleme Teorisi ile uyumludur. İşe dahil olma durumu insanların içsel motivasyonu için bir şart olarak görünmektedir ve burada da katılımcılar birlikte çalıştıkları insanlar tarafından motive edildiklerini belirtmişlerdir.

Demografik etkenler açısından, sonuçlar erkeklerin ve kadınların içsel, dışsal ve toplam motivasyon skorları arasında hiçbir önemli farkın olmadığını göstermiştir. Benzer bir şekilde, katılımcıların bitirdikleri bölümler veya eğitim seviyeleri önemli bir farklılık göstermemektedir. Diğer taraftan, katılımcıların yaşı ve öğretim tecrübelerinin süresinin dışsal motivasyon ve toplam motivasyon skorları ile önemli bir ilişkisi vardır fakat içsel motivasyon skorları ile önemli bir ilişkisi yoktur. 36 ile 50 yaş arasında olan katılımcıların, 25 ile 30 yaş arasındaki katılımcılardan önemli oranda daha yüksek dışsal motivasyon ve toplam motivasyon skorları vardır. Tecrübe ile ilgili olarak, 16 yıl ve daha fazla tecrübesi olan katılımcıların, 10 yıl ve daha az tecrübesi olan katılımcılardan önemli ölçüde daha yüksek dışsal motivasyon ve toplam motivasyon skorları vardır. Bu çalışma, üçüncü düzeyde çalışan tecrübeli Türk EFL öğretmenlerinin 10 yıldan daha az tecrübesi olan ve mesleğe yeni başlayan öğretmenlerden dışsal olarak daha fazla motive olduklarını göstermektedir.

3.2 Dışsal ve İçsel Motivasyon Arasındaki İlişki ile İlgili Bulgular

Sonuçlar, içsel ve dışsal motivasyonel etkenler arasında önemli fakat düşük seviyede bir korelasyon olduğunu göstermiştir. İçsel ve dışsal alt kategoriler arasındaki ilişki, toplam içsel motivasyon skoru ve dışsal alt kategoriler arasında düşük fakat önemli bir korelasyonu göstermektedir (Dışsal işle ilgili finansal etkenler, işin faydaları ile ilgili, öğrencilerle ilgili etkenler, meslektaşlarla ilgili etkenler, idarecilerle ilgili etkenler). Ortamla ilgili etkenler kategorisi haricinde, öğrencilerle ilgili ve meslektaşlarla ilgili etkenlerle olan ilişkisi diğer bütün dışsal alt kategoriler arasında en yüksek olandır.

Kendi içinde dışsal etkenler arasındaki ilişki, bütün dışsal kategorilerin bir dereceye kadar dışsal motivasyonla korelasyonunun olduğunu ortaya koymuştur fakat idari konularla ilgili motivasyon yüksek oranda genel dışsal motivasyon ile önemli düzeyde korelasyon içindedir. İdari konuların motivasyon kategorisinin okulların fiziki şartları ile ilgili kategori ile yüksek oranda korelasyon içinde olduğunu da belirtmek gerekir. Katılımcılar bunların her ikisini de betimsel istatistiklerde yüksek olarak derecelendirmişlerdir ve bunlar da önemli düzeyde korelasyon içindedirler.

3.3 İngilizce Öğretmenlerinin Öz Yeterlik İnançları İle İlgili Bulgular

Sonuçlar, genel olarak yüksek oranda öz yeterlik inançlarını göstermektedir. Öz yeterliğin orijinal alt kategorileri öğrencilerin derse katılımları, sınıf yönetimi ve öğretimle ilgili stratejilerdir. Sonuçlar, katılımcıların sırasıyla orta seviyeden yüksek seviyeye kadar *öğrenci katılımı, sınıf yönetimi ve öğretimle ilgili stratejilerle alakalı öz yeterlik inançlarına* sahip olduklarını göstermiştir. Çünkü çalışma, Ankara ilindeki üniversitelerin hazırlık sınıflarında çalışan EFL öğretmenlerinin kendilerini öğrencilerin derse katılımları ile ilgili olarak en az yeterli ve öğretim stratejilerinde de en fazla yeterli hissettiklerini göstermiştir.

Demografik değişkenlere bakıldığında, sonuçlar kadın katılımcıların iki alt testte (öğrencilerin derse katılımları ve sınıf yönetimi) ve toplam öz yeterlik skorlarında erkek katılımcılardan önemli ölçüde daha yüksek yeterlik seviyelerinin olduğunu

göstermiştir. Bununla beraber, öz yeterlik skorları ile ilgili olarak öğretimle ilgili stratejilerinde önemli ölçüde farklılık göstermemektedirler. Katılımcıların yaşının sınıf yönetimi ile önemli bir ilişkisi vardır fakat katılımcıların yaşının öğrencilerin derse katılımı, öğretimle ilgili stratejiler ve öğretimle ilgili toplam öz yeterlik skorları ile önemli bir ilişkisi olmamıştır. Sonuçlar 31 ile 35 ve 36 ile 50 yaş arasındaki katılımcıların, 25 ile 30 yaş arasındaki katılımcılardan önemli ölçüde daha yüksek sınıf yönetimi ile ilgili öz yeterlik skorlarının olduğunu göstermiştir. Katılımcıların öğretim tecrübelerinin süresi sonuçları etkileyen bir diğer önemli değişkendir, bu sayının sınıf yönetimi ile ilgili ve toplam öz yeterlik skorları ile önemli bir ilişkisinin olduğu bulunmuştur. Bununla beraber, bu sayının öğrencilerin katılımı ve öğretimle ilgili stratejilerle alakalı öz yeterlik skorları ile önemli bir ilişkisi olmamıştır. Sonuçlar aynı zamanda 6 yıl veya daha fazla tecrübesi olan katılımcıların 6 yıl veya daha az tecrübesi olan katılımcılardan önemli ölçüde daha yüksek seviyede sınıf yönetimi ile ilgili öz yeterlik skorlarının olduğunu göstermektedir. İlâveten, 16 yıl veya daha fazla ve 6 ile 10 yıl arasında tecrübesi olan katılımcıların 1 ile 5 yıl arasında tecrübesi olan katılımcılardan daha yüksek seviyede öğretimle ilgili toplam öz yeterlik skorları vardır.

3.4 EFL Öğretmenlerinin Öz Yeterliği ve Motivasyonu Arasındaki İlişkiyle İlgili Bulgular

Bulgular genel motivasyon ile öz yeterlik ve onların değişkenleri arasında önemli bir ilişkinin olduğunu göstermektedir. Tecrübe süresi ve öğretimle ilgili stratejilerin toplam motivasyon ile önemli ölçüde ilişkili olduğu bulunmuştur. Motivasyonun alt kategorileri incelendiğinde, içsel motivasyonun öğrencilerin katılımı ve öğretimle ilgili stratejiler tarafından öngörüldüğü bulunmuştur. Dışsal motivasyon önemli ölçüde öğretimle ilgili stratejilerle ve tecrübe süresi ile ilişkilidir. Üniversitelerin hazırlık sınıflarının öğretmenlerinin öğretimle ilgili stratejilerinin yeterliğinin motivasyonun bütün boyutlarını öngördüğü sonucuna varılabilir. Sınıf yönetimi ve öğrencilerin katılımından farklı olarak, bu kategorinin betimsel istatistikte en üst sırada olduğunu belirtmek gerekir.

Dışsal motivasyon ise tecrübe süresi ve öğretimle ilgili stratejilerle ilişkilidir. Bu önemli bir bulgudur çünkü kaynaklardaki araştırmalar esas olarak içsel motivasyonu önemli olarak kabul etmektedir. Diğer iki kategori olan öğrencilerin katılımı ve sınıf yönetiminden farklı olarak, öğretimle ilgili stratejileri kullanmanın yeterliğiyle ilgili inançların dışsal motivasyonla ilişkili olduğu bulunmuştur.

4. ÖNERİLER VE TAVSİYELER

4.1 Eğitim Programlarındaki Paydaşlara Öğretmenlerin Motivasyonlarına Yönelik Tavsiyeler

Öğretmen motivasyonunu sosyo-kültürel bakış açısından ele aldığımız için, bu motivasyon, diğerleri ve ortam ile etkileşim halinde yapılandırılan bir olgudur. Çalışmanın sonucunda içsel ve dışsal motivasyon etkenlerinin de birbirleriyle ilişkili olduğu bulunmuştur. Eğitimde öğrenciler anahtar rol oynadıkları ve öğretmenlerin motivasyonunu direk etkiledikleri için öğrencilerle iletişim ve onların alacağı eylemler önemlidir. Diğer paydaşlar yönetsel alanda yetenekleri olan yöneticilerdir. Yöneticiler çıkan sonuçlara göre en çok öğretmenler arasındaki ilişkileri ve fiziksel koşullarla ilişkilidir bu yönde onlara tavsiyede bulunulacaktır. Bu çalışmanın esas amacı olan öğretmenler gerek kendilerini geliştirip gerekse diğer meslektaşlarıyla birbirlerine destek olup motivasyon sağlamaya çalışmalıdırlar. Sonuçlar öğretmenlerin mesleki dayanışmalarının iç ve dış motivasyonla ilişkili olduğunu göstermiştir.

Öğrenciler bir eğitim programında ana paydaşlardır ve öğretmenin motivasyonunu en fazla etkileyen şeydir. Öğretmenler çoğunlukla içsel olarak motive olmuşlardır ve bu motivasyon öğrencilerin ilerlemesinden ve öğrenmesinden ve öğrencilerle ilgili etmenlerden gelir. Sınıftaki öğretim, belirli bir bağlamda meydana gelen sosyal bir süreçtir. Bu süreç öğrenci ile öğretmen arasında meydana gelir. Bundan dolayı, öğretmenlerin içsel motivasyonu bu etkileşimden ve öğrencilere bakan yönünden izole edilemez. Her ne kadar, içsel motivasyonun tanımları faaliyeti kendi kendini dışsal etkenlerden izole eden bir eylem olarak görse de, öğrenciler öğretmenin içsel motivasyonunu etkileyen ana etmendir. Öğrencilerin de

eđitmenlerin motivasyonlarını etkilediklerinin farkında olup düzenli derse katılım ve çalışma sađlamaları gerekmektedir. Özellikle İngilizce derslerinde düzenli devam etme, derse interaktif katılma ve ödev yapmaları gerekmektedir. Hazırlık koşullarında yoğun İngilizce programına alışamayıp zorlanan öğrencilerin programa adaptasyonu sağlanmalı ve öğrenciler ders dışı çalışma stratejilerini öğrenmelidirler. Eđitmenler öğrencilerle iyi ilişkiler içinde olup gereken sınıf içi öğrenme ve sınıf dışında ders çalışmalarına yönelik stratejileri geliştirmelerini sağlamalıdır.

İdarecilerin etkin liderlik davranışlarını göz önünde bulundurması ve öğretmenlerin motivasyonunu geliştirmek için etkin tedbirler alması gereklidir. Bu çalışmanın bulguları öğretmenlerin kendi idarecileri tarafından motive edildiğini göstermiştir. Ayrıca sonuçlara göre idarecilere yönelik motivasyonla eğitimci tarafından motivasyonla ilişkilidir. Hazırlık okullarının hazırlık sınıflarının sistemi ile ilgili bazı değişikliklerin yapılması gerekebilir. Buna ek olarak, iş yükü ve ders saatleri özellikle bir üniversitede kariyer fırsatları arayan öğretmenler için azaltılabilir. Bu öğretmenlere üniversitelerin hazırlık sınıflarının karar verme süreçlerinde daha fazla fırsatlar verilebilir. Ayrıca müfredat ve kaynaklar bazında yenilikler de eğitimciyi motive etmektedir. Mikro düzeyde bu gibi yenilikler öğretmenlerin motivasyonunu arttırabilir. İçsel motivasyon aynı zamanda öğretmenlerin beklentileri ve mesleki gelişim talepleri ile de ilişkilidir. Mifsud'un (2011) da tavsiye ettiği gibi öğretmenlerin otonom öğrenmeyi etkin olarak geliştirmesi için desteklenmesi gerekmektedir. Öğretmenlere yalnızca öğrencilere ders vermeleri ve rehberlik etmeleri için değil, aynı zamanda da kariyer gelişimleri için mesleki gelişim fırsatlarının temin edilmesi gereklidir. Öğretmenlerin kariyeri düz bir kariyerdır çünkü ilköğretim veya ortaöğretimde bir idareci veya profesör olmak için bir kariyer edinemezler. Bununla beraber, üniversitelerde daha kolay bir şekilde seminerlere ve konferanslara katılarak ve yaşamboyu gelişim programlarını takip edebilirler ve aynı zamanda da yüksek lisans ve doktora programlarına katılabilirler veya Yabancı Diller Yüksek Okullarının veya üniversitelerin hazırlık sınıfı birimlerinin program koordinatörleri veya yöneticileri olabilirler. Bundan dolayı, hem eğitimciyi kendi motivasyonu ve gelişimi için, hem de kurumların yararına

olacak şekilde bu tür fırsatlar aracılığı ile öğretmenlerin yeterliğinin desteklenmesi gereklidir.

Çıkan sonuçlara göre yöneticilere düşen önemli bir sorumluluk da fiziki faktörlerin düzenlenmesidir. Bu çalışma Ankara ilinde çalışan öğretmenlerin kendi üniversitelerinin fiziki şartları tarafından yüksek oranda motive edildiklerini göstermiştir. Artan kaynaklar ve teknolojinin sağlanması günümüzün EFL öğretiminde göz önünde bulundurulması gereken en önemli husustur (Mifsud, 2011). Bazı üniversitelerin kampüsleri çok geniş olduğu için kafeteryalar, kantinler ve ulaşım da öğrenciler ve öğretmenler için önemlidir. Fiziki şartlar kütüphane ve diğer kaynakların gerek öğrenciler gerekse de öğretmenlerin kullanımına hazır olmasını içermektedir.

Öğretmenler bu çalışmada esas taraf olarak önemli rol oynamaktadırlar. Öğretmenlerin beraber çalışması gerektiği ve de işbirliğine girilmesi, sınavların veya ders materyallerinin geliştirilmesi gibi işlerin etkin bir şekilde uygulanması çok önemli olduğu için meslektaşlar arasındaki destek EFL öğretmenlerinin motivasyonunda bir diğer önemli husustur ve geniş çaplı olarak yapılan çalışmalarda bulunmuştur (Mifsud, 2011; Sözen, 2015). Bu çalışmanın bulguları öğretmenlerin meslektaşları tarafından yüksek oranda motive edildiklerini göstermiştir. Bu etkin okul ve öğrenci kazanımları için çok önemli olan öğretmenlerin desteklenmesi hususunu gündeme getirmektedir. Bu, öğretmenlerin öğretim ve öğrenme şartları ile ilgili hususlarda yetkiyi idareciler ile paylaştığını göstermektedir. Richards ve Farrell (2005) topladıkları bilgilere dayanarak öğretmenlerin kendi öğretimleri ile ilgili kendi kendilerine hüküm verebileceklerini öne sürmektedir. Bu, dışarıdan birisi yerine öğretmen tarafından başlatılan bir şeydir çünkü öğretmenler problemleri bir durumla ilgili düşünmek için kendi otonomilerini kullanırlar ve kendi kendilerine çözümler üretmeye çalışırlar. Bu, öğretmenlerin kendi ders verme uygulamaları hakkında daha fazla öngörü kazanmalarını ve onlar hakkında düşünmelerini ve onlarla ilgili değişiklikler yapmayı isteyebilmelerini sağlar.

4.2 Öz Yeterlik için Öneriler

Sonuçlar, öğretimle ilgili stratejiler için yüksek yeterliğin, öğrencilerin katılımı için düşük yeterliğin olduğunu göstermiştir. Bu kategoride düşük yeterlik bulguları diğer çalışmalarda tespit edilmiştir (Cacon, 2005; Şekerci, 2011; Ülkümen, 2013). Sonuçlarla etkileşime giren bir diğer değişken ise tecrübedir. Öğretmenler tecrübe kazandıkça, öz yeterliklerine ait inançları artar ve bu çalışmanın da bulduğu gibi bu çoğunlukla sınıf yönetimi yeterliği ve genel öz yeterlik inançları ile ilişkilidir. Deneyimsiz öğretmenlerin genel öz yeterlik inançlarını ve sınıf yönetimi yeterliklerini geliştirmek için ilave eğitime veya desteğe ihtiyaçları olabilir. Yöneticiler ve diğer deneyimli eğitmenler onlara başlangıçtan itibaren kendilerinin yeterlik inançlarını arttırmaları maksadıyla kariyerleri sürecinde karşılaştıkları zorluklarla başa çıkabilmeleri için yardımcı olabilirler. Son olarak da gerek içsel gerekse dışsal faktörlere dayalı olarak eğitmenlerin motivasyon inançları özyeterlik inançları ile ilişkilidir. Sonuçlara göre eğitmenlerin bu tezde de vurgulanan tavsiyelerle motivasyonlarını arttırmaları öz yeterliliklerini de arttırmalarını sağlayabilir.

4.3 Öz Yeterlik İçin Tavsiyeler

Bandura'nın (1995) özyeterlik kaynakları eğitmenlerin gerek öz yeterlik gerekse de motivasyonlarının gelişmesi için önemlidir. Öz yeterlik kaynakları göz önüne alındığında, kendi performanslarına bağlı geri bildirim olarak sözel iknada bulunma ve sosyal modeller tarafından sağlanan dolaylı yaşantılar, bireyin fiziksel ve duygusal durumu ve performans başarıları önemlidir. Tecrübeli öğretmenleri modellemek bu konuda önem arz etmektedir.

Bandura'ya (1995) göre bireyler modeli kendilerine benzer olarak gördüklerinde modeller bireylerin yeterlik inançlarını etkilerler. Bir kişinin performansı ile ilgili olumlu geri bildirim verildiğinde, bireylerin yeterlik duygusu artar. Öğretmen olarak kariyerleri esnasında birçok sözlü ikna durumu ile karşılaşır ve kendilerinin yeterlik inançlarını inşa etmeleri gerekir. Başkaları üzerinden edinilen tecrübeler yeterlik inançlarını anlamada büyük bir rol oynar (Bandura, 1997).

Başkaları üzerinden edinilen tecrübeler sosyal açıdan etkilenmiş inançlardır. Bireyler, modeli kendilerine benzer olarak gördüklerinde, modeller bireylerin yeterlik inançlarını etkiler (Bandura, 1995). Bu durum öğretmenlerin gelişiminde büyük rol oynamaktadır. Hizmet öncesi eğitimler esnasında öğretmen adayları tecrübeli öğretmenleri gözlemleyerek kendilerinin öz yeterliklerini geliştirebilirler. Türkiye’de öğretmenler çeşitli devlet okullarında uygulamalı staja katılırlar fakat aynı zamanda da yükseköğretimde eğitim almaları gerekir. En azından, yükseköğretimin gerçekleri ile ilgili daha fazla şeyi anlamaları için üniversitelerin hazırlık sınıflarına üniversite hocaları tarafından yönlendirilebilirler. Örneğin, bunlar arasında öğrenci tipleri, üniversite mevzuatı, çalışanlar arasındaki ve idari hususlar ve aralarında işbirliği gerekliliği farklılık gösterebilir.

Bireyin fiziksel ve duygusal durumu ve performans başarıları da özyeterlik inançlarını etkiler. Stres ve huzursuzluk gibi fizyolojik reaksiyonlar da yeterlik inançlarını çalışırken dikkate alınmalıdır (Bandura, 1997). Özellikle mesleğe yeni başlayan öğretmenlerin hem yükseköğretim, hem de ortaöğretim ile ilgili muhtemel problemler hakkında bilgi sahibi yapılmaları, bunlarla ilgili öz yansıtımlı olmaları ve zamanla kendilerini güçlü kılacak uyum stratejileri ile ilgili bilgi kazanmaları için eğitilmeleri gerekir. Mesleğe yeni başlayan öğretmenler için uyum ve aidiyet hissine değinen rehberlik sağlayan destekleyici sistemlerin okullarda kurulması gerektiği önerilmiştir (Meristo & Eisenschmidt, 2014). Okul yönetimi tecrübeli öğretmenlerin mesleğe yeni başlayan meslektaşlarını desteklediği bir ortamı sağlamalıdır. İşbirlikçi faaliyetlere atıfta bulunan profesyonel öğrenme toplulukları, okul ortamı, öğretmenlerin motivasyonu ve öz yeterliği ve onların öğrencilerine için adanmışlığı, genel öğretmen ve okul gelişimi üzerinde olumlu bir etki bırakmaktadır (Karimi, 2011; Zonoubi, Rasekh & Tavakoli, 2017). Porter (2014) profesyonel öğrenme topluluklarının, kendilerinde var olan işbirlikçi yapıları aracılığı ile bir öğretmenin öz yeterlik algısına katkıda bulunabileceğini ifade etmektedir. Öğretmenlerin yaşadıklarını yansıtan günlükler tutarak fikirlerini ve başarılı sınıf tecrübelerini paylaştıkları, sınıf meselelerini tartıştıkları ve destekleyici bir ortamda meslektaşlarından geri bildirim aldıkları işbirlikçi faaliyetlerin olumlu etkileri eğitsel stratejiler, sınıf yönetimi ve karar verme ve otonomi ve EFL bağlamında algılanan dil yetkinliği açısından artmaktadır (Zonoubi, Rasekh &

Tavakoli, 2017). İşbirliği, EFL öğretmenlerinin öz yeterlik inançlarını geliştirmek için bir diğer önemli nokta olan öğretmenlerin motive edilmesi hususunu gündeme getirmektedir (Veisi vd., 2015). Öğretmenlerin kendi gelişimleri ve öğrencilerinin öğrenme süreçleri ile ilgili kararlara katılmalarına ihtiyaç vardır.

Yeterliğin en önde gelen kaynakları, aynı zamanda “performans edimleri” olarak da bilinen kural koyma gücü olan ustalık deneyimleridir (Bandura, 1997, sf. 399). Buradaki fikir, ustalık deneyimlerinin öğretmenlerin inançlarını şekillendirdiğidir. Diğer bir deyişle, belirli durumlarda önceden elde edilen başarılar gelecekte iş yaparken sürükleyici güç haline gelirler. Aynı şekilde, başarısızlıklar bu beklentileri aşağıya çeker ve bir işin zorluğu yeterlik inançlarının gelişimini etkileyebilir. Bu açıdan, öz yansıtımların yapılması otomatik şekilde yapılarak ve öz eleştiriye açık olarak güvenlerini ve öğretmenlerin gelişimini destekleyebilir. Kariyerleri esnasında öğretmenler birçok olumlu ve olumsuz durumla karşılaşabilirler ve yalnızca sınıftaki durumlarla değil, aynı zamanda da sınıf dışında meslektaşları ve idare ile olan etkileşimleri esnasında bu durumlarla baş etmek zorunda kalabilirler.

4.4 Öz Yeterlik ve Motivasyon İnançları Arasındaki İlişkiye Yönelik Öneriler

Hem dışsal, hem de içsel motivasyonun sonuçlarında belirtildiği gibi, bu çalışmada öz yeterlik ve motivasyon inançları arasında önemli bir bağlantı bulunmuştur. Araştırma tasarımı açısından öz yeterlik boyutları bu çalışmada hiyerarşik regresyon analizinde tahmin değişkenleri olarak kabul edilmişlerdir. Bundan dolayı bu çalışma öz yeterliğin alt boyutlarının motivasyonu tahmin etmesiyle ilgilidir. Bu yüzden, sonuçlar kadar, özyeterlik alt boyutları öğretime yönelik olduğu için hangi alt boyutların motivasyonu etkilediği ve bu alt boyutu geliştirmenin önemli olduğu önerilmektedir. Diğer taraftan bulgulara göre motivasyon iç ve dış boyutlarıyla öz yeterlilikle ilişkili olduğundan eğitimler motivasyonlarını da yüksek tutmalıdırlar

Bu çalışmanın öz yeterlilik ve motivasyon alt boyutları ile olan ilişkisi pratik gerekse yeterlik gibi psikososyal bir yapı açısından bakıldığında istatistiki olarak çıkan sonuçlar tamamen genellenememekle birlikte kendi başına tavsiye niteliğindedir. Bu çalışma, öğretmenlerin içsel motivasyonunun *öğrencilerin derse*

katılımını sağlama ve ders anlatım stratejileri özyeterlikleri tarafından tahmin edildiğini belirtmektedir. Öz yeterlik değişkenlerinin motivasyonu tahmin ettiğini gösteren regresyonun sonuçları haricinde, korelasyon analizi aynı zamanda öğretmenlerin genel motivasyonunun toplam öz yeterlik skorları ile korelasyon içinde olduğunu ve özellikle de içsel motivasyon boyutunun genel öz yeterlik ile bütün boyutlarla birlikte önemli ölçüde korelasyon içinde olduğunu göstermektedir. Üçüncü olarak, doğrudan bir araştırma sorusu olmasa da, sonuçların aynı zamanda öz yeterlik değişkenlerinin birbirleri ile ilişkili olduğunu ve her birine özel olarak dikkat edilmesi gerektiğini göstermektedir. Örneğin, sonuçlar İngilizce öğretmenlerinin sınıf yönetimi yeterlik inançlarının önemli ölçüde ders anlatma strateji inançları ile korelasyon içinde olduğunu göstermiştir.

İlişkiler açısından çıkan sonuç literatürde yüksek öğretimde çalışan İngilizce öğretmenlerinin motivasyonu açısından ilk ve önemli bir bulgudur. Gerek öz yeterliğin kendi alt boyutlarının özyeterlik ile ilişkili olması gerekse de motivasyonla ilişkili olması araştırmacılara bu boyutları geliştirmenin önemli olduğunu vurgulamaktadır. Öğretmenlerin öz yeterlik inançları motivasyon inançları ile karşılıklı ilişkilidir. Bu çalışmaya benzer olarak, bazı çalışmalar da öz yeterlik ve motivasyon arasındaki ilişkiyi istatistiki olarak da vurgulamaktadırlar (Dybowski, Sehner & Harendza, 2017; Huangfu, 2012; Kutluca 2018; Mifsud, 2011). Öğretmekten zevk alma ve öğrencinin gelişimi ve katılımıyla daha fazla ilgisi olduğu için öğretmenlerin motivasyonunu, özellikle içsel motivasyonunu ve öğrenenlerin kazanımlarını ve ilerlemesini etkileyen, öğrencilerin elde ettiği genel sonuçlar ve öğrencilerin motivasyonları ve kazanımları üzerinde olumlu etkisi olmuştur (Mojavezi ve Tamiz, 2012; Tschannen-Moran ve Hoy 2001). Bunun aksine, motive olmayan öğrenciler öğretmenlerin motivasyonunu ve öz yeterliğini olumsuz olarak etkilemektedirler (Ünver, 2004).

Alderman (2008) ise öz yeterliğin hem öğrencilerin kazanımları ve motivasyonu, hem de öğretmenlerin motivasyonu için geliştirilecek olan motivasyonla ilgili bir yapı olduğunu öne sürmüştür. İki ilişkili olarak incelenen yapının ortak noktası öğrencilerin derse katılımı ve başarısına yöneliktir. Eğitimcilerin stratejileri kullanmadaki yetkilerini geliştirmeleri sınıf yönetimindeki yeterliliklerini de arttırabilir. Bu hususta en çok öğrencileri motive edici stratejiler kullanılması

literatürde tavsiye edilmektedir (Dörnyei, 2001). Bu hususta Bernaus, Wilson ve Gardner (2011) derslerde motivasyon stratejilerini kullanmakla öğrenci ikinci dili öğrenmedeki başarısı, öğretmen motivasyonu arasında direk bağlantılı bulmuştur. Yani mevcut çalışmanın da gösterdiği gibi eğitmenlerin öğrencilerine yönelik ders anlatım stratejilerini kullanmaları gerek kendi motivasyonlarını gerekse Bernaus vd. (2009) in de bulduğu gibi kendi öğrencilerinin motivasyon ve başarısını arttıracaktır. Öğrenci başarısı ve motivasyonu bu çalışmada direk olarak incelenmemiştir ancak öğretmenlerin içsel ve dışsal motivasyonlarının öğrencilere yönelik motivasyonları ile önemli ölçüde ilişkili olduğu bulunmuş ve diğer nicel (Kutluca, 2017; Mifsud, 2011) ve nitel çalışmalar (Aydın, 2012) ışığında öğrencinin derse katılımını ve motivasyonunu arttırmanın eğitmenlerin de motivasyonlarını arttıracığı ve bunun da özyeterliklerini geliştirici aktivitelerle ilgili olacağı vurgulanmaktadır. Türkoğlu, Cansoy ve Parlar (2017) da benzer olarak sadece ders anlatma becerilerinin iş tatminini yordadığını bulmuş ve bu yeterliğin öğretmen adayların üniversitede eğitim ve staj dönemlerinde geliştirmeleri gerektiğini önermektedirler.

Eğitmenlerin kendi özyeterliklerini ve motivasyonlarını geliştirecek dayanışma içinde olmaları önemlidir. Özellikle hazırlık sınıflarında öğrencilere materyal ve sınavların hazırlanması sınavlarda başarısız olan öğrencilerin geliştirilmesine yönelik meselelerin çözümlenmesi için işbirliği halinde çalışmalıdırlar. Literatür bu amaçla işbirlikçi öğrenme aktivitelerini önermektedir (Karimi, 2011). İşbirliği ve dayanışma sayesinde eğitmenlerin gerek motivasyon ve gerekse de özyeterlik inançlarının sağlanması gereklidir. Yakın zamanda yazılan kaynaklar kendini yansıtmaya uygulamalarının öz yeterlik inançları üzerindeki etkilere yoğunlaşmıştır. (Veisi vd., 2015). Yansıtıcı öğretim yöntemi de öğretmenler için güçlendiricidir çünkü bu faaliyet dışarıdan biri yerine öğretmen tarafından başlatılır. Sınıftaki uygulamalar hakkında yansıtıcı düşünmek, öğretmenlerin kendi uygulamalarını ve sınıfta meydana gelen problemleri değerlendirmelerini ve bunları öğretim bağlamında ayrıntılı olarak düşünerek çözümlerini analiz etmelerini ve çözümler bulmalarını sağlamaktadır.

APPENDIX J: TEZ İZİN FORMU / THESIS PERMISSION FORM

ENSTİTÜ / INSTITUTE

- Fen Bilimleri Enstitüsü** / Graduate School of Natural and Applied Sciences
- Sosyal Bilimler Enstitüsü** / Graduate School of Social Sciences
- Uygulamalı Matematik Enstitüsü** / Graduate School of Applied Mathematics
- Enformatik Enstitüsü** / Graduate School of Informatics
- Deniz Bilimleri Enstitüsü** / Graduate School of Marine Sciences

YAZARIN / AUTHOR

Soyadı / Surname : TAŞÇI
Adı / Name : Çağla
Bölümü / Department : İngiliz Dili Eğitimi

TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : A MULTIVARIABLE EXAMINATION OF THE RELATIONSHIPS BETWEEN EFL INSTRUCTORS' SELF-EFFICACY BELIEFS AND MOTIVATION IN HIGHER EDUCATION

TEZİN TÜRÜ / DEGREE: Yüksek Lisans /master Doktora/PhD

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide.
2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years**. *
3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. *

* Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir.
A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.

Yazarın imzası / Signature

Tarih / Date