

**KARADENİZ TEKNİK ÜNİVERSİTESİ \* SOSYAL BİLİMLER ENSTİTÜSÜ**

**BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI  
UYGULAMALI DİL BİLİMİ YÜKSEK LİSANS PROGRAMI**

**AN INVESTIGATION INTO THE MOTIVATION OF ENGLISH LANGUAGE  
TEACHERS IN TURKEY WITH A FOCUS ON THE EFFECT OF  
MOTIVATIONAL ASPECTS ON THEIR TEACHING**

**YÜKSEK LİSANS TEZİ**

**KÜBRA KOLAYLI BİRİNCİ**

**HAZİRAN-2015**

**TRABZON**

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## ONAY

Kübra KOLAYLI BİRİNCİ tarafından hazırlanan An Investigation into the Motivation of English Language Teachers in Turkey with a Focus on the Effect of Motivational Aspects on Their Teaching adlı bu çalışma 16/06/2015 tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunarak jürimiz tarafından Batı Dilleri ve Edebiyatı Anabilim Dalı Uygulamalı Dilbilimi alanında **yüksek lisans tezi** olarak kabul edilmiştir.

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduklarını onaylarım. .... / .... / ....

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Prof. Dr. Ahmet ULUSOY

Enstitü Müdürü

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**Kübra KOLAYLI BİRİNCİ**

**26.05.2015**

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## CONTENTS

<b>ACKNOWLEDGEMENTS</b> .....	<b>IV</b>
<b>CONTENTS</b> .....	<b>V</b>
<b>ABSTRACT</b> .....	<b>IX</b>
<b>ÖZET</b> .....	<b>X</b>
<b>LIST OF TABLES</b> .....	<b>XI</b>
<b>LIST OF CHARTS</b> .....	<b>XII</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>XIII</b>

## CHAPTER ONE

<b>1. INTRODUCTION</b> .....	<b>1-7</b>
1.1. Introduction.....	1
1.2. Background of the Study .....	2
1.3. Statement of the Problem.....	4
1.4. Purpose of the Study .....	5
1.5. Research Questions.....	5
1.6. Significance of the Study.....	6
1.7. Overview of the Study .....	7

## CHAPTER TWO

<b>2. REVIEW OF THE LITERATURE</b> .....	<b>8-43</b>
2.1. Introduction.....	8
2.2. General Framework of Motivation .....	8

2.2.1. Defining Motivation.....	8
2.2.2. Types of Motivation.....	11
2.2.2.1. Intrinsic Motivation.....	11
2.2.2.2. Extrinsic Motivation.....	13
2.2.3. Implications of Motivation for Education.....	14
2.2.3.1. Theories of Motivation.....	15
2.2.3.2. Motivational Constructs.....	16
2.2.3.2.1. Self-Efficacy.....	16
2.2.3.2.2. Self-Regulation.....	17
2.2.3.2.3. Goal Orientation.....	17
2.2.3.2.4. Attributions.....	18
2.2.3.2.5. Locus of Control.....	19
2.2.3.2.6. Self-Determination.....	20
2.3. Work Motivation.....	20
2.4. Teacher Motivation.....	24
2.4.1. Teacher Intrinsic Motivation.....	26
2.4.2. Contextual Factors on Teacher Motivation.....	27
2.4.2.1. Macro-Contextual Influences.....	28
2.4.2.2. Micro-Contextual Influences.....	30
2.4.3. Negative Influences on Teacher Motivation.....	33
2.5. The Motivation of ESL and EFL Teachers.....	36
2.6. The Motivation of EFL Teachers in Turkey.....	41

### **CHAPTER THREE**

<b>3. METHODOLOGY.....</b>	<b>44-57</b>
3.1. Introduction.....	44
3.2. Research Design of the Study.....	44
3.3. Data Collection Instruments.....	46

3.3.1. Questionnaires.....	46
3.3.2. Interviews.....	51
3.4. Setting and Participants .....	52
3.5. Piloting.....	53
3.6. Data Collection Procedure .....	54
3.7. Data Analysis.....	55

## CHAPTER FOUR

<b>4. FINDINGS AND DISCUSSION .....</b>	<b>57-97</b>
4.1. Introduction.....	57
4.2. Analysis of the Quantitative Data.....	57
4.2.1. Demographic Data .....	57
4.2.2. Analyzing Likert Scales: Part 2.....	60
4.2.2.1. Overall Job Motivation Level.....	61
4.2.2.2. Issues Specific to English Language Teaching .....	63
4.2.2.3. The Source of Motivation: Intrinsic or Extrinsic Motivation? .....	65
4.2.2.4. Contextual Influences .....	68
4.2.2.5. Gender Difference in Overall Job Motivation of EFL Teachers.....	71
4.2.2.6. Marital Status Difference in Overall Job Motivation of EFL Teachers .....	72
4.2.3. Analyzing Likert Scales: Part 3.....	74
4.2.3.1. Students .....	76
4.2.3.2. Parents .....	77
4.2.3.3. The School Environment and the Classes .....	77
4.2.3.4. The Syllabus and the Course Books .....	78
4.2.3.5. The School Administration.....	78
4.2.3.6. The Professional Development.....	79
4.2.3.7. The features of Teaching Profession .....	79



4.2.3.8. Other Factors .....	81
4.2.4. Analyzing Rank Order Items: Part 4 and Part 5.....	82
4.3. Analysis of the Qualitative Data.....	87
4.3.1. Overall Job Motivation Level .....	87
4.3.2. Motivating and Demotivating Factors .....	90
4.3.2.1. Motivating Issues.....	90
4.3.2.2. Demotivating Issues .....	91
4.3.3. The Effect of Motivational/Demotivational Aspects on Teaching Process .....	94

## **CHAPTER FIVE**

<b>5. CONCLUSION .....</b>	<b>98-105</b>
5.1. Introduction.....	98
5.2. Conclusion .....	98
5.3. Limitations of the Study .....	102
5.4. Pedagogical Implications .....	103
5.5. Suggestions for Further Research .....	104
<b>REFERENCES .....</b>	<b>106</b>
<b>APPENDICES.....</b>	<b>119</b>
<b>CURRICULUM VITAE .....</b>	<b>131</b>

## ABSTRACT

The purpose of this research is to investigate the primary sources of motivation and demotivation of the secondary school EFL teachers in Turkey and find out to what extent their teaching process is influenced by these motivating and demotivating factors. This is a mixed-methods study conducted with 149 EFL teachers working at the secondary schools in different cities of Turkey. It adopts the explanatory research design in which a questionnaire survey was followed by interviews for data collection. The questionnaire was administered to all 149 participants while the interviews were conducted with 10 participants. SPSS v.16.0 for quantitative data analysis and content analysis for qualitative data analysis were used. The findings reveal that student-related issues are remarkably considered motivating by this group of teachers. Some issues related to the parents and the administration, some school-related issues, salary, in-service training, working hours, job security, work autonomy, status of teachers in society, holidays, advancement opportunities and the relationship among the colleagues are also considered motivating by most EFL teachers in Turkey. On the contrary, the syllabus, some course books related issues, the changes related to national guidelines and supervisory process are considered demotivating by most EFL teachers. The teaching process of EFL teachers are influenced by these motivational and demotivational aspects of teaching. However, the extent of this influence shows difference among teachers. While some are seriously influenced by both motivating and demotivating factors, some others do not think that their teaching process is influenced by unfavorable facet of demotivating factors.

**Key words:** EFL teachers, work motivation, motivating factors, demotivating factors, effect of motivational aspects

## ÖZET

Bu çalışmanın amacı, Türkiye’deki orta okul İngilizce öğretmenlerinin motivasyon ve demotivasyon kaynaklarını araştırmak ve öğretmenlik süreçlerinin, bu motive edici ve motivasyon düşürücü etmenlerden ne boyutta etkilendiğini bulmaktır. Bu araştırma, bir karma yöntem çalışması olup, Türkiye’nin farklı şehirlerindeki ortaokullarda çalışan 149 İngilizce öğretmeniyle yapılmıştır. Çalışma, verilerin toplanmasında birebir mülakatların anket çalışmasını takip ettiği açıklayıcı (explanatory) araştırma desenini benimsemiştir. Anket 149 öğretmenin hepsine uygulanmış olup, 10 tanesiyle de mülakatlar yapılmıştır. Niceliksel verinin analizi için SPSS v.16.0, niteliksel verinin analizi için, içerik analizi kullanılmıştır. Bulgular, öğrenciyle ilgili unsurların, bu öğretmen grubu tarafından büyük ölçüde motive edici olarak kabul edildiğini göstermiştir. Veliler ve yönetim ile ilgili bazı unsurlar, okulla ilgili bazı faktörler, maaş, hizmet içi eğitimler, çalışma saatleri, iş güvenliği, iş özerkliği, öğretmenlerin toplumdaki statüleri, meslekteki ilerleme olanakları ve çalışma arkadaşları arasındaki ilişkiler de Türkiye’deki çoğu İngilizce öğretmeni tarafından motive edici olarak görülmektedir. Diğer yandan, müfredat, ders kitaplarıyla ilgili bazı unsurlar, genel eğitim politikalarındaki değişiklikler ve teftiş süreci çoğu İngilizce öğretmeni tarafından motivasyon düşürücü olarak görülmektedir. İngilizce öğretmenlerinin öğretmenlik süreci bu motive edici ve motivasyon düşürücü etmenlerden etkilenmektedir. Fakat, bu etkinin boyutu öğretmenler arasında farklılık göstermektedir. Bazıları hem motive edici, hem motivasyon düşürücü etmenlerden ciddi şekilde etkilenmekte, bazıları ise öğretmenlik süreçlerinin, motivasyon düşürücü faktörlerin olumsuz tarafından etkilendiklerini düşünmemektedir.

**Anahtar Kelimeler:** İngilizce öğretmenleri, iş motivasyonu, motive edici faktörler, motivasyon düşürücü faktörler, motivasyonel durumların etkisi

## LIST OF TABLES

<u>Table No</u>	<u>Title of the Table</u>	<u>Page No</u>
1	Participants' Gender Profiles.....	58
2	Marital Status of Participants .....	58
3	Work Place of Participants .....	58
4	Participants' Age Profiles.....	59
5	Years of Teaching Experience of the Participants.....	60
6	Overall Job Motivation Levels of EFL Teachers .....	61
7	Issues Specific to English Language Teaching .....	63
8	Issues Related to Intrinsic Motivation.....	65
9	Issues Related to Extrinsic Motivation.....	67
10	Macro-Contextual Influences .....	68
11	Micro-Contextual Influences.....	69
12	Gender Difference in Overall Job Motivation of the Secondary School EFL Teachers.....	71
13	Marital Status Difference in Overall Job Motivation of the Secondary School EFL Teachers .....	73
14	Motivating and Demotivating Factors.....	75-76

## LIST OF CHARTS

<u>Chart No</u>	<u>Title of the Chart</u>	<u>Page No</u>
1	The Number of Teachers Including These Factors in Their Top Five Motivating List .....	83
2	The Distribution of Teachers in the Ranks of Top Five Motivating Items .....	84
3	The Number of Teachers Including These Factors in Their Top Five Demotivating List .....	85
4	The Distribution of Teachers in the Ranks of Top Five Demotivating Items .....	86

## **LIST OF ABBREVIATIONS**

- EFL : English as a Foreign Language  
ELT : English Language Teaching  
ESL : English as a Second Language  
TESOL : Teachers of English to Speakers of Other Language

## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1. Introduction**

It is widely agreed that the lion's share of the effort in the field of education research has been dedicated to finding out, and accordingly to implementing the methods leading to the most effective and beneficial learning and teaching processes. The findings of such research are the powerful indicator of the fact that the path to such a desirable classroom environment is not through relying on a single dynamic in the process and trying to improve the issues related to it, but regarding all the components as a whole and paying serious attention to each facet equally. However, it is of great importance to touch upon the fact that along with the marked shifts in the perception of teaching that necessarily brings about changes in the trends or methods of teaching, the facet of improving the level of instruction for desired learning outcomes has gained more prominence during this process. Thus, what it is meant by teaching profession and the requirements of this job have also gone through remarkable changes (Hargreaves, 1994) and the teachers are loaded with more responsibilities and equipped with more roles than ever before.

Given the perceived immense importance of education to a nation's current and future prospects, "teachers' work has increased, intensified, and expanded in response to federal, state, and local policies aimed at raising student achievement" (Valli and Buese, 2007: 520). Depending on such an increase in the scope of their responsibility on student achievement, trying to create adequate conditions that the teachers are comfortable while working is getting serious nowadays. In the same vein, being in search of what motivates teachers who are considerably counted as the source of learner achievement by society becomes important (Brown and Hughes, 2008) since it seems obvious that the motivation levels of teachers have the possibility of shaping the quality of their teaching in the same way as the rate of learning is affected by the motivation levels of students to a great extent.

As Mertler (1992: 4) also points out, “one approach for attracting and retaining good teachers can best be accomplished by directly affecting conditions associated with their jobs; i.e., factors that motivate teachers”. For the sake of an effective learning and teaching process, finding and amplifying any factors that have a positive impact on the motivation levels of teachers and taking measures against the ones leading to a decrease on the quality of their teaching seem quite rational. Based on this, this study mainly aims to present the motivating and demotivating aspects of teaching for English language teachers and reveal to what extent all these are influential on their teaching.

## **1.2. Background of the Study**

The notion of motivation has been always a matter of interest as a salient factor that has the feature of being highly influential on giving a strong impetus to the fulfillment of the work implemented. In the literature of teaching field in general, a great number of hypotheses related to the efficiency of motivation in fostering terminal behaviors among the learners and its being a powerful medium for raising their achievement have been put forward and verified to a great extent. Thus, a teacher primarily assumes the role of finding out the possible ways of how to motivate the students and also increasing their motivation and bears the responsibility of resuming their motivated mood (Mifsud, 2011). However, focusing specifically on learner motivation would not necessarily be assurance of an effective education process by itself.

It thus seems that motivation of teachers who are responsible for manipulating the whole process also merits attention as much as learner motivation since “motivation is an integral aspect of training” (Latham, 2007: 3). With teachers who lack enough motives for conducting their job, to what extent the process is efficient has remained questionable, whereas it is evident that teacher motivation is quite influential on learners’ motivation to learn (Atkinson, 2000; Bernaus, Wilson and Gardner, 2009; Dörnyei and Ushioda, 2011; Kassabgy, Boraie and Schmidt, 2001; Mertler, 1992; Mifsud, 2011; Schaefer, 2011) and hence, on an increase of learner achievement (Addison and Brundrett, 2008; Christopher, 2012; Dweik and Awajan; 2013; Mertler, 1992; Yau, 2010). In addition to its contribution to academic achievement of the learners, teacher motivation has been also regarded as a key issue in the process of providing a basis for the overall development of learners



(Griffin, 2010). Nevertheless, relatively little has been researched about teacher motivation until recently (Dörnyei and Ushioda, 2011) despite the increasing consensus on its being a crucial part of the education process. It has been credited as a study of interest among researchers for only few decades (Hettiarachchi, 2013), only in the 1990s were studies notably dealing with motivation's influence on teachers' effectiveness in their profession (Baleghizadeh and Gordani, 2012).

The motivation of teachers in language education is also worthy of importance in terms of affecting learner motivation in a positive manner (Lee, 2008; Mifsud, 2011). However, as in most of the teaching fields in general education, the study of motivation has gained its popularity mostly in the area of learner motivation while the issue from the teachers' side has been largely overlooked in that field as well (Kassabgy et al., 2001; Mullock, 2009; Schaefer, 2011). Although previously conducted studies related to the motivation of language teachers have not been as extensive as the ones in other disciplines of education, there has still been a "small but growing body of empirical literature on the motivation of L2 teachers" (Dörnyei and Ushioda, 2011: 159).

The pioneering studies were a set conducted around the world with English language teachers by Pennington and her colleagues, the findings of which were compiled and summarized by Pennington (1995, cited in Dörnyei and Ushioda, 2011). Among the striking findings of this type of research, perhaps the most striking one is that "ESL practitioners are motivated in positive direction in their jobs and careers by intrinsic work process and human relation factors" (Pennington, 1995, cited in Dörnyei and Ushioda, 2011: 177). Another comprehensive study was carried out by Doyle and Kim (1999) with English teachers from two different nations. The findings of this study also mainly reveal that the teachers are mostly intrinsically motivated while a variety of external issues could give rise to dissatisfaction among the teachers. In a more recent study trying to find out the factors affecting the motivation of ESL teachers, being in consensus with the findings of the previously mentioned studies, Yau (2010) states that there is the possibility of the superiority of intrinsic factors over extrinsic ones. All these motivating and demotivating factors for teachers are also thought to be influential on how they teach.

Even the smallest factor affecting the full attainment of success in language learning and teaching has been always regarded as worth searching for. The issue of teacher motivation, the importance of which for learner motivation, learner achievement and also for own teaching of a teacher has been started to be increasingly verified in recent times, also seems to be one of these factors. With this thought in mind, teacher motivation is investigated in this study to determine motivating and demotivating factors and their implications for the teaching of English language teachers.

### **1.3. Statement of the Problem**

It is widely accepted that like in different parts of the world, language education has a prominent position among the policies of Turkey as well to ensure the nation's future competitiveness in the changing world. An enormous amount of investment has been made and lots of changes have been put into action so as to adopt the newest implementations and trends in language education. In a research on English language policy in Turkey, Kırkgöz (2009: 677) explains this process as follows:

Undoubtedly, the current infrastructure for ELT has been much improved in Turkey, especially since the 1997 curriculum reform, which has led to a considerable progress in curriculum revision, textbook updating, teaching methods, and teacher training facilities, particularly in primary schools and higher education.

Even though the system of English language education in Turkey has gone through a noteworthy recovery in theory, there still exists a variety of pitfalls preventing to end up with the desired outcomes in practice. While student related problems have been investigated in detail with an aim to reveal the source of troubles, teacher related problems have been mostly confined to deficiency of teachers in their teaching abilities; their needs, desires or thoughts have been overlooked.

As in other contexts, in Turkey, there has been a paucity of research on the area of teacher motivation when compared to remarkable attention given to the motivation of learners, as well. Even though recent times have witnessed a couple of research studies (Gökçe, 2010; Karaköse and Kocabaş, 2006) on what factors keep teachers motivated or leave them in a demotivated mood as well as some studies (Baş and Ardiç, 2002; Kızıltepe, 2008) that also touch upon the issues related to job satisfaction, they have been either

conducted with the teachers at the university level or with a selection of teachers from different fields as the studies' samples. There are too few studies conducted with EFL teachers. Aydin (2012) conducted a qualitative research with a single teacher to reveal the demotivating factors for EFL teachers at the elementary level and in a more recent study, Erkaya (2013) specifically focused on the motivating factors for Turkish EFL teachers working at a Preparatory English Program of a university. It seems that there has not existed a comprehensive study conducted on the motivation of language teachers at lower levels of education in the Turkish context.

Considering how critical a position language teachers take in the implementation of adopted foreign language policy and in the fulfillment of educational goals, a basis for a teaching and learning environment in which teachers have powerful reasons to conduct and sustain their profession properly and eagerly as well as eliminate any factors disturbing them is greatly needed. Therefore, for the sake of an effective teaching process, it is necessary that a study be carried out to come up with the motivating and demotivating factors for teachers of English in Turkey.

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

The current study primarily attempts to shed light on the sources of motivation and demotivation of English language teachers employed in secondary schools around Turkey. In addition to this, the study aims to provide the reader with an overview on how these motivating or demotivating factors are influential on the flow of their teaching. Namely, this study is assumed to reveal what aspects of the teaching profession can be counted as determinant factors on teachers' degree of eagerness for implementing their profession and the reflections of these factors to teacher performance.

#### **1.5. Research Questions**

Major research questions:

1. What are the primary sources of motivation from the secondary school EFL teachers' perspectives in the Turkish context?

2. What are the primary sources of demotivation from the secondary school EFL teachers' perspectives in the Turkish context?
3. To what extent is their teaching affected by these motivational or demotivational aspects of teaching?

Minor research questions:

1. Is the overall job motivation of the secondary school EFL teachers in Turkey context high or low?
2. Are they intrinsically motivated?
3. Are they extrinsically motivated?
4. Is their level of motivation influenced by macro-contextual factors?
5. Is their level of motivation influenced by micro-contextual factors?
6. Is there a difference between male and female secondary school EFL teachers regarding overall job motivation?
7. Is there a difference between married and single secondary school EFL teachers regarding overall job motivation?

### **1.6. Significance of the Study**

Bamgbose (2003, cited in Kırkgöz, 2009: 679) argues that “no matter how desirable language policies may be, unless they are backed by the will to implement them, they cannot be of any effect”. The known fact that the teachers assume the greatest workload during the transfer of the adopted policies to real classroom settings gives ample importance to be aware of what actually makes teachers feel the eager and commitment to sustain their assumed roles properly. The present study hopes to make a contribution to the field of education by coming up with the motivators for language teachers, which may serve the purpose of raising their enthusiasm for effective teaching in the Turkish context. In doing so, it is hoped that the implementation of what it is planned can be more efficacious and purposive. This can also remove any adopted policy's risk of being ostensible as well as decrease the possibility of being exposed to constant changes in the education system. Additionally, the study is expected to develop awareness among the policy makers of education of how teacher performance is linked with teacher motivational

and demotivational factors and lead policy makers to take precautions for enhancement of quality of teaching based on these factors. Lastly, it is hoped that this study can assist in moving the previous studies a step forward by filling in the blanks in the relevant literature.

### **1.7. Overview of the Study**

The current study has five chapters. The first chapter makes an introduction to the study by presenting background of the study, statement of the problem and significance of the study. It also explains the purpose of why this research was conducted with the major and minor research questions.

The second chapter deals with the review of literature. It starts with general framework of motivation in which some basic concepts related to motivation and types of motivation are defined. This is followed by the implications of motivation for education. Then it gives information about work motivation. Lastly, it presents the previous studies about teacher motivation in general and then the studies about the motivation of English Language Teachers in the world which also include the studies on the motivation of EFL teachers in Turkey.

The third chapter is the methodology chapter. It gives information about research design of the study following with an explanation why certain methods are employed in this study. Then it gives descriptions of the setting and the sampling and explains the process of data collection and data analysis.

The fourth chapter is related to the findings and discussion of the study. It reports the findings of both instruments and discusses them in relation with the previous studies.

The last chapter summarizes the findings of the current study and then it provides information about limitations of the study, some pedagogical implications and suggestions for further research.

## **CHAPTER TWO**

### **2. REVIEW OF THE LITERATURE**

#### **2.1. Introduction**

Generally speaking, the issue of motivation has always been among the trendiest topics in educational psychology. Especially the motivation needed for learning has been widely investigated and the findings have been regarded as worth trying. On the other hand, in spite of the importance attached to teacher motivation, the literature shows that there has not been satisfying amount of research on the versatility of this issue until recent times. When the issue is narrowed to the language teaching field, the studies related to teacher motivation are even less. It is even regarded as “the missing link” by Schaefer (2011: 44) among the motivational studies of language learning and teaching. However, literature still holds a set of promising empirical studies that help expand our horizons on the issue. In essence, this relevant literature begins with an overview of the key points related to motivation in general with a following review of its implications for education and then the focus is directed to literature related to work motivation. As a last step, it attempts to compile and present the previous research available exploring teacher motivation in general and then specifically focuses on the motivation of English Language Teachers including the ones who teach English as a foreign language in Turkey.

#### **2.2. General Framework of Motivation**

##### **2.2.1. Defining Motivation**

With a small scale review, it seems easy to notice that the current literature of psychological and educational research holds a variety of definitions for the concept of motivation. The origin of the word comes from the Latin word ‘*movere*’, the meaning of

which is ‘*to move*’ (Baron, Henley, McGibbon and McCarthy, 2002, cited in Dehaloo, 2011: 9); so the common point in several definitions of motivation is its quality of actuating individuals. Even though it seems tough to end up with a common definition, at the simplest and broadest level with a reference to the origin of the word, as Ryan and Deci (2000: 54) put forward, “to be motivated means *to be moved* to do something”.

In a more broad definition showing commonalities with many other definitions of motivation, Dörnyei and Ushioda (2011) simply regard the underlying principles behind motivation as what makes a person move, behave and perform in certain ways as well as what determines the extent of commitment and determination shown for that action. What is another common point in several definitions of motivation is its being a kind of an internal state (Covington, 2000; Glynn, Aultman and Owens, 2005; Glynn and Koballa, 2006; Kleinginna and Kleinginna, 1981; Latham, 2007) or a kind of force (Jones and George, 2004; Kızıltepe, 2008; Littlewood, 1984; Meyer, Becker and Vandenberghe, 2004; Russell, 1971) that has the function of leading individuals to activate, direct and sustain certain types of behavior with an aim to attain specified goals. Being in consensus with the characteristics mentioned above, but in a more explanatory manner, Dörnyei and Ottó (1998: 64) put forward what it is meant by motivation as follows:

In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out.

As seen above, motivation has the power of leading a person’s thoughts and actions for the sake of reaching an ultimate end. From the moment of selection of a course of action until the moment of putting these into practice, the state of motivation is one of the fundamental factors helping individuals show persistence and determination. Throughout this process, motivation is also inevitably influential on the amount of effort shown. In their definition, Campbell and Pritchard (1976) also draw attention to this characteristic of motivation by stating that it is “a label for the determinants of the choice to initiate effort on a certain task, the choice to expend a certain amount of effort, and the choice to persist in expending effort over a period of time” (cited in Roos and Van Eeden, 2008: 55). How much a person is motivated will be a strong indicator of both how much effort will be devoted for implementing a task and how willing that person is to devote this effort. As

Gardner and MacIntyre (1993) also indicate, being motivated is closely linked with eagerness shown for the fulfillment of a particular goal, having a say in the effort devoted for that action and being contented after getting desired outcomes.

In addition to the common points mentioned in these classic definitions, many other characteristics seem to be situated in under the heading of motivation. According to Gage and Berliner (1984, cited in Ames, 1990: 411) and Meyer et al. (2004), the concept of motivation deals with not only the direction of behavior, but it also covers the issues related to the intensity and the duration of behavior. In their explanation, Graham and Weiner (1996: 63) highlight what is peculiar to the motivational investigation by drawing attention to these dynamics as follows:

Motivational psychologists would want to examine what the individual is doing, or the *choice* of behavior; how long it takes before an individual initiates the activity, or the *latency* of behavior; how hard the person actually works at the activity, or the *intensity* of behavior; how long the individual is willing to remain at the activity, or the *persistence* of behavior; and what the individual is thinking and feeling while engaged in the activity, or the *cognitions* and *emotional reactions* accompanying the behavior.

As implied above, the concept of motivation does more than just explain the reasons why a person heads for a particular goal, it also stands behind all psychological and physical actions or states during all of the stages of the motivation process leading to the occurrence of that behavior. Motivation is actually thought to energize the individual to go through all these stages. In other words, motivation seems to supply the energy to the individuals for the goal-oriented behavior. Based on this, motivation is even regarded as “a state of arousal or energy.” (Ames, 1990: 411). Without that energy, the individual would lack of required desire and perseverance to go for what is planned to implement. Therefore, there are times when the term is reconciled with the word of desire by some researchers in their definitions. Furthermore, it is thought that this state of desire is actually giving the energy to behave in a particular manner for a particular goal. In the same vein, Myers (2009: 339) defines motivation as “a need or desire that energizes behavior and directs it towards a goal.”

As stated before, since the concept of motivation has been subject of a great many of research, a diversity of definitions on motivation becomes indispensable. However, it is still possible to capture quite similar messages from most definitions. Like an overall



summary of all these, Dörnyei and Ushioda (2011: 4) summarize some key points that are embedded in a definition of motivation, which show commonalities with others defined by most researchers as follows:

- the *choice* of a particular action,
- the *persistence* with it,
- the *effort* expended on it.

In other words, motivation is responsible for

- *why* people decide to do something,
- *how long* they are willing to sustain the activity,
- *how hard* they are going to pursue it.

Just like the concept of motivation itself, the types of motivation has also received considerable attention from researchers in the fields of both psychology and education. For the sake of conceiving the concept as a whole, it would be better to have a brief look at these concepts, too.

### **2.2.2. Types of Motivation**

The way to capture the rationale behind motivation properly is somehow dependent on understanding what gives rise to behaving in this or that way. What is the source of this assumed desire or arousal? Does this stem from internal or external forces? The process of searching for answers to such questions has led researchers distinguishing different types of motivation as either intrinsic or extrinsic motivation.

#### **2.2.2.1. Intrinsic Motivation**

In the field of psychology, it was once accepted that the theories of motivation were grounded on the models of conditioning and the implications of motivational effects were supposed to be present in Pavlov's classical conditioning and Watson's and Skinner's operant conditioning that presuppose a relationship between arbitrary response, stimuli and external rewards or punishments for the sake of learning. According to these models, the occurrence of a behavior was somehow dependent on presence of a stimulus for the sake of an external reward. Therefore, extrinsic forms of motivation seemed to be dominant in the motivational theories of that time. However, the pitfalls of these models led researchers to

question *extrinsic* forms of motivation and to end up with a thought that *intrinsic* factors instead could be the source of motivation (Lepper, Sethi, Dyaldin and Drake, 1997: 24). Likewise, Sansone and Harackiewicz (2000: 1-2) summarize this process which gave rise to emergence of the concept of intrinsic motivation as follows:

Eventually, researchers began to recognize that humans and some other animals sometimes engage in behaviors that do not seem to be motivated by either biological needs or the desire to secure an extrinsic reward or avoid punishment. These behaviors motivated by "something else" seemed to be engaged in as ends in themselves and seemed to be associated with positive feelings of interest, enjoyment and satisfaction.

Intrinsic motivation is "the motivation to engage in work primarily for its own sake, because the work itself is interesting, engaging, or in some way satisfying" (Amabile, Hill, Hennessey and Tighe, 1994: 950). Similarly, Ryan and Deci (2000: 56) define the concept of intrinsic motivation as "the doing of an activity for its inherent satisfactions rather than for some separable consequence." It can be clearly understood that the key point in both definitions is that what persuades a person to perform any behavior comes from intrinsic reasons, hence the main concern of an intrinsically motivated person while undertaking any kind of task is primarily impressed by getting personal satisfaction rather than getting an external reward. The nature of the task holds the reward inside and implementation of the task is thus regarded as a reward (Christy, 1992). Thus, there is not actually a reward outside the task, but rather the enjoyment throughout the process is regarded as the reward. As Deci and Ryan (1985: 35) exemplify "if subjects were rewarded and then asked how much they enjoyed the experience, they may say "very much." But did they enjoy the activity, or did they enjoy getting the reward? The former is relevant to intrinsic motivation; the latter is not."

When intrinsic motivation is a matter of concern, it is worth mentioning that fulfillment of innate needs is seemed to be the primary source of encouraging the person to perform certain kind of actions. In the same vein, Deci and Ryan (1985) state that intrinsic needs that stem from the nature of the organism itself have the mission of giving energy for the activation of a behavior. Therefore, control of the process that results in behavior is dependent on the self, not the external factors. As a result of this, it would not be wrong to make an inference that this type of motivation considerably helps a person engage in an activity voluntarily by pursuing personal benefit.

### 2.2.2.2. Extrinsic Motivation

In contrast to intrinsic motivation, extrinsic motivation, as the name of the concept recalls, is concerned with external factors. In Ryan and Deci's (2000: 60) words, "extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome." Likewise, but with a more clear framework of what is meant by this separable outcome, Amabile et al. (1994: 950) point out that extrinsic motivation is "the motivation to work primarily in response to something apart from the work itself, such as reward or recognition or dictates of other people." As implied, there is somehow an intervention or incentive from outside that enables or induces the person to perform an activity.

In the 'Self-Determination Theory' put forward by Deci and Ryan (1985), varied types of extrinsic motivation have been proposed as the category of *external regulation*, *introjected regulation*, *identification* and *integrated regulation*. They are ordered from the least to the most autonomous form of extrinsic motivation along the self-determination continuum.

The most basic form of extrinsic motivation, external regulation, is concerned with doing a specific activity in order to get an external reward or to avoid a punishment. This kind of motivation is totally controlled by external factors, and thus stands in complete opposition to the nature of intrinsic motivation. In the second type of extrinsic motivation, introjection, a type of regulation is internalized in which the person performs a behavior with the intention of getting approval from others or self and refraining from any kind of sanctions. The things that are once accepted as external control mechanisms turn into internalized demands in this type of motivation in which maintaining self-esteem is appreciated. The third type of extrinsic motivation, identification, also refers to a regulation in which the person assigns a value to the outcome of performing an activity and depending on this outcome, feels the importance of doing this behavior. The last type of extrinsic motivation, integration, regarded as the most autonomous type, is associated with regulations that are totally assimilated to the self. Even though this type of extrinsic motivation has commonalities with intrinsic motivation, the behavior is still performed for the purpose of attaining to an instrumental end (Ryan and Deci, 2000, 60-63). In their own

words, Deci and Ryan (1985: 147-148) summarize all this development of extrinsic motivation as follows:

We outlined an internalization continuum progressing from the nonregulation of nonspontaneous behaviors; to external regulation by immediate contingencies; to introjected regulation, in which an external regulatory process has been incorporated as a control, thus maintaining the inherent controller-controlled dichotomy and conflict; to regulation through identification with the goals and values of the regulation, in which case the inherent conflict will be largely dissipated; to integrated regulation where the regulation itself has become integrated with other regulations into the unified sense of self that is the basis for true self-determination.

At the far left of this self-determination continuum lies intrinsic motivation as the last element. Even though there are times when a person is exclusively intrinsically or extrinsically motivated, there is also a considerable amount of time when a person can be both intrinsically and extrinsically motivated while performing a task. In addition, there are times when there is an interaction between these, leading to an increase or decrease in the amount of each other. Therefore, in contrast to the views which suggest there being clear cut distinctions between these two concepts, others assert the complementary feature of intrinsic and extrinsic motivation. According to Hayamizu's proposal (1997: 98) "they are anchors of a continuous variable" and the same author (1997: 99) further notes that according to a presupposition "these motivation sources are not antagonistic, but interact and coexist with another."

### **2.2.3. Implications of Motivation for Education**

It is almost needless to say that the concept of motivation plays a fundamental role in the education process. In relation to the importance of the issue, Terrell H. Bell, former U.S. Secretary of Education, once said "There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation." (cited in Ames, 1990: 409). Depending on this prominence, there has been tremendous amount of research on the issue. From this research, numerous claims have been put forward and lots of concepts have been identified especially in the studies of student learning.

### 2.2.3.1. Theories of Motivation

In the field of education, there have been varied perspectives of educational researchers to explain motivation. As a result of this, four theoretical orientations to motivation have emerged while dealing with motivation of learning. The first group with a *behavioral orientation* to motivation believes in the entity of incentive, which is basically a reward, and reinforcement that are thought to motivate the students to perform the tasks. The second group adopting a *humanistic orientation* to motivation is of the view that the idea of personal growth and self-actualization can influence behavior. Maslow's Hierarchy of Needs is a theory of humanistic orientation. Once a need, which is so called 'motives' in Maslow's theory, is satisfied, the student is motivated to behave to satisfy the next need. The next group adopting a *cognitive orientation* to motivation points out that the students' goals, plans, expectations and attributions are influential on motivation to perform the tasks. Attribution theory takes its place in that theory. According to this theory, the personal reasons to which someone attribute past successes and failures have a considerable effect on creating motivation to perform future learning task. The last group, with a *social orientation* to motivation, believes that the sense of community and becoming a part of that community motivate students to learn attitudes, values and behaviors adopted by the community (Glynn et al., 2005: 152-154).

It appears that each approach above holds a message implying which classroom applications are needed to promote motivation in an educational setting. Teachers applying the theories of behavioral perspective need to be aware of the fact that reinforcement is worthy of importance for motivating the students to perform the desired behavior again. That could be through external rewards. The ones with humanistic approach need to know the need of the students' either physically or psychologically and try to satisfy these needs so that the students are motivated to take the next step. Taking the students' welfare into account is as important as dealing with their academic achievement in this theory. In cognitive approach, it would be beneficial to benefit from the attributions motivating the students and to lead them to get rid of detrimental effects of some others for their future learning. Lastly, those adopting the theories of the social learning approach need to provide a basis for a learning environment in which students become motivated to learn through

observing others in a cooperative manner. Ames (1990: 419) presents how it is significant to see the reflections of these types of theories in classroom practices as follows:

This is important because motivation enhancement cannot be reserved for Friday afternoons, or be viewed as something to be used during free time or extra time or as superfluous to academic activities. Nor can motivational concerns surface only when a student does not do well. Motivation as an outcome is important to all students in the classroom all the time. This view gives student motivation a central place as an educational outcome, important in its own right. The emphasis is on identifying strategies that will foster a mastery-goal orientation in students and relate to all aspects of classroom learning and organization.

### **2.2.3.2. Motivational Constructs**

In the current literature of motivation in education, a variety of motivational constructs have been identified to understand and explain the dynamics that have an influence on the students' motivation for learning basically.

#### **2.2.3.2.1. Self-Efficacy**

The term of self-efficacy is a key component of social cognitive learning theory. Bandura (1997), who is recognized as one of founders of that theory, defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (cited in Glynn et al., 2005: 160). Tollefson (2000) points out that according to this notion, the judgments of individuals related to their abilities are influential on how much effort they will expend for an action and how much they are determined to go on for that action in case of any difficulty. While the individuals with high self-efficacy show up with that effort and persistence, the ones with low-self efficacy avoid showing that effort and so, are inclined to quit easily (Schunk, 1991).

When the role of self-efficacy in education is matter of concern, it is evident that with its contributions, high self-efficacy affects the motivation of learners in a positive manner. Zimmerman (2000: 86) states that "self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities." All these qualifications of the learners with high-self efficacy are also typical behaviors expected from a motivated learner. Therefore, it would not be wrong to assume that positive judgments of individuals

about their capabilities to perform a task will also have a positive effect on motivation to do this action.

#### **2.2.3.2.2. Self-Regulation**

In recent times, it seems that as the learners have been directed to control their own learning, the concept of self-regulation which is also known as self-regulated learning has gained importance. For Pintrich (2000), self-regulation is “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment” (cited in Schunk, 2005: 173). It seems that self-regulation is a kind of control mechanism that is influential on coming up with a variety of adjustments on behaviors until attaining to an ultimate end. Therefore, it is regarded as “the self-directive process by which learners transform their mental abilities into academic skills” (Zimmerman, 2002: 65)

According to Schunk and Zimmerman’s (1998) assertion, self-regulation, which is regarded as a teachable concept, positively correlates with motivation and achievement of the learners. What lies behind this relation is seemed to be the qualifications with which a self-regulated person is equipped. Glynn et al. (2005) highlight that the sense of controlling their own learning, which comes with self-regulation, encourages the learners to be involved in challenging tasks, show effort and persistence and this sense can be the reason of not giving up easily when faced with a failure, as well. It is evident that being motivated also requires having these characteristics. Therefore, it would be rational to expect that being self-regulated provides basis for being motivated, which has high probability of resulting in better learning.

#### **2.2.3.2.3. Goal Orientation**

In recent years, there has been a considerable interest in goal orientation among the motivational studies. Hsieh, Sullivan and Guerra (2007: 455) perceive goal orientation as “students’ reasons for approaching an academic task”. According to this notion, different motivational patterns can be adopted by the learners based on their distinct goal-orientation

(mastery or performance) upon being faced with an unfavorable situation (Valentini and Rudisill, 2006). It is obvious that the reasons why an individual is involved in a certain task are influential on motivational aspects.

On the issue of what distinguishes mastery goal orientation from performance goal orientation Was (2006: 531) propose that “students who set mastery goals focus on learning the material and mastering the tasks at hand. Students who set performance goals are concerned with demonstrating their ability and performance”. Therefore, it would not be surprising to expect that individuals adopting different goal orientations tend to think and behave in different manners. While the learners with mastery goal orientation are motivated to master the tasks at hand and improve their learning without being worried about the mistakes they would make and consider these mistakes as a chance for further learning, the learners with performance goal orientation are motivated to achieve higher with a kind of concern of being appreciated by others, so what matters to the learners is being evaluated positively due to their performance rather than learning at a deep level (Glynn et al., 2005).

#### **2.2.3.2.4. Attributions**

The perspectives of the learners on their own language learning process including the assumed reasons that they consider as the sources of their success and failure have been regarded as a primary source for affecting students’ psychological mood to progress in their language learning process. In the process of language learning, the situation of focusing on the reasons that a learner believes to lead his or her success and failure and the effect of these beliefs on present and future learning of their own could be explained with ‘Attribution Theory’ (Gonzalez, 2011). The proponent of the theory, Weiner (1979) claims that personal reasons to which someone attribute past successes and failures have a considerable effect on creating motivation to perform future learning task. Keblawi (2009) exemplifies this situation as this way:

If, for example, learners attribute their failure to a lack of ability (*internal cause* over which they have no control), then their motivation to learning the language is likely to decrease or even vanish completely. If, on the other hand, they believe that their failure is the result of their laziness or lack of effort (*internal cause* over which they have *control*), then they have good chances to increase their motivation if they double their efforts.



All these explanations show that in the field of language education even if most teachers are not aware of its being under the heading of ‘Attribution Theory’ theoretically, they are expected to come across classroom implications of this theory in real classroom settings since each learner tends to come up with a variety of attributions to their success and failure. Miltiadou and Savenye (2003) point out that these attributions fall into two categories: environmental and personal factors. As the names of the concepts recall, while environmental attributes are evolving around the factors from outside, personal attributes take the individual-related issues to the center. Benefiting from the attributions motivating the students and leading them to get rid of detrimental effects of some others for their future learning is something that gains importance while dealing with the classroom applications of this theory.

#### **2.2.3.2.5. Locus of Control**

Another construct that has an impact on motivation and eventually on learning is locus of control. It is “a concept detailing how much a person believes life events that affect them are in their control” (Wolfe, 2011: 11). In the dimension of locus of control, there is a continuum stretching from the internal reasons to the external ones. If someone attributes either himself/herself or other situational factors as the source of their success and failure, they could be listed under the heading of internal or external reasons respectively. While the basic attributions such as ability and effort are internal, luck and task difficulty are listed as external (Keblawi, 2009). The proponent of this theory, Rotter (1990: 489) also gives the essence of the difference between internal and external locus of control as follows:

Briefly, internal versus external control refers to the degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics versus the degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or is simply unpredictable.

It is evident that locus of control is associated with student achievement. In a study of Denny and Steiner (2009, cited in Wolfe, 2011: 12) conducted with college students to find out the relation between success and locus of control, it was revealed that students with high level of success tend to exhibit internal locus of control. Similarly, Wu (1975) states that school achievement positively correlates with internal locus of control since the

belief that their own efforts are indicator of getting either a good or bad result will probably lead the students to strive for the good results and abstain from the bad ones.

#### **2.2.3.2.6. Self-Determination**

When the concept of motivation is associated with education, self-determination is regarded as a significant construct that explains how motivation is influential on education as well. Deci, Vallerand, Pelletier and Ryan (1991: 325) put forward that self-determination “is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes.” It is evident that through these implications of self-determination leading to an increase in interest and confidence of the learners along with the positive perspectives of them on their own language learning process, the learners’ motivation to engage in learning is likely to enhance and hence, it is more likely to be an increase in the rate of their learning and achievement.

In addition to what self-determination provides to the learners, Glynn et al. (2005) highlight that self-determination facilitates the process of feeling intrinsically motivated for the learners. This sense of motivation makes the learners believe that they can control their own successes or failures and this belief prevents the learners from developing such kind of negative feelings that annihilate the eagerness for learning. As Deci et al. (1991: 342) summarize, “In terms of education, it has become ever more apparent that self-determination, in the forms of intrinsic motivation and autonomous internalization, leads to the types of outcomes that are beneficial both to individuals and to society.”

### **2.3. Work Motivation**

Broadly speaking, even though the concept of motivation has wider implications, it is generally associated with the educational issues of individuals in people’s minds. Besides their educational life, motivation has also a considerable impact on the professional life of individuals. As Brown and Hughes (2008: 47) also point out “Motivation shapes not only our personal choices, but also our professional behaviors.” Therefore, under the label of work motivation, a considerable amount of research has been

conducted and a number of theories have been put forward on this issue. Dörnyei and Ushioda (2011: 257) list the common purposes of conducting research on work motivation as follows:

Employee motivation is understandably a key issue within work settings and therefore a great deal of research within organisational and industrial psychology has been directed at understanding

- which aspects of work design motivate employees;
- how this motivation can be enhanced;
- how worker dissatisfaction can be reduced.

At the simplest level, work motivation can be defined by Molander and Winterton (1994, cited in Addison and Brundrett, 2008: 80) as “the willingness of employees to expend effort and exhibit desired patterns of work behavior in terms of levels of performance and commitment to the enterprise.” It is evident that goal-directed performance at work can be reached by the desire or enthusiasm devoted for a particular action by an employee. With accordance with the basic definition of the concept of motivation, Pinder (1998, cited in Meyer et al., 2004: 992) regards work motivation as “a set of energetic forces that originates both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration.” Work motivation is actually a concept corresponding to the motivation of employees. Parallel to the definition above, Roos and Van Eeden (2008) also regard the employee motivation as an innate force on which some kind of personal factors of the employees that could show difference in time due to the needs and motives of them are influential.

Among several theories that have been set forth to understand employee motivation, Maslow’s Need Hierarchy Theory and Herzberg’s Two-Factor Theory of Motivation have been among the most influential ones that are mostly referred in this field of study. By the 1950s, when human relations and human needs were regarded as the factors to motivate the employees, Maslow’s Need Hierarchy Theory took part in the literature (Kızıltepe, 2008). According to Maslow, what leads to the motivation of individuals stems from the needs of them and the fulfillment of these needs is the reason of the outbreak of behaviors (Latham, 2007). In consensus with this argument, Mertler (1992: 12) also explains that “when an individual is deprived of a need, that particular need

becomes activated. The activation of the need results in the motivation of behavior directed at gratifying the need.” These basic needs are ordered in a hierarchical fashion consisting of five stages categorized as physiological, safety and security, belongings, esteem and self-actualization. While the first three categories are related to ‘deficiency needs’ the fulfillment of which is required for a healthy personality, the rest is related to ‘growth needs’ which are associated with personal achievement and development of the potential of individuals (Steers, Mowday and Shapiro, 2004). Latham (2007: 31), related to running of this hierarchy, highlights that “as one need becomes fulfilled, its strength diminishes while the strength of the next need higher in the hierarchy increases.” It can be inferred that once deficiency needs of an employee are met such as suitable working environment or conditions, the same employee is motivated to implement and achieve a task.

In his *Two-Factor Theory* that is also known as the *Motivation-Hygiene Theory*, Herzberg tried to explain work motivation by grounding on the work activities and the nature of the job rather than individual differences (Steers et al., 2004). In the essence of this theory, the factors leading to motivation or satisfaction and the ones regarded as the sources of dissatisfaction are categorized under the label of motivators and hygiene factors respectively as a result of research conducted with different groups of professions by Herzberg and his colleagues (Latham, 2007). The ‘motivators’ are the factors intrinsic to the work itself that are supposed to increase the effort and performance of the employees, whereas the ‘hygiene factors’ are extrinsic to the content of work so that focusing on just the hygiene factors do not have much effect on an increase in employee motivation (Hackman and Oldham, 1976). As a support to this argument related to the hygiene factors, Mertler (1992: 33-34) also emphasizes that “The presence of these factors will not result in job satisfaction; they will only serve to remove the impediments to job satisfaction.” While these kind of motivators are “achievement, recognition for achievement, responsibility, growth and advancement to higher-levels tasks, and the work itself”, some hygiene factors include “salary, status and security, company policies and administration, working conditions and interpersonal relations, as well as supervision” (Kızıltepe, 2008: 518). Therefore, Herzberg (1966, cited in Latham, 2007) suggests giving importance to these kinds of motivators for a better job performance and also taking the hygiene factors into consideration for decreasing job dissatisfaction to the least.

A more current theory, Locke and Latham's *Goal-Setting Theory* has noteworthy implications for the field of work motivation, as well. It is even regarded as "the single most dominant theory in the field" by Mitchell and Daniels (2003, cited in Latham, 2007: 119). Latham (2007) explains that at the end of all the studies of Locke related to the effects of intentions in the laboratory settings, some propositions were obtained and the reflections of these led to outbreak of the Goal-Setting Theory. Latham (2007: 53) lists these propositions as follows:

(1) Specific high goals lead to higher performance than no goals or even an abstract goal such as "do your best"; (2) given goal commitment, the higher the goal the higher the performance, and (3) variables such as monetary incentives, participation in decision making, feedback, or knowledge of results affect performance only to the extent that they lead to the setting of and commitment to specific high goals.

Showing parallelism with the propositions above, the results of the research related to goal-setting theory are the indicator of the fact that goal specificity, goal difficulty and goal commitment are all influential on increasing task performance (Steers et al., 2004). In a more explanatory manner, Gagné and Deci (2005) note that provided that the individuals set specific goals which are also challenging to attain, conceive how to behave for attaining these goals and regard themselves as capable of fulfilling these goals, they will show higher performance. It is evident that a goal itself or the quality of a goal is considerably effective in shaping the flow of process that results in desired behaviors. Latham (2007: 176) points to the importance of goals in this process as follows:

They affect action in three ways. First, goals affect the facts people choose to act on. They regulate the direction of action by focusing attention and behavior on value-goal relevant behavior at the expense of non-goal-relevant action. Second, values and goals affect the intensity of one's actions and the concomitant emotions dependent upon the importance of the goal to the person. The more difficult a valued goal, the more intense the effort to attain it. Third, valued goals affect persistence.

In a meta-analysis conducted by Klein, Wesson, Hollenbeck and Alge (1999), the findings verify the arguments related to the goals in this theory once again. The analysis shows that goal commitment is a prominent factor in terms of enhancing task performance for the difficult goals. Likewise, in a study conducted by Wright (2004) with 385 public employees, the results show consistency with the basic principles of this theory and as an advice to employers, making the employees deal with specific, difficult goals is given since "challenging goals require greater effort from the employee to attain a positive self-

evaluation, while specific goals focus employee attention and effort toward the desired task” (Wright, 2004: 71).

All the theories mentioned above provide a basis for explaining what it is meant by work motivation, which factors are influential on work motivation or how these factors can shape the behaviors of the employees. Like being in any other profession, it is evident each item above will determine the outline of teacher motivation and help shed light on the process of understanding the issues related to this concept.

#### **2.4. Teacher Motivation**

In spite of the fact that learner motivation has been the main topic of interest for a great deal of research conducted for enhancing the success rate of an educational process, the motivation of teachers who also have a critical position for being relatively influential on such an increase has not received enough attention that it deserves. However, as stated before, there has been a growing literature on teacher motivation in educational psychology in recent times (Dörnyei and Ushioda, 2011). Otherwise, the deficiency of literature related to this issue would prevent conceiving the whole picture of how success is attained in the process of teaching and learning while the importance attached to teacher motivation is so apparent. Jesus and Lens (2005) highlight that teacher motivation is worthy of importance in terms of its effect on student motivation, putting educational reforms adopted by the policy makers into practice in real classroom settings and as a final point, in terms of the satisfaction and fulfillment that the teachers will feel. It seems that teacher motivation can be considered as complementary to or assurance of an effective education process. Falout (2010: 28) explains that “To keep a healthy and productive learning environment for their students, work environment for their colleagues, and career for themselves, it is imperative that teachers maintain motivation.” Due to these and related issues, the concept of teacher motivation seems worth of searching.

Teacher motivation is closely related to the enthusiasm and commitment of teachers that they show for their profession (Dörnyei and Ushioda, 2011). Therefore, motivated teachers are highly interested in learning of their students, in their teaching and in the schools that they work (Atkinson, 2000). On the contrary, the teachers with lower levels of

motivation even think of quitting their profession and also leaving their teacher training programs (Sinclair, Dowson and Mcinerney, 2006). Therefore, it is required to pay more attention to enhancing the motivational level of teachers.

At the simplest level, as Evans (1999: 63) points out, “Teachers, like anyone else, are motivated by what gives them satisfaction.” In a broader sense, Mifsud (2011) states that what leads to motivation among teachers is dependent on both the sense of happiness and satisfaction that they get from their jobs and the feeling of self-efficacious. It seems that fostering positive feelings while conducting a task will be the source of positive attitudes to initiate or fulfill the next task. Simply put, feeling well related to their profession will make the teachers motivated. By the same token, Morcom and MacCallum (2009: 37) maintain that “teacher motivation is linked to teacher wellbeing which is promoted by values-driven, visionary and responsive teaching.” Yet, it will be insufficient to know that relation of teacher motivation and their wellbeing. It is required to identify the factors about to what this state of wellbeing is linked to have a clear picture of teacher motivation, as well. Dörnyei and Ushioda (2011: 160) list four motivational aspects that are associated with teacher motivation that shed light on the factors having impact on the motivation and demotivation of teachers as follows:

1. It involves a prominent *intrinsic component* as a main constituent.
2. It is very closely linked with *contextual factors*, associated with the institutional demands and constraints of the workplace, and the salient social profile of the profession.
3. Along with all the other types of career motivation, it concerns an extended, often lifelong, process with a featured *temporal axis* (which is most clearly reflected when talking about career structures and promotion possibilities).
4. It appears to be particularly *fragile*, that is, exposed to several powerful negative influences (some being inherent in the profession).

Three related items about the motivation of teachers in this general framework presented by Dörnyei and Ushioda (2011) will help understand the general characteristics of teacher motivation in this study, as well.

### **2.4.1. Teacher Intrinsic Motivation**

According to Evans (1999), the concept of teacher motivation associates with two basic terms; motivator and demotivator. In Evan's (1999: 9) own words, "a motivator is the impetus that creates inclination towards an activity, and a demotivator is the impetus for disinclination towards an activity." There have been a number of studies which specifically attempt to find out the nature of these motivators or demotivators; namely whether they are based on intrinsic or extrinsic factors. As stated before, teacher satisfaction is a prerequisite for teacher motivation. As a first step, it is therefore required to clarify the issue of what kinds of factors are influential on satisfying teachers. In a general perspective, related to satisfaction of teachers, Mullock (2009: 6) presents the following argument:

In general, studies show that the major sources of satisfaction tend to be intrinsic factors – those directly related to the actual task of teaching and working with young people (such as facilitating pupil learning and achievement), professional self-growth (including the mastery of subject matter and teaching skills), and recognition from parents, peers or superiors.

Sergiovanni (1967), Hill (1986) and Mertler (1992) who grounded their studies of teacher motivation on Herzberg's Two Factor Theory related to work motivation which is regarded as a milestone in this field also put forward that teacher satisfaction was considerably dependent on intrinsic factors. As stated in the quote above, these factors giving satisfaction focus on the nature of teaching profession itself. In Scott, Cox and Dinham's (1999: 287) survey, English teachers were found to "be most satisfied with 'core business' aspects of teaching-facilitating student learning and achievement, developing as a professional and working with other staff". Likewise, a survey applied to more than 2000 teachers across England, Australia and New Zealand by Dinham and Scott (2000) revealed that the internal rewards of teaching bring about satisfaction in the teaching profession (cited in Dörnyei and Ushioda, 2011: 161). It is evident that when teachers feel this personal satisfaction through these factors, they will be eventually intrinsically motivated to conduct their profession.

The research from Bogler (2001: 676) attempted to find out the effects of a couple of variables on job satisfaction of teachers with a sample of 745 teachers in elementary, middle and high schools of Israel and the results of this research demonstrated that "Teachers reported feeling highly or very satisfied when their work gave them "a sense of



self-esteem,” provided them with “opportunities for self-development,” gave them “a feeling of success,” and allowed them “to participate in determining school practices.” It is evident that these variables can be counted as motivators which relate to intrinsic elements of the teaching profession. Furthermore, in a study conducted by Addison and Brundrett (2008) with 69 class teachers, the results revealed that the most frequently stated sources of motivation by these teachers were intrinsic issues. Likewise, in a more extensive study that was carried out with 793 elementary and secondary teachers by Brown and Hughes (2008), teachers rated intrinsic motivational items such as sense of accomplishment, professional growth and teacher empowerment more than extrinsic ones such as supervisor recognition, parent recognition and salary. It seems that although there may be exceptions, the findings of any new research in this field of study tend to be in concordance with the findings of the previous ones. As Bullough and Hall-Kenyon (2012: 8) summarize, “studies consistently report that teachers find most satisfaction in matters intrinsic to the work of teaching”.

According to Jesus and Lens (2005), when teachers are intrinsically motivated, they feel the desire to conduct their profession. Besides, the same authors point out that becoming intrinsically motivated makes the teachers perform the teaching profession for their own inherent values. It seems that these kinds of teachers dedicate themselves to teaching. Even if they do not get a reward from outside, they still remain passionate about their work. As implied, intrinsic motivation is paramount to enhance teacher performance. As being an important implication for educational policy makers, what leads to intrinsic motivation of teachers should be therefore taken into consideration and as Mertler (1992: 77) indicates “the design and implementation of incentive systems within school districts need to focus on the use of intrinsically-oriented incentives.”

#### **2.4.2. Contextual Factors on Teacher Motivation**

Not everything influencing motivational level of teachers stems from the factors that are considerably dependent on teachers themselves. There are so many times when teacher motivation is affected by the factors that are externally originated around teachers. No matter how teachers are intrinsically motivated to conduct their profession, this will still be exposed to a deformation due to the environmental factors (Dörnyei and Ushioda,

2011). It appears that this motivational aspect is relatively linked with teacher's being extrinsically motivated or demotivated.

According to Dinham and Scott (2009), contextual influences can be divided into two categories as macro-contexts and micro-contexts; while the ones at macro level are more related to "the general work ethos prevalent at the social level", the ones at the micro level are associated with "the organizational climate of the particular institution in which teacher works and the characteristics of the immediate teaching environment, that is, the classroom and the learner group" (cited in Dörnyei and Ushioda, 2011: 164). As their names also recall, macro-contextual influences can emerge as a result of much higher level of applications that are considerably determined with the decisions of policy makers or can stem from people other than teachers themselves and micro-contextual influences are more confined to teacher and teacher-related issues or the dynamics at the school level. At the simplest level, "Macro influences are related to all members of society. They range from parents to politicians, and also people on the streets. On the other hand, micro influences are teacher specific and relate to the physical teaching environment" (Lee, 2008: 137).

#### **2.4.2.1. Macro-Contextual Influences**

Inasmuch as macro-level is a more comprehensive issue, the influences of any adopted educational changes or reforms across the country on the teachers' satisfaction or motivation can be analyzed under the category of macro-level influences. In a study of Kyriacou and Chien (2004) conducted to find out the reasons of stress among the primary school teachers of Taiwan, the results revealed that the item of 'changeable education policy of the government' was regarded as the top source of stress by the teachers. Even though the link is not presented in the study, it is evident that stress is influential on teacher satisfaction or motivation and ultimately on teacher performance. In another research carried out with secondary school teachers in Nigerian context, Ololube (2006) put forward that the major factor of dissatisfaction for these teachers was educational policy and administration. As Evans (1999: 17) touches upon, "it is within the context in which teachers work that policy and initiatives that emanate from outside of this context begin, as they are implemented, to affect - positively or negatively - attitudes to the job."

The issue of salary can also be regarded as a macro-contextual influence, which is frequently uttered by the teachers as a source of motivation or demotivation, as teachers or school administrations do not have much effect on decision of how much teachers are paid. In Ololube's (2006) previously mentioned study, educational policy and administration as a source of dissatisfaction were followed by pay and fringe benefits. In Griffin's (2010) study, a great many teachers rated the item of salary as either un-motivating or highly un-motivating. Parallel to the study, in the research of Addison and Brundrett (2008), poor salary or remuneration was rated as the fourth highest demotivational aspect for teachers among 12 categories. Contrary to the findings of studies above that regard the issue of salary as a source of demotivation or dissatisfaction, there are some others revealing its being an extrinsic motive for some kind of teachers. Brown and Hughes' (2008) study showed that besides intrinsic factors, some extrinsic ones were paramount to motivating teachers. Among these, the factor of salary took its place at the top three. Similarly, the study of Zembylas and Papanastasiou (2004) carried out in Cypriot context revealed that a couple of extrinsic factors among which the factor of salary was also present are influential on making Cypriot teachers go into teaching profession and on job satisfaction.

Another macro-contextual influence on teacher motivation can be the issue of workload that is imposed on teachers by the education system. Related studies show that this factor considerably functions as a dissatisfier. The study of Barmby (2006) conducted to find out factors affecting teacher recruitment and retention showed that workload could be as the second highest factor that might have dissuaded teachers from entering teaching and as the most frequently cited possible reason for considering leaving profession. It appears that workload is a serious source of demotivation to the extent that leads teachers to give up their profession. Likewise, in Addison and Brundrett's (2008) research, long hours and high workload were rated as the highest source of demotivation by the class teachers. With a different approach, Müller, Alliata and Benninghoff (2009) carried out a survey with 121 teachers taking early retirement to find out the factors behind their decision and explored that along with the factor of changes in work conditions, the factor of workload was more frequently uttered as a pushing factor for an early retirement decision by these teachers. It is evident that these pushing factors demotivate teachers to go further in their career.

In sum, these kinds of factors on which the intervention of teachers is relatively low can affect teacher satisfaction and ultimately, teacher motivation on a wide scale. Based on the studies on this issue some of which are also mentioned above, these factors mainly function as dissatisfiers for teachers. Inasmuch as these influences are in macro dimension, they will affect the performance of wider populations of teachers at the same time. For this reason, this dimension of teacher motivation needs to be analyzed and taken serious.

#### **2.4.2.2. Micro-Contextual Influences**

As stated before, micro-contextual influences exist as a result of more narrow-scope issues that are specific to teachers or schools. Teacher-based factors can be associated with demographic characteristics of teachers like gender, age and marital status or teachers' job experience. School-based factors are more related to dynamics constituting the concept of school. Dinham and Scott (2000, cited in Dörnyei and Ushioda, 2011: 164) offer some school-based factors affecting teacher motivation as follows:

- the school's general climate and the existing school norms;
- the class sizes, the school resources and facilities;
- the standard activity structure within the institution;
- collegial relations;
- the definition of the teacher's role by colleagues and authorities;
- general expectations regarding student potential;
- the school's reward contingencies and feedback system;
- the school's leadership and decision-making structure.

Related to the school-based influences, Evans (1999) finds out that teacher job morale, satisfaction and motivation seem to be more affected by these kinds of school-specific factors than externally-instigated and centrally-imposed factors. Likewise, Karavas (2010) emphasizes that school-based factors have an extrinsic nature and their being absent or problematic can have significantly negative influence on job satisfaction of teachers. All these indicate that school-related things are prominent determinant of higher or lower level of teacher satisfaction and eventually, of teacher motivation.

Being in consensus with some school-based factors influencing teacher motivation that are mentioned above, based on their study, Sargent and Hannum (2005: 202) also pointed out that "teachers are more satisfied in schools with more resources available for

teaching and learning. Teachers are also more satisfied in schools where they are paid on time and where there are greater opportunities for professional discussion and collaboration.” Mutual dialogue that promotes cooperation and support among the colleagues at schools was also found to be a significant factor for higher level of satisfaction for the teachers by Morgan and O’Leary (2004) and Karavas (2010). In addition to these kinds of factors, at the school level, school administration presenting chances for teachers and encouraging them to try out new ideas and practices also seemed to be influential on teacher satisfaction (Karavas, 2010)

Besides school effects, teacher-based issues also are worthy of importance among micro-contextual motives. In spite of the fact that the research seeking for the influence of teacher characteristics on teacher motivation is scarce, there are still some kinds of studies shedding light on the issue. Based on the literature of the research carried out in different parts of the world on this issue, it can be deduced that the findings are relatively changeable. While younger teachers or female teachers seem to be more motivated in some studies, older teachers or male teachers seem to be more motivated in others. Besides, there are some other studies that cannot find any significant difference between the two poles of demographic characteristics of teachers.

The study of Bishay (1996) conducted with 51 teachers from different fields with different years of experience has been one of these studies by touching upon the influences of a couple of teacher characteristics on the satisfaction and motivation of teachers. Some of the striking results of this study were that job satisfaction of teachers seemed to increase with age and male teachers seemed to be more satisfied with their profession than female teachers. Another study with relatively similar findings belongs to Sargent and Hannum (2005) that was carried out with primary school teachers in rural China. In their study, it was also found that younger teachers seemed to be less satisfied. However, as a difference, multivariate analysis in the study showed that female teachers were more satisfied. It is evident that when teachers are satisfied, they are motivated to conduct their profession. Besides, while age-related finding of the previously mentioned study of Addison and Brundrett (2008) contradicted with the findings of previous two studies, findings related to gender issue resemble to the ones of the latter one. In this study, the teachers “in general become less well motivated as they get older” and in terms of gender, the same study also

revealed that “men appear to be slightly less satisfied with the profession than women” (Addison and Brundrett, 2008: 89). The reason why there is a difference between male and female teachers’ level of satisfaction or motivation can be attributed to work-related stress. According to the research by Klassen and Chiu (2010: 748), “Female teachers had higher levels of workload and classroom stress.” This in turn results in lower levels of motivation among these teachers since stress is regarded as one of the factors leading teacher burnout and eventually teacher demotivation.

More recently in a study of Yemisi (2013) conducted with 500 teachers employed in some public secondary schools of Nigeria, age-related finding was consistent with the findings of Bishay (1996) and Sargent and Hannum (2005). This study also revealed that the motivation levels of old teachers were higher than younger teachers’ motivation levels. As being different with the findings of the studies mentioned above, in terms of gender issue, the same study presented the fact that the motivation levels of both male and female teachers were relatively similar. Additionally, no significant difference was found between motivation of experienced and inexperienced teachers. Whereas, in their study, Klassen and Chiu (2010: 748) point out the entity of a difference between two groups as follows:

More recent studies have built on Huberman’s work, with Day and Gu (2007) finding that most teachers in mid-career (i.e., Years 8–23) experience increases in motivation and commitment, whereas increased proportions of teachers in the later stage of their career stage (24+ years of experience) report declining motivation.

In Klassen and Chiu’s (2010) study, a difference depending on years of teaching experience was also determined related to job satisfaction of teachers. After reminding that self-efficacy of teachers was influential on an increase in job satisfaction of teachers, they put forward that while teachers’ self-efficacy in confidence in engaging students, managing student behavior and using effective instructional strategies seemed to increase with the experience during their early and mid-career phases, it started to decline in the later phases of their careers. This means that while job satisfaction with a higher level of teachers’ self-efficacy is high for a specific period of time, it experiences a gradual decline in late-career years with decreasing self-efficacy. It is evident that this process will in turn shape the motivation levels of teachers.

In the literature, marital status of teachers takes its place among the characteristics that relate to teacher satisfaction or motivation. Lortie (1975) found out that marriage had a positive influence on the job satisfaction of teachers and married female teachers expressed significantly more satisfaction with their profession (cited in Sargent and Hannum, 2005: 184). Among the previously mentioned studies, the study of Addison and Brundrett (2008: 89) revealed that “Single teachers, and those without children to care for at home, are more likely to be demotivated by workload and long hours than their colleagues.” It appears that at the individual level, marriage affects satisfaction and motivation of teachers in a positive manner.

In sum, it appears that at the individual level, teacher-related factors affect the level of teacher motivation in a changeable manner. In terms of school-related things, the factors which are problematic, insufficient or absent can function as dissatisfiers. Even if they do not influence large population of teachers just as macro-contextual factors, this type of micro-contextual factors also influence a specific number of teachers and so, need to be taken into consideration for an effective teaching and learning process.

### **2.4.3. Negative Influences on Teacher Motivation**

Throughout this study, a set of negative influences on teacher motivation have been mentioned for a couple of times. While entity of some factors affects the level of teacher motivation in a negative manner like the issue of stress, absence of others influence teacher motivation negatively to the same extent like insufficient self-efficacy of teachers. With an aim to summarize the issue, Dörnyei and Ushioda (2011: 174) list these factors as follows:

- the exceptionally high stress level;
- the increasing restrictions of teaching autonomy (by externally imposed curricula, tests, methods and other directives);
- the fragile self-efficacy of practitioners, most of whom are undertrained in areas concerning group leadership and classroom management;
- the difficulty of maintaining an intellectual challenge in the face of repetitive content and routinised classroom practices;
- an inadequate career structure to generate effective motivational contingent paths;
- the economic conditions that are usually worse than those of other service professions with comparable qualifications (e.g. lawyers and doctors).

It is an undeniable fact that like in many other professions, the issue of stress can act as a powerful source of demotivation for teaching profession, as well. As Fisher (2011: 29) states, “Teaching is a stressful career and few will refute the significance of the amount of stress involved in the career.” It is known that teaching requires a great amount of responsibility and devotion. Even this fact can be the source of teacher stress in itself and has an impact on the flow of an effective teaching process. Therefore, conceiving what is meant by teacher stress gains importance. Kyricaou (2000: 3) defines teacher stress as “the experience by a teacher of unpleasant negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as a teacher.” The underlying reasons behind these unpleasant feelings can be variable and multidimensional. Pratt (1978) points out that student related issues are the major and relatively continuous reasons of a great deal of stress among the teachers. Likewise, Dörnyei and Ushioda (2011) claim that dealing with groups of children or young adults for a long period of time in a working day significantly contributes to emergence of work stress among teachers. Likewise, managing student misbehavior is regarded as one of the source of stress causing an eventual burnout (Kokkinos, 2007). On the other hand, Hayes (2006) states that just blaming students for creating stress for the teachers would remain insufficient, teachers’ own beliefs about their students’ age, gender, ability or personality can serve to be key stressors for teachers. Liu and Ramsey (2008) also note that stress stemming from some problems related to working conditions substantially influences job satisfaction of teachers. In addition to all these, the issue of workload is among the factors that trigger stress among teachers, as well (Klassen and Chiu, 2010).

It appears that there is a direct link between the issue of stress and the level of motivation or satisfaction. Stress stemming from such kind of factors mentioned above will certainly make the individuals be faced with some psychological, cognitive or even physical influences. As Matthews and Zeidner (2004: 144) put forward “Stress may be experienced not just as affects such as tension and unhappiness, but also through disturbances in cognition (e.g., worry) and loss of motivation”. It seems that higher level of stress is among the possible reasons of lower level of teacher motivation or satisfaction. As a support to this claim, Briones, Taberero and Arenas (2010) put forward that emotional exhaustion owing to high levels of stress results in lower level of teacher satisfaction. It is known that when they are not satisfied, the teachers will not be motivated to conduct their



profession. With an aim to cope with this situation, the study of Fisher (2011) shows that there is a need for finding ways to reduce stress among teachers, which can in turn increase the number of the satisfied teachers showing eager to conduct their profession.

The concept of self-efficacy also has impact on motivation of teachers. As stated before, high self-efficacy has a positive impact on motivation. Hence, low or insufficient self-efficacy influences motivation of the individuals negatively. The issue of self-efficacy is also worthy of importance in terms of teachers' job satisfaction (Briones et al., 2010). According to Skaalvik and Skaalvik (2009: 1059), "teacher self-efficacy may be conceptualized as individual teachers' beliefs in their own ability to plan, organize, and carry out activities that are required to attain given educational goals." It seems that when teachers lack of this self-efficacy, they tend to suffer from loss of motivation, which in turn results in remaining ineffective or losing confidence to attain desired educational goals. Accordingly, Day (1999: 71) explains that "Teachers with low self-efficacy are likely to exhibit low motivation in class and school settings, more likely to prefer routine rather than experiment and be less receptive to new teaching practices." Hence, the teachers with high self-efficacy tend to show higher levels of motivation. In their study, Klassen and Chiu (2010) found out that the teachers with high self-efficacy in application of classroom management and instructional strategies were also the teachers showing higher levels of satisfaction. Likewise, the study carried out by Skaalvik and Skaalvik (2009) revealed that there was a positive correlation between teacher job satisfaction and teacher self-efficacy. In addition to all these, insufficient self-efficacy is also associated with one of the reasons leading to teacher stress (Dörnyei and Ushioda, 2011). As stated before, stress is also associated with lower level of motivation or satisfaction for teachers.

When teacher motivation is matter of concern, issues related to teacher autonomy need consideration, as well. As Pearson and Moomaw (2005: 42-43) put forward, "Teacher autonomy or the lack thereof, seems to be a critical component in the motivation of teachers to stay or leave the teaching profession." It appears that while teacher autonomy influences motivation of the teachers in a positive manner, restricted autonomy functions in the opposite way to this situation. Dörnyei and Ushioda (2011) argue that how teachers have to behave and teach for an efficient education process is regulated depending upon a set of constraints on which some authorities decide. These restrictions are imposed for the

sake of introducing curricula, tests and methods that are nationally accepted. However, if these kinds of demands turn into a steadily growing control mechanism, teacher autonomy will be restricted and this will in turn have a negative influence on teacher motivation. It is undeniable that lack of autonomy also affects teacher motivation adversely. In Dinham and Scott's (2000, cited in Yau, 2010: 102) survey with general teachers, the findings verified the negative influences of lack of autonomy on teacher motivation. As seen, the restrictions on teacher autonomy or lack of autonomy are counted as one of the demotivating factors for the teachers.

Lastly, lack of intellectual challenge impedes teacher motivation, as well. It is a known fact that while conducting any task, a degree of challenge is required to reduce the probability of being in a vicious circle. Such a situation stemming from dealing with the same kind of things in the same manner can impede enthusiasm needed to conduct the task for the next time. This case is also valid for the teaching profession. Dörnyei and Ushioda (2011) state that when teachers are busy with a constant teaching of the same content in a curriculum without any variations, the probability of a challenge for their own professional development decreases and working in such a this routinized atmosphere demotivates them in their teaching process.

## **2.5. The Motivation of ESL and EFL Teachers**

As stated before, while concept of motivation as a significant indicative of learner success and failure has been one of the main topics of interest for the researchers since the beginning of the studies in educational psychology, the motivation of the teachers has been overlooked for years. Then teacher motivation has also started to receive a considerable amount of attention from the researchers in recent times. However, when compared to the teachers in other fields, the studies related to the motivation of language teachers seem to be much less. As Kassabgy et al. (2001: 214) also put forward, "Although there have been relatively few studies of language teacher motivation, the motivation of teachers in other fields has been more extensively researched". But, the literature still holds a couple of key studies that shed light on the framework of the topic. In Lee's (2008: 142) explanation, language teacher motivation is "the enthusiasm and commitment for language teachers to teach the target language." It appears that lack of motivation among these teachers can be

one of the primary reasons of failure among students who are learning that language. Upon appreciating the importance of teacher motivation for an effective language learning and teaching process, the number of the studies has started to increase day by day.

Firstly, Martha Pennington and her colleagues pioneered such kind of studies. They carried out a couple of studies in different parts of the world with ESL teachers to find out work satisfaction and motivation of the teachers by using different kinds of questionnaires. In her monograph including detailed summary of the findings of these studies, Pennington (1995) indicated that ESL teachers were found to be intrinsically motivated in their teaching process (cited in Dörnyei and Ushioda, 2011). In another pioneer study that was carried out with Korean and American teachers of English to reveal the sources of teacher motivation and dissatisfaction through questionnaires and interviews, Doyle and Kim (1999) also put forward that internal desire to teach seemed to be main motivating factor for the teachers. Besides, Kassabgy et al.'s (2001) survey with 37 ESL teachers from Hawai'i and 70 EFL teachers from Egypt revealed that teachers put intrinsic rewards such as helping students to learn that language or having good relationships with students or colleagues over extrinsic ones in their teaching process.

Teachers in more recent studies also find intrinsic aspects of teaching as a main determinant of teacher motivation and satisfaction. The interviews of Mullock (2009) with 23 TESOL teachers revealed that what gave satisfaction to language teachers were mainly intrinsic rewards that were categorized under three major themes as positive experiences of student learning, positive personal feelings and altruistic rewards. In addition to these factors, in Yau's (2010) survey, with an emphasis on the effect of intrinsic factors on ESL teacher motivation and demotivation, helping students to learn English, job-related enjoyment and personal and professional challenges took part among the most important intrinsic aspects of teacher motivation. The ESL teachers employed in Sri Lankan Public Schools in Hettiarachchi's (2013) research base their intrinsic motivation on their students and teaching, as well.

In Nigerian context, while it was found out that most teachers were intrinsically motivated, it was also stated that "this was inadequate to engender efficient teaching or effective learning" (Christopher, 2012: 24). On the other hand, in another context, in

Jordan, the fact that English language teachers enjoyed teaching seemed to have a quiet positive influence on their teaching since “when the teachers like their jobs, they will be more active, affective, and creative and will give more for their students” (Dweik and Awajan, 2013: 37). In addition, intrinsically motivated teachers have the potential of being engaged in professional development activities, which eventually leads teachers to be more competent and motivated (Lee, 2008).

What makes language teachers intrinsically motivated also has a relation with the concept of teacher autonomy like the teachers from other fields. The more teachers feel free to set their own goals, the higher their motivation will be to take action and achieve these goals in their classes (Praver and Oga-Baldwin, 2008). In Ma’s (2012: 153) survey with English language lecturers, it was found that “achieving a sense of autonomy has the potential to enhance lecturers’ intrinsic motivation. Furthermore, the need for autonomy might be understood as a contributor to TEFL lecturers’ autonomous motivation.” Otherwise, teacher performance can be influenced by the demotivating effect coming with lack of autonomy (Menyhárt, 2008).

While the findings in current literature concerning satisfaction and motivation of English language teachers generally regard the intrinsic aspects of teaching as main motivators for these teachers, some external factors tend to have either a bad influence or a relatively low good influence on their level of motivation among these findings. As Kassagby et al. (2001: 226) indicate, “teachers are most satisfied with the more intrinsic rewards of teaching in their jobs and least satisfied (most dissatisfied) with the extrinsic rewards they receive”. Across all studies in the field related to language teacher motivation and demotivation, almost all mentioned extrinsic factors have been relatively similar.

As stated before, Doyle and Kim’s (1999) survey was among the pioneer ones in that field. Based on the findings of their survey, Doyle and Kim (1999) offered a list of things that were counted as sources of dissatisfaction for the teachers of English. Teacher dissatisfaction was found to be mainly caused by factors extrinsic to the nature of teaching such as salary, heavy workload, lack of respect from administration, lack of advancement opportunities, mandated curricula and tests in their survey in that research. In their paper, Praver and Oga-Baldwin (2008) regarded lack of job stability, stress levels, disagreement

with teaching methods and heavy workloads as potential source of external demotivating factors. Similarly, in the survey of Mullock (2009) with TESOL teachers, the factors of lack of employment stability, salary, benefits, promotion, lack of support and recognition from the superiors, which were all categorized under the extrinsic aspects of teaching, contributed to dissatisfaction of these teachers. Besides, in Menyhárt's (2008) study, while one of the source of demotivation was found to be 'stress', the source of stress was found to stem from the extrinsic factors including job insecurity, low salary and set curricula. In another study in the field, Yau (2010), after mentioning that the intrinsic items also contributed to teacher dissatisfaction, argued that the extrinsic items, among which job security, workload and salary took place, were found to be the most influential on teacher dissatisfaction. For that reason, the author concludes that "language teaching offers more intrinsic than extrinsic rewards" (Yau, 2010: 108). In a more recent survey in the field with Sri Lankan English Language Teachers, Hettiarachchi (2013) found out that inappropriate textbooks, limited facilities in schools, overcrowded classes, school-based assessments, colleagues who do not work and the issues related to teaching methodology were the most frequently stated sources of demotivators among these teachers.

Each extrinsic item does not need to demotivate each teacher at all events. There are times when some extrinsic reasons can be influential on the choice of that career and when some extrinsic factors can enhance language teacher motivation. According to Praver and Oga-Baldwin (2008), some factors including salary, pension, insurance and other benefits seem to act as positive extrinsic motivators for language teachers. Furthermore, according to Mifsud's (2011) research, even though most teachers of English held intrinsic reasons to enter that profession, there were few teachers who were extrinsically motivated to become a teacher of English. There were also few teachers who felt extrinsically motivated while conducting their profession in that study. From Schaefer's (2011) point of view, the fact that the teachers are deprived of intrinsic motivation to conduct teaching can lead them to focus on negative extrinsic motivators throughout their teaching process. It appears that having intrinsic motivation for teaching can compensate for the negative sides of extrinsic factors.

What makes teachers demotivated is a significant issue that needs consideration by the education policy designers; otherwise poor learning outcomes will be probable among

the students (Hettiarachchi, 2013). It appears that bringing about improvements related to the issues giving troubles to teachers while conducting their profession gains importance for the sake of enhancing their level of motivation since high level of motivation will ultimately have a positive impact on the learning and teaching process. Motivated teachers tend to put more effort to their profession and their development so that they can manage their students better and they can provide basis for a better learning and a positive learning environment (Praver and Oga-Baldwin, 2008). Furthermore, Mullock (2009: 16) emphasizes that “by increasing factors that promote job satisfaction, teacher employers can reduce the corrosive effects of high staff turnover, and at the same time increase teachers’ positive attitudes towards their work.” This matter of concern is also worthy of importance for the language learning and teaching process. Once teacher motivation is improved, there will be an improvement related to second language learning and teaching process, as well (Lee, 2008).

In her survey with language teachers in Saudi Arabia, Shoaib (2004, cited in Dörnyei and Ushioda, 2011) puts forward some strategies at three distinctive levels (the teacher level, the managerial level and ministerial/institutional level) for motivating teachers. The author offers three strategies for each level. Shoaib (2004, cited in Dörnyei and Ushioda, 2011: 179) lists her strategies as follows:

**Teacher level**

Applying self-regulatory strategies  
Attending formal/professional activities  
Aiming for a further degree

**Managerial level**

Developing a system for collaboration and team work between language teachers  
Providing appropriate specialised in-service training for language teachers  
Recognising and appreciating language teachers’ efforts and hard work

**Ministerial/institutional level**

Allocating more funds to the educational system  
Restricting the regulative nature of the system  
Allowing the participation of teachers in curriculum design

As seen, each dynamic within the scope of education has some missions for a high level of teacher motivation in itself. When demotivation or dissatisfaction of the teachers is

taken into account, it seems that the whole of the strategies above deserves equal attention. Each level has responsibilities based on their positions. When commonly uttered sources of teacher demotivation are considered, educational policy makers bears more responsibilities to enhance teacher motivation. Being dissatisfied with macro-contextual factors like salary or curriculum can only be diminished or eliminated with the decisions of policy makers. It is evident that the school administrations also have a lot to do for a good level of teacher motivation. They are responsible for creating a positive work environment in which there is a feeling of cooperation among the colleagues and an encouraging atmosphere in which teachers are appreciated with what they have done. Providing chances for professional development by the administrations can also prevent teachers from feeling insufficient or incompetent in their jobs. Not only language teachers but teachers from different fields also need this type of attempts to conduct their profession with eager and enthusiasm. But, leaving all the responsibility to school administrations or educational policy makers would not always result in high level of motivation. Teachers also need to put effort in enhancing their own motivation. They can make use of advancement opportunities in their profession or find their own self-motivating strategies.

## **2.6. The Motivation of EFL Teachers in Turkey**

The literature related to the motivation of English language teachers in Turkey is rather scarce. Few studies have been conducted with EFL teachers from different levels of education. Until quite recently, there was no single study of the motivation or demotivation of EFL teachers with lower levels of education in the Turkish context. Noticing this gap in the relevant literature, Aydin (2012) set out to reveal the demotivating factors for EFL teachers at the elementary level. The author conducted a qualitative study with an EFL teacher. The data were collected through face-to-face conversations, MSN talks and the diary entries of the subject. In this study, problems related to the teaching profession, curriculum, working conditions, students and their parents, colleagues and school administrators and physical conditions were found to be main demotivating factors in language teaching process.

Aydin (2012) pointed out that each demotivating factor above stemmed from some other sub-factors. Firstly, the lack of knowledge about the teaching profession or teaching

methodology, dealing with special children and lack of knowledge related to the use of computers in classes were the sub demotivating factors of problems related to the teaching profession. Then the reasons why curriculum was a demotivating factor stemmed from lack of supportive material for classroom use, the invalid central examination questions and the problems relating to the course books. Third, working conditions as a main demotivating factor included the issues relating to financial problems, heavy workload, regular duties or some unexpected duties at school and social activities for students. Fourth, the students showing disruptive behaviors or with low level of motivation and lack of parental interest were also demotivating in that process. Fifth, the communication problems with colleagues or school administrators and the school administrators' ideological discrimination among the teachers seemed to make a teacher demotivated. Lastly, crowded classes, noise in the classrooms and inadequate technological resources constituted the content of problems related to the physical conditions decreasing motivation level of an English language teacher. After indicating these sub-factors, the author gave some practical advices both at managerial and ministerial level to improve these problematic areas of teaching for the English language teachers. At the end of study, Aydin (2012) indicated that there was a need of reformation in the curriculum of pre- and in-service teacher training programs and also in the course books used in elementary language education. Besides, it was indicated that finding ways to improve the working conditions of teachers and the physical conditions of schools, to encourage teacher-student-parent relationships and to foster cooperation among teachers and better relations between teachers and school administrators were recommended for higher level of teacher motivation.

Another study in the field was conducted by Erkaya (2013) with Turkish EFL teachers at university level. In this research, unstructured interviews were used to find out what kind of factors motivated this group of teachers and how their motivation could be enhanced. Four male and four female teachers were interviewed and the data were coded. With the analysis, it was found out that teachers were more intrinsically than extrinsically motivated and what enhanced their motivation emerged as better working conditions, supportive colleagues, teaching fewer classes, receiving higher pay or getting benefits, an understanding administration being open to the teachers and involving them in the process of administration by giving more responsibilities to them and motivated students. It seems



that even though these two studies were conducted with the teachers working at different levels, they still shared many things in common and the findings were worthy of note to be informed about what keeps teachers motivated in Turkey. As Erkaya (2013: 60) points out, “this was just the beginning of many more studies to be conducted in the same area”. There are still many things that need to be discovered related to teacher motivation in Turkey.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. Introduction**

This chapter begins with informing the readers with research design of the study and then proceeds with a justification for the reason why certain methods were employed in this study, gives descriptions of the setting and the participants and lastly, explains how research was carried out and how data were analyzed.

#### **3.2. Research Design of the Study**

In an attempt to find out the sources of motivation and demotivation of English language teachers employed in the secondary schools around Turkey and put forward how these factors are influential on the flow of their teaching, a mixed methods research design was adopted in this study. In this type of research, the methods of both quantitative and qualitative research designs are employed in a study. In a broader sense, a mixed methods research design refers to “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry.” (Tashakkori and Creswell, 2007, cited in Mertens, 2010: 293). Since this research also aims at getting richer and more ample data about the subject matter, employing both methods seems to be efficacious “to achieve an elaborate and comprehensive understanding of a complex matter, looking at it from different angles” and “to validate one’s conclusion by presenting converging results obtained through different methods” (Dörnyei, 2007: 164). Thus, more data are obtained to investigate, analyze and elaborate on which are hardly reached with the employment of either research design (Creswell, 2012). Furthermore, in a such kind of study, employing same kind of methods could answer the question of ‘what is this?’ easily, yet it could leave the ones related to ‘what happens because of this?’ unanswered. Therefore, as Fraenkel and

Wallen (2009: 558) put forward, following mixed methods research appears to “clarify and explain relationships found to exist between variables” and “explore relationships between variables in depth” in this study. With a wider picture of the issue, it seems that reliability and consistency of the study are thought to be ensured to a great extent.

In literature, there are also types of mixed methods research design put forward by different researchers. According to Fraenkel and Wallen (2009: 560), there exist three major types of mixed methods research design: “the exploratory design, the explanatory design and the triangulation design.” In the current study, data were collected by following the principles of explanatory design that combines both quantitative and qualitative data that are obtained respectively. In this design, first data collection is conducted with the help of quantitative method and then a qualitative study is also put into action to interpret what is found in details (Fraenkel and Wallen, 2009). In Creswell’s (2012: 542) own words, “the rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture.” There are also a categorization in this design based on the instruments in use and priority given to each instrument. Mertens (2010: 298) regards this as “designation of approaches as dominant or less dominant (or supportive), depending on the extent to which the overall study uses either quantitative or qualitative approaches.” Since higher priority was given to a quantitative study than a qualitative one in the present research, as design patterns of mixed methods research, “questionnaire survey with follow-up interview or retrospection (QUAN → qual)” was used (Dörnyei, 2007: 170). The data from both instruments were obtained and analyzed separately. The rationale for such a design choice was “to explain or illustrate the obtained patterns, thereby adding flesh to the bones” for the reliability and consistency of the study (Dörnyei, 2007: 171). Therefore, the possible weaknesses of conducting the study with just a questionnaire survey were thought to be lessened.

In short, with a purpose to find out the factors leading to English language teacher motivation and demotivation and the effect of these on their teaching process at secondary schools in Turkey, the present study adopts the explanatory design that collected the data through questionnaires and interviews respectively. The following part provides detailed information related to the questionnaire and interviews used for data collection.

### **3.3. Data Collection Instruments**

#### **3.3.1. Questionnaires**

Since the current study aims at presenting the general picture of what motivates and demotivates this group of teachers as a major concern and related issues (the level of their overall motivation, whether they are intrinsically or extrinsically motivated, whether their motivation is affected by macro or micro contextual factors, whether there is a difference between male and female or married and single EFL teachers' overall motivation) at the background, conducting a questionnaire survey was found to be the most suitable way of eliciting data as a first stage of the research. Generally speaking, questionnaires are “any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers” (Brown, 2001, cited in Nunan and Bailey, 2009: 126). They are commonly used forms of data collection for survey studies with interviews (Creswell, 2012). According to Dörnyei (2007: 101-102), their popularity depends on the fact that “they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible.” That thought also provided a basis for the choice of questionnaires for this research. Moreover, considering the nature of the target phenomenon of the study, questionnaires which utilizes ending up with a variety of arguments related to subject matter by investigating a sample that would be representative of a population were regarded as appropriate for getting more efficacious data across the study.

In an attempt to design the questionnaire of the current study, a small-scale literature review related to how to construct questionnaire items was conducted as a first step. Being in consensus with the notions of Dörnyei (2003, 2007) related to the construction and administration of the questionnaires, ‘an item pool’ was created. Then, with an expert opinion, the number of items was reduced and instructions, other types of question items, wording and designs of the sections were attempted to be clarified in the course of expert opinion, as well. After that, the first draft of the questionnaire was constructed.

As types of questions, close ended-questions were used across this study, which require the respondents to choose the most suitable statements for themselves. Since the subject matter of the current study refers to a psychological state the investigation of which has the risk of reaching irrelevant dimensions that depart from the main concern, for this study, close-ended questions were thought to be more suitable to “enhance consistency of response across respondents” (Fraenkel and Wallen, 2009: 397). Furthermore, the fact that “their coding and tabulation is straightforward and leaves no room for rater subjectivity” (Dörnyei, 2003: 35) was also taken into consideration for this choice of item types. Among close-ended question types, *rating scales* and *rank order items* were selected respectively.

After overall organization, the first draft was presented to expert opinion one more time. In the light of his feedback, the questionnaire was revised and the second draft of the questionnaire was constructed. During this phase, the questionnaire was also translated into Turkish with the intent of reducing confusion and misunderstandings to the least based on the feedback received again. After that phase, the piloting of the questionnaire was carried out and with the directions of that piloting, the final draft was prepared. The construction of the questionnaire took approximately a 45-day duration.

The teacher motivation questionnaire (See Appendix A) consisted of five parts. In the first part, there were 5 items which were to reveal some basic demographic characteristics of the teachers in the study. In the second part, there were 34 statements that aimed to determine teachers’ overall job motivation, the types of their motivation, the contextual factors on their level of motivation and dynamics that were specific to English language teachers. In this part, the participants were supposed to indicate to what extent they agree or disagree with the given statements in relation to their current job on a five point Likert scale. In the third part, 28 items were listed to find out the factors that are influential on motivation levels of English language teachers. In this part, the Likert scale was also used as a scaling technique. The fourth part was designated for ranking the most motivating top 5 factors among the factors indicated in the previous part for their teaching process and in the same vein the last part was for ranking the most demotivating top 5 factors. There is more detailed information related to each part in the following section.

Part 1: This part consisted of 5 items. The respondents were supposed to choose one of the given alternatives. They were factual questions. It was designated for revealing some background information related to who the respondents are. The participants' gender, marital status, their work place, age and years of teaching experience were questioned here. But, with the intent of assuring confidentiality, under no circumstances were their names asked. Their answers were just prerequisite to depict the whole picture in a better way and to find out the inclination of specific groups having similar characteristics.

Part 2: This part was designated for eliciting data related to the different dimensions of teacher motivation. There were 34 items in total, 7 of which were related to *overall job motivation levels of teachers*, 8 of which were *specific to English language teachers*, 12 of which were questioning *source of their motivation* (either intrinsic or extrinsic) and 7 of which were in relation with *the contextual influences* on their motivation levels. In essence, the 34 items were grouped under four headings by the researcher, but nonetheless, it is worthy of importance to indicate that there was not a clear-cut distinction among these groups. They were either in relation with each other or complementary to each other. The order of all items were jumbled and listed in this way again as a whole. The respondents were to state their degree of agreement with these items by marking one of the expressions on a five-item Likert scale (Strongly Agree/Agree/No idea/Disagree/Strongly Disagree). The 7 items which were related to the concept of overall job motivation levels of the participants in the questionnaire are listed below:

- I find my overall job motivation level is high.
- I enjoy teaching.
- I think of quitting teaching.
- I think of changing my job and starting a new career.
- I feel regret about being a teacher.
- Since the beginning of my career, my enthusiasm to teach has increased.
- I was more motivated when I first started teaching.

Besides overall job motivation, in the questionnaire, there were items that were to elicit data being associated with *English Language Teaching*. They are listed as follows:

- I would change syllabus if I had a chance.
- Teaching a language is really fun.
- It is prestigious to be an English language teacher in our context.
- I would change course books if I had a chance.
- I feel incompetent to teach English.
- I am motivated with my students' enthusiasm to learn that language.
- I get stressed while putting the teaching program for English in practice.
- I am happy to be an English language teacher.

Under the scope of this study, the source of teacher motivation was investigated, as well. The fact that whether the respondents were intrinsically or extrinsically motivated in the course of entering or conducting that profession needs consideration for the flow of the study. The related 12 items are as follows:

- It has always been my dream to be a teacher.
- I am self-motivated.
- I am motivated with my students' academic improvements.
- Getting a high grade from school administration is an important motivator for me.
- I am lack of internal desire to teach.
- In-service training increases my job motivation.
- I was attracted to teaching because of working hours.
- Sense of achievement is an important motivator for me.
- The source of my motivation for teaching is dependent on salary.
- Job security of teaching motivates me.
- The prestige of teaching is an important motivator for conducting my profession.
- Helping my students on their subjects motivates me in my profession.

The last dimension was related to the contextual influences on teacher motivation. The answers to reveal whether their level of motivation was at macro or micro level was thought to be obtained with the following items:

- The changes related to national guidelines affect my job motivation.

- My personal life affects my level of motivation for teaching.
- I would be more motivated at another school.
- Problems with the education setting affect my job motivation.
- School shareholders (administration, students, parents and other colleagues have an influence on my motivation for teaching.
- Educational reforms adopted across the country have no effect on my motivation for teaching.
- Physical teaching environment have an effect on my job motivation.

Part 3: This part was constructed to find answers two major research questions: the factors that are influential on teacher motivation and demotivation. For this purpose, some common factors which were mentioned in the relevant literature were compiled and listed. In the course of expert opinion and piloting, new items were added to the list and at last, 28 items were decided on. The respondents were supposed to indicate whether the given items were motivating, demotivating or had no effect on their motivation on a five-point scale ranging from *highly motivating*, *motivating*, *neutral*, *demotivating* to *highly demotivating*.

In this part, most items were in relation with a wider concept: 3 items with *the students* (students' attitudes, students' interests, students' levels), 2 items with *the parents* (parents' attitudes, parents' expectations), 3 items with *the school environment and classes* (class size, technological resources, physical school environment), 4 items with *the course books* (syllabus, layout, exercises, supplementary materials (CDs, workbook etc.)), 4 items with *the school administration* (administrations' attitudes, administrations' decisions, administrations' expectations, feedback from school administration), 2 items with the with *the professional development* (in-service training, workshop sessions), 8 items with *the features of teaching profession* (salary, working hours, job security, work autonomy, the status of teachers in society, advancement opportunities, holidays, supervisory process) and *other items* were the relationships among the colleagues and the changes related to national guidelines.

Part 4 and 5: These parts were designated for eliciting the most motivating and the most demotivating items for this group of teachers and their teaching process. All the items in the previous part were put into action for these sections, as well. The respondents were



supposed to rank the most motivating top 5 factors in the part 4 and the most demotivating top 5 factors in part 5 among 28 items. Therefore, along with part 3, finding answers to the major research questions of the current study would be more possible with these parts; the primary sources of motivation and demotivation for the secondary school EFL teachers.

### **3.3.2. Interviews**

Interviews were put into action for the second phase of the study. Based on the aim of this study, it was thought that interviews would be a good way of providing greater insights on the perceptions of participants; the participants' opinions and feelings would be revealed in a more explicit manner with the help of extending interview questions. It would be possible to reach relatively reliable and real data since "interviewing provides access to the context of people's behavior and thereby provides a way for researchers to understand the meaning of that behavior" (Seidman, 2006: 10). Besides, data coming from quantitative phase would be reinforced, clarified or explained by means of data coming from qualitative phase. In brief, as Fraenkel and Wallen (2009: 119) claim, "the interviewer can clarify any questions that are obscure and also can ask the respondent to expand on answers that are particularly important or revealing" through interviews.

For this study, in consensus with Dowsett (1986) who claims that "the interactions are incredibly rich and the data indicate that you can produce extraordinary evidence about life that you don't get in structured interviews" (as cited in Nunan, and Bailey, 2009: 314), a semi-structured interview with 7 questions was employed (See Appendix B). Since the nature of this kind of interview requires this, it started with a series of pre-determined questions and made the interviewees contemplate on more open-ended ones which were formulated at the time of interview by the direction of previous ones (Dörnyei, 2007). Therefore, it was possible to demand further explanation with extending questions by making the respondents elaborate on the issue. The pre-determined interview questions were constructed based on the items in the questionnaire and some points highlighted with the findings of the quantitative phase to end up with the answers to the research questions. Especially, the third major research question trying to put forward answers about to what extent their teaching was affected by these motivational or demotivational aspects was

thought to be answered through one-to-one interviews to a great extent since few items in the questionnaire was related to it.

After mentioning that participation was voluntary and the confidentiality of whom participated would be assured, consent was taken from each participant and one-to-one interviews started to be conducted. For the sake of creating a less threatening atmosphere, the interviews were administered in Turkish.

### **3.4. Setting and Participants**

In accordance with the main purposes of the current study, data were collected from different cities in Turkey. No city limits were specified beforehand so as to gather as much information as possible from teachers teaching in different conditions, cultures and having different student and parent profiles. However, getting data from each geographical region in Turkey were still cared while administering the questionnaire. Teachers from 14 cities (Ankara, Artvin, Ağrı, Antalya, Bolu, Bursa, Istanbul, İzmir, Kars, Sakarya, Şırnak, Trabzon, Rize, Van) were included in this study. Taking the main argument of the research into account, the target population was English language teachers working in the secondary schools in Turkey. However, since separation coming with the 4+4+4 system between some primary and secondary schools were not completed at the time of research in Turkey yet, some secondary school teachers in the sampling of the study are appointed in the primary schools, as well. The rationale behind the choice of the secondary schools for this study was to approach the whole issue in a more conscious way since the researcher is also a secondary school English teacher and well informed about the operations in these kinds of schools. Therefore, depicting the whole picture in a better way would be possible.

The research was conducted with 149 participants. These participants were selected through convenience sampling as one of the main methods of non-probability sampling in which “members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer” (Dörnyei, 2007: 98-99). While administering the questionnaire employed in this study, almost all these criteria mentioned were a reason for the selection of the participants. Since the nature of questionnaire

surveys is convenient enough to reach a great many of participants at the same time with ease, a total of 149 teachers were involved in the questionnaire survey.

While choosing the participants of the interviews, by following the principles of convenience sampling again, easy accessibility and the willingness to volunteer were the main judgements for the selection. Considering the main argument of qualitative research that requires “to develop an indepth exploration of a central phenomenon” (Creswell, 2012: 206), just 10 participants out of 149 were involved in one-to-one interviews so that conducting the qualitative phase with small number of participants could be appropriate both for reaching more detailed data and analyzing those in much more detailed way.

When it comes to the characteristics of sampling, while 29,5% of the participants were male (44 teachers), 70,5% the participants were female (105 teachers). The fact that female EFL teachers outweigh male EFL teachers in our country reflected on this sample, as well. While a great majority of these teachers, 120 teachers with 80,5%, had 1 to 10 years of teaching experience, a little bit less than 20% (29 teachers) has 11 or more years of teaching experience. In addition to all these, 23 teachers (15,4%) worked in a village or a town, 95 teachers (63,8%) worked in a district center and the rest 31 teachers (20,8%) out of 149 worked in a province center.

### **3.5. Piloting**

For the sake of eliminating the glaring weakness of creating ambiguity related to the items in the questionnaire and the pre-determined questions in the interview in the minds of the respondents, piloting of both instruments was conducted before administering them. According to Creswell (2012: 390), “A pilot test of a questionnaire or interview survey is a procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who complete and evaluate the instrument.” It seems to be a highly efficacious process so as to increase reliability and validity of the data coming from the instruments used. Piloting is even regarded as “an essential precaution” before applying it to large groups of people by Brace (2004: 163).

The pilot study of the questionnaire was carried out with five PhD students, who hold a MA degree in Applied Linguistics, from the Department of Western Languages and Literature at Karadeniz Technical University on 28 March, 2014. That phase was actually like a brainstorming session. They expressed their thoughts related to the questionnaire items and the instructions. Each item was dealt with separately for ensuring suitable wording, accuracy and clarity. Throughout this stage, after corrections considered necessary related to the available items were indicated, new items that were thought to be beneficial for the flow of the study were suggested. It was revealed that the problems were considerably stemmed from the unclear statements and the wrong wording in part 2. A couple of problems based on the translation were also determined. In the end, the PhD students indicated that the items in the questionnaire were understandable enough except the ones stated and the overall framework was satisfactory for the purpose of the study. Taking all these corrections and suggestions into consideration, the final draft of the questionnaire was constructed.

The pilot study of the interview was carried out with three English language teachers working at different secondary schools. It was conducted individually. This process was in the way of going through if the questions are clear enough for the respondents by trying to answer them. The teachers were provided with both English and Turkish forms of the interview items and asked for their opinions. Each one found no major problem with the questions and agreed that they were quite understandable so that they could manage to answer them easily. The questions had been already prepared in the light of questionnaire items after piloting of the questionnaire and hence, no major modifications were expected. After a revision related to the points stated by the teachers, the final form of questions in the interview was given.

### **3.6. Data Collection Procedure**

In this study, questionnaire and interview were preferred to be utilized respectively. Research process was divided into three parts and lasted over a seven-week period. In the initial phase, the questionnaires started to be distributed to the target teacher group. Access to these teachers was provided through their e-mails, some social networks, delivery services or a visit to their schools. The participants were not supposed to return the

questionnaires immediately and they were reminded to have a couple of days to fill in them. The questionnaires collected through internet were requested to be sent to the e-mail of the researcher. For the sake of entering data in a comfortable way, they were printed out afterwards. The questionnaires sent with delivery services to different cities were sent back to the researcher. Besides, for a second visit to receive the questionnaires from schools, a day was determined by the researcher and the participants. Collecting all the questionnaires in this way lasted 4 weeks in total.

As a second step of collecting data, a semi-structured interview was carried out with 10 participants. After administration of the initial phase, a week was designated for entering and analyzing data in the questionnaires. With a general overview of the findings coming through the questionnaires, the points that were thought to need clarification and demand extra explanation were marked down so as to be touched upon in the interview process. In the following week, one-to-one interviews started to be conducted after consent was taken from the participants. Since easy accessibility was one of the criteria for the choice of participants for the interview phase, a two week period became adequate to conduct all the interviews. They were audio-recorded and lasted between 5 to 10 minutes. The last week during that procedure was designated for analyzing data coming through the interviews.

### **3.7. Data Analysis**

In the process of analyzing quantitative data, as a first deed, the questionnaires were numbered lest there happened to be confusion. Then the Statistical Package for Social Sciences (SPSS v.16.0) was utilized for analyzing data gathered through the questionnaires. After an initial stage of data entry into SPSS was completed, some statistics serving to the purpose of the research were calculated. For all the parts in the teacher motivation questionnaire, ‘descriptive statistics’ were employed. With the intent of presenting general framework in the first stage, frequency and percentage calculations were performed for each item. As Creswell (2012: 183) also puts forward, “descriptive statistics will help you summarize the overall trends or tendencies in your data, provide an understanding of how varied your scores might be, and provide insight into where one score stands in comparison with others.” Especially for part 3, 4, 5 in the questionnaire,

reporting frequency and percentage calculations were of paramount importance to end up with answers to the major research questions. In addition to these, the Mann-Whitney U Test was used to understand whether there is any significant difference between male and female EFL teachers and also between married and single EFL teachers in terms of their overall job motivation.

The process of analyzing qualitative data coming through semi-structured interviews commenced with a partial transcription “by having notes of the key points of the whole recording” (Dörnyei, 2007: 248) for each interview. In these transcriptions, the striking themes and the points in common referred by interviewees which were thought to present valuable information for the flow of the study were marked down and under relevant categories determined based on the content of the interview questions, they were described and interpreted. At last, final comments were made by blending the data emerged from two instruments “to confirm or cross-validate relationships discovered between variables” (Fraenkel and Wallen, 2009: 558).

## **CHAPTER FOUR**

### **4. FINDINGS AND DISCUSSION**

#### **4.1. Introduction**

This chapter is designated for presenting how the data gathered through quantitative and qualitative methods were analyzed, reporting the findings based on that analysis and as a last point, discussing what was found. It initiates with the analysis of the questionnaires and then proceeds with the ones of the interviews. As mentioned before, SPSS (v. 16.0) for the questionnaires and content analysis for the interviews were employed to analyze all the data in this study.

#### **4.2. Analysis of the Quantitative Data**

In this part, the findings and the analysis related to each part in teacher motivation questionnaire will be reported. They will be discussed in relation to the research questions respectively. The first part presents the demographic data related to the participants of the study. The second part tries to seek answers to both major and minor research questions. The third, fourth and fifth parts especially deal with revealing factors related to the first two major research questions of this research.

##### **4.2.1. Demographic Data**

As mentioned before, this study was conducted with 149 participants. They were all secondary school language teachers teaching English as a foreign language in Turkey. The first part in the questionnaire was designated for learning about some characteristics of that group. There were five items in this part. A frequency table of each item is given below. The first item is about the participants' gender.

**Table 1: Participants' Gender Profiles**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	44	29,5
Female	105	70,5
<b>Total</b>	<b>149</b>	<b>100,0</b>

According to Table 1, 149 participants 44 of whom are male (29,5%) and 105 of whom are female (70,5%) were included in this study. The female teachers are nearly two and a half times male teachers.

The second item in this part was related to the marital status of the participants. The reason why this was asked in the questionnaire is to reveal the difference between overall motivation level of married and single teachers.

**Table 2: Marital Status of Participants**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percent</b>
Married	92	61,7
Single	57	38,3
<b>Total</b>	<b>149</b>	<b>100,0</b>

As Table 2 shows, the majority of the participants in this study are married. While there are 92 married teachers (61,7%), there are 57 single teachers (38,3%).

The next item was related to the work place of the participants; whether they work in a village, a town, a district center or in a province center.

**Table 3: Work Place of Participants**

<b>Work Place</b>	<b>Frequency</b>	<b>Percent</b>
Village or Town	23	15,4
District Center	95	63,8
Province Center	31	20,8
<b>Total</b>	<b>149</b>	<b>100,0</b>



Table 3 clearly displays that a great many of the participants in this study work in a district center. They are 95 teachers in total with 63,8%. The next higher participant group belongs to the teachers working in a province center with 31 participants (20,8%). Among all the participants, just 23 teachers (15,4%) work in a village or town.

The fourth item in this part was available to reveal age profiles of the participants. 5 categories with 5 age intervals were created. The sixth category was for 46 years or over.

**Table 4: Participants' Age Profiles**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
21-25 years	23	15,4
26-30 years	82	55,0
31-35 years	17	11,4
36-40 years	10	6,7
41-45 years	11	7,4
46 years or over	6	4,0
<b>Total</b>	<b>149</b>	<b>100,0</b>

As seen in Table 4, more than half of the participants with 82 teachers are aged between 26 and 30 years (55%). The next crowded age group belongs to the age group 21-25 years with 23 teachers (15,4%). In age group 31-35 years, there are 17 teachers with 11,4%. While age group 36-40 years has 10 teachers with 6,7%, age group 41-45 years has 11 teachers with 7,4% . The last group with the least participants is 46 years or over. They are just 6 teachers (4%).

The last item in this part was about years of teaching experience of the participants. 4 categories with 5 year intervals were created. The fifth category was for 20 years or over.

**Table 5: Years of Teaching Experience of the Participants**

<b>Years of Teaching Experience</b>	<b>Frequency</b>	<b>Percent</b>
1-5 years	83	55,7
6-10 years	37	24,8
11-15 years	17	11,4
16-20 years	4	2,7
21 years or over	8	5,4
<b>Total</b>	<b>149</b>	<b>100,0</b>

As presented in Table 5, 55,7% of the participants, which means more than half of the participants with 83 teachers have 1 to 5 years of teaching experience. 37 teachers with 24,8% have 6 to 10 years of teaching experience. This is an indicator of the fact that three out of four participants, or even more, have 1 to 10 years of teaching experience. While the number of the teachers in group 11-15 years is 17 (11,4%), the ones in group 16-20 years are just 4 (2,7%). Lastly, 5,4% of the participants with 8 teachers have 21 or more years of teaching experience.

In sum, most of the participants in the research are female (70,5%), married (61,7%), aged between 26 and 30 years (55%). Besides, most work in a district center (63,8%) and have 1 to 5 years of teaching experience (55,7%).

#### **4.2.2. Analyzing Likert Scales: Part 2**

This section is designated for analyzing and presenting data gathered through the first Likert scale in the questionnaire and discussing the findings. Before starting to analyze the data in Part 2, inherent consistency reliability of that Likert scale was calculated with Cronbach Alpha coefficient. It was found that Cronbach's Alpha measure was .720 for Part 2. Larson-Hall (2010) indicates that when Cronbach's Alpha value is between 0.70 and 0.80, it is generally regarded as an acceptable level for reliability. For the current study, the Likert scale was also found to be reliable with that value and so, the validity of the findings was ensured.

#### 4.2.2.1. Overall Job Motivation Level

As stated before, the items in Part 2 of the questionnaire survey was dedicated to get information about different dimensions of teacher motivation with a five-item Likert scale. Reaching findings related to these dimensions provides a basis for a better understanding and interpretation of the findings about the main concern of this research; primary sources of motivation and demotivation from the secondary school EFL teachers' perspectives and their effect on their teaching process. Therefore, some minor research questions trying to reach data about these dimensions were created. The first minor research question is 'Is the overall job motivation of the secondary school EFL teachers in Turkey high or low?' In the questionnaire, 7 items out of 34 was related to overall job motivation levels of the participants. That would help understand the general tendency of secondary school EFL teachers' motivation levels in the Turkish context. There is a table (Table 6) below showing the frequencies and the percentages of the participants' response to the related items.

**Table 6: Overall Job Motivation Levels of EFL Teachers**

Items	Strongly agree		Agree		No idea		Disagree		Strongly disagree	
	f	%	f	%	f	%	F	%	F	%
<b>I find my overall job motivation level is high.</b>	26	17,4	<b>91</b>	<b>61,1</b>	7	4,7	22	14,8	3	2,0
<b>I enjoy teaching.</b>	44	29,5	<b>80</b>	<b>53,7</b>	9	6,0	14	9,4	2	1,3
<b>I think of quitting teaching.</b>	7	4,7	17	11,4	15	10,1	50	33,6	<b>60</b>	<b>40,3</b>
<b>I think of changing my job and starting a new career.</b>	3	2,0	19	12,8	17	11,4	53	35,6	<b>57</b>	<b>38,3</b>
<b>I feel regret about being a teacher.</b>	8	5,4	13	8,7	14	9,4	<b>64</b>	<b>43,0</b>	50	33,6
<b>Since the beginning of my career, my enthusiasm to teach has increased.</b>	19	12,8	42	28,2	21	14,1	<b>62</b>	<b>41,6</b>	5	3,4
<b>I was more motivated when I first started teaching.</b>	<b>63</b>	<b>42,3</b>	49	32,9	4	2,7	25	16,8	8	5,4

The values bolded for each item in the table show the highest frequency and percentage for those items. According to that table, it seems that overall job motivation

levels of the respondents are high. More than three-fourths of the teachers (78,5%) *agree* or *strongly agree* that their overall job motivation is high, whereas just 16,8% of them *disagree* or *strongly disagree* with this statement. A great majority of the respondents (83,2%) seem to enjoy teaching while 10,7% of them think the opposite. Their high level of motivation could be a reason for the findings that 73,9% of the teachers *disagree* or *strongly disagree* with quitting teaching, changing their job and starting a new career. Only a small proportion of the teachers think quitting teaching (16,1%), changing their job and starting a new career (14,8%). In addition to all these, teachers who feel regret about being a teacher constitute a small part of the sample (14,1%), whereas 76,6% of them object to this statement. Even though most participants state that their motivation level is high, nearly half of them (45%) do not think that their enthusiasm to teach has increased as time goes by in teaching. But, there are still a good number of teachers (41% of the participants) thinking of an increase in their enthusiasm to teach. There is also a group (14,1% of the participants) who neither *agrees* nor *disagrees* with that there is an increase in their enthusiasm. In the last item in this category, three-fourths of the participants (75,2%) *agree* or *strongly agree* that they were more motivated when they first started teaching. On the other hand, just 22,2% of them do not think so. It is possible to assume that there is a link between this and previous item. Since the participants do not feel motivated as in their first years of teaching while moving along their career path, some could experience a decrease in their enthusiasm for teaching.

In sum, overall motivation levels of most EFL teachers in this study seem to be high and so, they do not think of quitting, changing their profession and starting a new career. Besides, a great many of them enjoy teaching, which seemed to have a positive influence on the teaching process of teachers in Dweik and Awajan's (2013) study. In essence, they are glad to be in this profession. However, the majority do not maintain the same level of motivation that they have in their first year of teaching and their enthusiasm for teaching does not show an increase as time goes by in teaching. This can be an indicator of the fact that there are things that prevent teachers from having a high level of motivation all the time. Revealing these things, which is also main concern of this study, would help increase the number of motivated teachers.

#### 4.2.2.2. Issues Specific to English Language Teaching

In Part 1 of the questionnaire, there were also 8 items eliciting data associated with English Language Teaching. They were directed to reveal some facts related to how it feels like to be an English language teacher and if they are contended with the syllabus or the course books and the teaching program in use. These items would also help understand how satisfied they are in their profession and hence, give an idea about their motivation. Here below are the details showing the frequencies and the percentages of the participants' response to the related items in Table 7.

**Table 7: Issues Specific to English Language Teaching**

Items	Strongly agree		Agree		No idea		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	F	%
I would change syllabus if I had a chance.	109	73,2	29	19,5	5	3,4	5	3,4	1	,7
Teaching a language is really fun.	75	50,3	60	40,3	7	4,7	6	4,0	1	,7
It is prestigious to be an English language teacher in our context.	27	18,1	64	43,0	24	16,1	27	18,1	7	4,7
I would change course books if I had a chance.	86	57,7	57	38,3	2	1,3	4	2,7	-	-
I feel incompetent to teach English.	3	2,0	10	6,7	12	8,1	69	46,3	55	36,9
I am motivated with my students' enthusiasm to learn that language.	74	49,7	56	37,6	9	6,0	10	6,7	-	-
I get stressed while putting the teaching program for English in practice.	29	19,5	61	40,9	18	12,1	37	24,8	4	2,7
I am happy to be an English language teacher.	49	32,9	69	46,3	21	14,1	7	4,7	3	2,0

Having a closer look at the values of some items in this table simply presents the fact that the teachers foster positive feelings towards being an English language teacher. More than three-fourths of the teachers (79,2%) *agree* or *strongly agree* that they are happy to be an English language teacher and a great majority of them (90,6%) are of the opinion that teaching language is really fun. Besides, 61,1% of the teachers *agree* or

*strongly agree* that it is prestigious to be an English language teacher. It would not be wrong to say that adopting such favorable feelings towards their profession is a significant determinant of having a high level of motivation among teachers. In an item that was directly associated with a motivational issue, 87,2% of the respondents *agree* or *strongly agree* that they are motivated with their students' enthusiasm to learn that language. It seems that not only the enthusiasm that teachers have for language teaching, but also the enthusiasm that students have for language learning is influential on the motivation of language teachers.

The items trying to reveal thoughts of the participants about syllabus, course books and teaching program would also present a general picture of teachers' satisfaction levels and hence, give an idea about their motivation levels. With the highest percentage (96%) in this part, the teachers *agree* or *strongly agree* with the statement that they would change course books if they had a chance and with the next highest value, 90,6% of them think the same thing for syllabus. This simply displays that English language teachers in this study are not satisfied with the syllabus and the course books that they use and effect of this case of dissatisfaction on the teachers' motivation appears to be negative. What's more, 60,4% of them get stressed while putting teaching program for English in practice. Even though more than one-fourth of the teachers (27,5%) do not think so, 60,4% is a high value that needs consideration. As stated before, stress is also one of the factors having a negative influence on teacher motivation. On the other hand, insufficient self-efficacy which is also regarded as one of the negative factors on teacher motivation does not appear to affect the majority of language teachers. 83,2% of the teachers disagree or strongly disagree that they feel incompetent to teach English. Only a small group of teachers (8,7%) think in this way.

All in all, most EFL teachers are content with being a language teacher and a higher population than that finds the language teaching process enjoyable. The majority regard themselves competent enough to teach that language. More than half of the teachers find being an English language teacher prestigious. Fostering positive thoughts or feelings as in this way appears to help teachers conduct their profession with enthusiasm and as Dörnyei and Ushioda (2011) state, the enthusiasm and commitment of teachers for their profession are closely linked with their motivation levels. On the other hand, as in Aydin's (2012) research, the syllabus and the course books are not also welcomed well in this study. These elements that are desired to be changed by the majority of the teachers can have a negative

influence on teacher motivation. Accordingly, the teaching program that is thought to be creating stress among most teachers can affect their motivation since stress level is seen as a potential source of external demotivating factor by Praver and Oga-Baldwin (2008).

#### 4.2.2.3. The Source of Motivation: Intrinsic or Extrinsic Motivation?

In this section, 12 items associated with the types of motivation were analyzed. The related minor research questions are ‘*Are the secondary school EFL teachers in Turkey intrinsically motivated?*’ and ‘*Are the secondary school EFL teachers in Turkey extrinsically motivated?*’. They were directed to discover the source of motivation of the teachers in the course of entering and conducting that profession. While 7 items out of 12 were about the issues of intrinsic motivation, the rest of the items were related to the ones of extrinsic motivation. Findings of that part would also give an idea about how motivated they are in their profession. Here below are the details that show the frequencies and the percentages of the participants’ response to the related items in Table 8 and Table 9.

**Table 8: Issues Related to Intrinsic Motivation**

Items	Strongly agree		Agree		No idea		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	F	%
<b>It has always been my dream to be a teacher.</b>	45	30,2	<b>60</b>	<b>40,3</b>	8	5,4	24	16,1	12	8,1
<b>I am self-motivated.</b>	56	37,6	<b>78</b>	<b>52,3</b>	8	5,4	6	4,0	1	,7
<b>I am motivated with my students’ academic improvements.</b>	<b>112</b>	<b>75,2</b>	35	23,5	1	,7	1	,7	-	-
<b>I am lack of internal desire to teach.</b>	3	2,0	17	11,4	10	6,7	<b>75</b>	<b>50,3</b>	44	29,5
<b>In-service training increases my job motivation.</b>	28	18,8	<b>63</b>	<b>42,3</b>	20	13,4	30	20,1	8	5,4
<b>Sense of achievement is an important motivator for me.</b>	<b>91</b>	<b>61,1</b>	53	35,6	3	2,0	2	1,3	-	-
<b>Helping my students on their subjects motivates me in my profession.</b>	66	44,3	<b>81</b>	<b>54,4</b>	1	,7	1	,7	-	-

Based on this table, it can be easily said that the majority of teachers are intrinsically motivated both in the process of entering and conducting that profession. 70,5% of them have always had a dream to be a teacher. It appears that their choice of career does not pursue a benefit coming outside, but rather depends on a personal satisfaction. Values of the following items are already in the way of verifying intrinsic nature of their motivation. With a quite high proportion, 89,9% of the teachers *agree* or *strongly agree* that they are self-motivated and in an item with a similar meaning, 79,8% of them *disagree* or *strongly disagree* that they are lack of internal desire to teach. This means that they do not need an external reward to be motivated for teaching since they already feel the desire for teaching inside. Their reference for a course of action is not others or other things, but themselves and their intrinsic values. Besides, nearly all of the participants (98,7%) are motivated with both their students' academic improvements and helping them on their subjects and again with a high value, as for 96,6%, sense of achievement is an important motivator. Expecting this result would not be surprising, but when taken into consideration with other items in this part, these are important implications of intrinsic nature of teacher motivation in this study. Taking strength from students' academic improvements and trying to facilitate their learning are related to intrinsic issues. In addition to all these, 61,1% of the teachers *agree* or *strongly agree* that in-service training increases their job motivation. Thoughts related to professional development can also give an idea about being intrinsically motivated. Even though there a group of teachers (13,4%) remain neutral about the issue and others (25,5%) *disagree* or *strongly disagree* with this statement, depending on this item, it can be said that most teachers tend to have intrinsic motivation while conducting their profession.



**Table 9: Issues Related to Extrinsic Motivation**

Items	Strongly agree		Agree		No idea		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	F	%
<b>Getting a high grade from school administration is an important motivator for me.</b>	19	12,8	41	27,5	19	12,8	<b>49</b>	<b>32,9</b>	21	14,1
<b>I was attracted to teaching because of working hours.</b>	18	12,1	<b>48</b>	<b>32,2</b>	12	8,1	<b>48</b>	<b>32,2</b>	23	15,4
<b>The source of my motivation for teaching is dependent on salary.</b>	11	7,4	38	25,5	15	10,1	<b>67</b>	<b>45,0</b>	18	12,1
<b>Job security of teaching motivates me.</b>	35	23,5	<b>67</b>	<b>45,0</b>	26	17,4	19	12,8	2	1,3
<b>The prestige of teaching is an important motivator for conducting my profession.</b>	33	22,1	<b>56</b>	<b>37,6</b>	20	13,4	33	22,1	7	4,7

When compared with the previous table, extrinsic issues do not have scores as high as intrinsic ones. As presented in Table 9, while 40,3% of the teachers *agree* or *strongly agree* that getting a high grade from school administration is an important motivator, 47% of them *disagree* or *strongly disagree* with that. With approximately similar values, while 44,3% of the teachers were attracted to teaching because of working hours, 47,6% of them were not. Salary that is also regarded as an extrinsic factor is not seen as the source of their motivation for teaching by 57,1% of the participants, but regarded as so by 32,9% of them. Although there is not an overwhelming difference, the number of teachers who somehow cares about extrinsic factors while conducting their profession is less than the ones who do not in these items. On the contrary, extrinsic factors become prominent in the last two items. 68,5% of the teachers *agree* or *strongly agree* that job security of teaching motivates them and 59,7% of them find the prestige of teaching an important motivator for conducting their profession.

In brief, the source of EFL teachers' motivation in this study seems to be both intrinsic and extrinsic. However, the combined findings from 12 items analyzed under this dimension imply that they are more intrinsically than extrinsically motivated since the items related to the intrinsic factors were more scored by the teachers. This finding correlates with the findings of Brown and Hughes' (2008) study in which teachers rated intrinsic motivational items such as sense of accomplishment, professional growth and

teacher empowerment more than extrinsic ones such as supervisor recognition, parent recognition and salary and they are also in line with the findings of Kassabgy et al.'s (2001) study in which ESL teachers put intrinsic rewards such as helping students to learn that language or having good relationships with students over extrinsic ones. In this study, the percentages of the items related to the students' academic improvements, helping them on their subjects and sense of achievement seem to be striking values of being intrinsically motivated. The percentages of the items related to the working hours, job security and the prestige of teaching are the highest values of being extrinsically motivated.

#### 4.2.2.4. Contextual Influences

The last dimension was created to reveal whether the secondary school EFL teachers' motivation is influenced by macro or micro-contextual factors. The related minor research questions are '*Is the level of motivation of the secondary school EFL teachers in Turkey influenced by macro-contextual factors?*' and '*Is the level of motivation of the secondary school EFL teachers in Turkey influenced by micro-contextual factors?*'. There were 7 items in total; 5 of them were related to micro-contextual influences and the other two items were about macro-contextual influences. The findings related to this dimension would give a general idea about dominant factors on the motivation or demotivation of target teacher group. Table 10 and 11 show the frequencies and the percentages of the participants' response to the related items.

**Table 10: Macro-Contextual Influences**

Items	Strongly agree		Agree		No idea		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
<b>The changes related to national guidelines affect my job motivation.</b>	75	50,3	51	34,2	8	5,4	12	8,1	3	2,0
<b>Educational reforms adopted across the country have no effect on my motivation for teaching.</b>	10	6,7	21	14,1	13	8,7	72	48,3	33	22,1

The items in Table 10 are actually representative of the same matter of concern. The second one is just negatively worded form of the first one. Since the educational changes or reforms are dependent on the decisions of policy makers, the findings are significant determinant of macro-contextual influences on teacher motivation. 84,6% of the teachers in this study *agree* or *strongly agree* that the changes related to national guidelines affect their job motivation and hence, the majority of the teachers (70,4%) *disagree* or *strongly disagree* with the second item. They do not accept that educational reforms adopted across the country have no effect on their motivation for teaching. This extensively remarks that influences on most teachers' level of motivation can be at macro-level. As for revealing the extent of the influences at micro-level, the next table will be presented below.

**Table 11: Micro-Contextual Influences**

Items	Strongly agree		Agree		No idea		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	F	%
<b>My personal life affects my level of motivation for teaching.</b>	25	16,8	<b>64</b>	<b>43,0</b>	7	4,7	43	28,9	10	6,7
<b>I would be more motivated at another school.</b>	34	22,8	29	19,5	38	25,5	<b>39</b>	<b>26,2</b>	9	6,0
<b>Problems with the education setting affect my job motivation.</b>	<b>78</b>	<b>52,3</b>	63	42,3	-	-	8	5,4	-	-
<b>School shareholders (administration, students, parents and other colleagues) have an influence on my motivation for teaching.</b>	63	42,3	<b>81</b>	<b>54,4</b>	2	1,3	1	,7	2	1,3
<b>Physical teaching environment have an effect on my job motivation.</b>	68	45,6	<b>71</b>	<b>47,7</b>	4	2,7	4	2,7	2	1,3

As it can be inferred from the values in Table 11, influences on EFL teachers' level of motivation can be at micro-level, as well. While the school-based influences seem to be more effective on the great majority of teachers, a teacher-based factor (the first item) seems to influence job motivation of less teachers. 59,7% of the teachers state that their level of motivation is affected by their personal life, yet a reasonable number of teachers (35,6%) do not think so. As seen, influence of personal life on teacher motivation is not

deniable; however, a wide range of teachers is not affected by this as being in the last three items. In the second item, except *strongly disagree*, for the first time, percentages are so close for an item in the questionnaire and the teachers remain neutral about a statement with such a high proportion (25,5%). However, a school-related micro-contextual factor still turns out to have an influence on teacher motivation. 42,3% of the teachers *agree* or *strongly agree* that they would be more motivated at another school while 32,2% of them *disagree* or *strongly disagree* with that statement. Findings related to the following three items are also parallel to main concern of that one but with much higher proportions. A great majority of the teachers (93,3%) *agree* or *strongly agree* that physical teaching environment has an effect on their job motivation and more teachers than that (94,6%) *agree* or *strongly agree* that problems with the education setting affect their job motivation. Apart from physical issues, school shareholders are also among micro-contextual influences. Nearly all of the teachers in this study (96,6%) *agree* or *strongly agree* that school shareholders including administration, students, parents and colleagues have an influence on their motivation.

In sum, these findings highlight that both macro-contextual and micro-contextual factors are influential on EFL teachers' motivation in the Turkish context. However, it can be inferred from the analysis of 7 items together, micro-contextual influences are superior to macro-contextual ones, for the influences of them were scored with higher proportions by the teachers. This is consistent with the findings of Evans (1999) who suggests that teacher job morale, satisfaction and motivation seem to be more affected by school-specific factors than externally-instigated and centrally-imposed factors. Both physical school environment and individuals inside this institution have a significant influence on teacher motivation. When the circumstances are good enough, this can help increase teacher enthusiasm, but nonetheless, as Karavas (2010) also posits, what is absent or problematic related to school-based factors can have negative influence on their job satisfaction. Besides, the influence of macro-contextual factors cannot be denied. Educational changes or reforms that teachers are responsible to implement can create a kind of pressure and eventually stress among the teachers. As stated before, stress related things adversely affect teacher motivation.

#### 4.2.2.5. Gender Difference in Overall Job Motivation of EFL Teachers

This section was designated for revealing whether there is a significant difference in overall job motivation of male and female secondary school EFL teachers. The related minor research question is *'Is there a difference between male and female secondary school EFL teachers regarding their overall job motivation?'*. The analysis was conducted with 7 items that were mentioned before to be related to overall motivation of teachers. The Mann-Whitney U Test was used to understand if there is such a difference or not. Table 12 below displays frequencies of male and female teachers, mean ranks, sum of ranks of the items and Mann-Whitney U and the significance values.

**Table 12:**  
**Gender Difference in Overall Job Motivation of the Secondary School EFL Teachers**

Items	Gender	N	Mean Rank	Sum of Ranks	U	p
1	Male	44	69,38	3052,5	2062,5	,239
	Female	105	77,36	8122,5		
2	Male	44	78,14	3438	2172	,526
	Female	105	73,69	7737		
3	Male	44	68,42	3010,5	2020,5	,203
	Female	105	77,76	8164,5		
4	Male	44	75,09	3304	2306	,986
	Female	105	74,96	7871		
5	Male	44	74,97	3298,5	2308,5	,995
	Female	105	75,01	7876,5		
6	Male	44	70,26	3091,5	2101,5	,361
	Female	105	76,99	8083,5		
7	Male	44	67,19	2956,5	1966,5	,128
	Female	105	78,27	8218,5		

As seen in Table 12, no statistically significant difference was found between male and female EFL teachers in terms of their overall job motivation since the p values of none of the items were found to be smaller than 0,05 ( $p > 0,05$ ). Whereas some studies in literature display that there are some differences between genders in terms of teacher job satisfaction and motivation. The findings were found to be relatively changeable, though. While female teachers were found to be more satisfied in some studies, there were others in which male teachers seemed to be more satisfied with their profession.

#### **4.2.2.6. Marital Status Difference in Overall Job Motivation of EFL Teachers**

This section was designated for revealing whether there is a significant difference in overall job motivation of married and single secondary school EFL teachers. The related minor research question is *'Is there a difference between married and single secondary school EFL teachers regarding overall job motivation?'*. The analysis was conducted with 7 items that were mentioned before to be related to overall motivation of teachers. The Mann-Whitney U Test was used to understand if there is such a difference or not. Table 13 below displays frequencies of married and single teachers, mean ranks, sum of ranks of the items and Mann-Whitney U and the significance values.

**Table 13:**  
**Marital Status Difference in Overall Job Motivation of the Secondary School EFL Teachers**

Items	Gender	N	Mean Rank	Sum of Ranks	U	p
1	Married	92	73,17	6731,5	2453,5	,451
	Single	57	77,96	4443,5		
2	Married	92	74,90	6890,5	2612,5	,967
	Single	57	75,17	4284,5		
3	Married	92	80,71	7425	2097	,030
	Single	57	65,79	3750		
4	Married	92	81,57	7504	2018	,013
	Single	57	64,40	3671		
5	Married	92	81,03	7455	2067	,021
	Single	57	65,26	3720		
6	Married	92	73,77	6787	2509	,642
	Single	57	76,98	4388		
7	Married	92	76,58	7045	2477	,547
	Single	57	72,46	4130		

Table 13 displays that there are significant differences between married and single EFL teachers only in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> items since the p values of these items were found to be smaller than 0,05 ( $p > 0,05$ ). When the mean ranks of these three items were analyzed in detail, it was found out that married EFL teachers approached the issues in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> items more positively when compared to single EFL teachers. This suggests that married EFL teachers think of quitting teaching (3<sup>rd</sup> item), changing their job and starting a new career (4<sup>th</sup> item) and feel regret about being a teacher (5<sup>th</sup> item) more than single EFL teachers. This can be an indicator of the fact that married EFL teachers have lower level of overall job motivation than single EFL teachers. Whereas Lortie (1975) found a positive relation between marriage and job satisfaction of teachers (cited in Sargent and Hannum,

2005: 184) and Addison and Brundrett (2008) claimed that single teachers are more liable to suffer from demotivation stemmed from workload and long hours.

#### **4.2.3. Analyzing Likert Scales: Part 3**

This section is designated for analyzing and presenting data gathered through the second Likert scale in the questionnaire and discussing the findings. The third part in the questionnaire was dedicated for answering two major research questions; *‘What are the primary sources of motivation from the secondary school EFL teachers’ perspectives in the Turkish context?’* and *‘What are the primary sources of demotivation from the secondary school EFL teachers’ perspectives in the Turkish context?’*.

In the initial stage, as in the second part, inherent consistency reliability of that Likert scale was calculated with Cronbach Alpha coefficient. It was found that Cronbach’s Alpha measure was .924, which means a fairly good level of reliability. Following two major research questions, there is a table (Table 12) showing the frequencies, the percentages and the mean scores of the participants’ response to the items in Part 3.



**Table 14: Motivating and Demotivating Factors**

Items	Highly Motivating		Motivating		Neutral		Demotivating		Highly Demotivating	
	f	%	f	%	f	%	f	%	f	%
Salary	28	18,8	<b>65</b>	<b>43,6</b>	31	20,8	19	12,8	6	4,0
Students' attitudes	<b>71</b>	<b>47,7</b>	46	30,9	1	,7	26	17,4	5	3,4
Students' interests	<b>78</b>	<b>52,3</b>	45	30,2	-	-	20	13,4	6	4,0
Students' levels	<b>57</b>	<b>38,3</b>	<b>57</b>	<b>38,3</b>	5	3,4	22	14,8	8	5,4
Parents' attitudes	34	22,8	<b>56</b>	<b>37,6</b>	18	12,1	32	21,5	9	6,0
Parents' expectations	29	19,5	<b>53</b>	<b>35,6</b>	37	24,8	26	17,4	4	2,7
Class size	<b>50</b>	<b>33,6</b>	48	32,2	5	3,4	39	26,2	7	4,7
Technological resources	<b>63</b>	<b>42,3</b>	58	38,9	2	1,3	20	13,4	6	4,0
Syllabus	31	20,8	27	18,1	10	6,7	<b>57</b>	<b>38,3</b>	24	16,1
Course book layout	28	18,8	36	24,2	10	6,7	<b>53</b>	<b>35,6</b>	22	14,8
Course book exercises	25	16,8	44	29,5	8	5,4	<b>54</b>	<b>36,2</b>	18	12,1
Supplementary materials (CDs, workbooks etc.)	31	20,8	<b>57</b>	<b>38,3</b>	5	3,4	40	26,8	16	10,7
Administrations' attitudes	37	24,8	<b>70</b>	<b>47,0</b>	21	14,1	17	11,4	4	2,7
Administrations' decisions	27	18,1	<b>71</b>	<b>47,7</b>	26	17,4	20	13,4	5	3,4
Administrations' expectations	24	16,1	<b>68</b>	<b>45,6</b>	31	20,8	20	13,4	6	4,0
Relationships among the colleagues	57	38,3	<b>71</b>	<b>47,7</b>	15	10,1	5	3,4	1	,7
Supervisory process	7	4,7	17	11,4	<b>56</b>	<b>37,6</b>	43	28,9	26	17,4
In-service training	23	15,4	<b>58</b>	<b>38,9</b>	<b>46</b>	<b>30,9</b>	14	9,4	8	5,4
Workshop sessions	6	4,0	19	12,8	<b>71</b>	<b>47,7</b>	36	24,2	17	11,4
Job security	30	20,1	<b>80</b>	<b>53,7</b>	22	14,8	12	8,1	5	3,4
Working hours	24	16,1	<b>71</b>	<b>47,7</b>	29	19,5	20	13,4	5	3,4
The status of teachers in society	22	14,8	<b>46</b>	<b>30,9</b>	34	22,8	34	22,8	13	8,7

**Table 14 Continued**

Items	Highly Motivating		Motivating		Neutral		Demotivating		Highly Demotivating	
	f	%	f	%	f	%	f	%	f	%
<b>Work autonomy</b>	46	30,9	<b>62</b>	<b>41,6</b>	12	8,1	24	16,1	5	3,4
<b>Advancement opportunities</b>	31	20,8	<b>51</b>	<b>34,2</b>	31	20,8	31	20,8	5	3,4
<b>Physical school environment</b>	39	26,2	<b>59</b>	<b>39,6</b>	13	8,7	33	22,1	5	3,4
<b>Feedback from school administration</b>	30	20,1	<b>78</b>	<b>52,3</b>	22	14,8	14	9,4	5	3,4
<b>Holidays</b>	53	35,6	<b>77</b>	<b>51,7</b>	14	9,4	4	2,7	1	,7
<b>The changes related to national guidelines</b>	14	9,4	25	16,8	17	11,4	<b>64</b>	<b>43,0</b>	29	19,5

In the table, the scales which had the highest percentage for each item were bolded. A general look at the values in the table makes it easy to understand that motivating factors for the teachers outweigh demotivating ones numerically. The fact that overall motivation of most teachers in the current study was found to be high can be the basis for that finding. Besides, the intrinsic nature of their motivation can remarkably increase their desire and enthusiasm to conduct their profession and so, can make negative things less problematic for them. Having a closer look at the items would be more beneficial to reach more ample and valid data. The items which are related will be combined and presented under the title of a wider concept below.

#### **4.2.3.1. Students**

In this part of the questionnaire, there were three student-related issues (*students' attitudes, students' interests, students' levels*). The percentages of each item for the scales of *motivating* and *highly motivating* are remarkably high. More than three-thirds of the teachers score motivating and highly motivating for each item. The percentages show that 78,5% of the teachers rate students' attitudes, 82,6% of them rate students' interests and 76,5% of them rate students' levels as motivating and highly motivating. That is to say, students have a positive influence on the secondary school EFL teachers' motivation in their teaching process. The fact that the teachers in this study are dominantly intrinsically

motivated can make contribution to this argument. Even if students show negative attitudes and have low levels or interests for the lesson, teachers can still keep that inner enthusiasm to teach that target group and witness their learning, for student achievement is counted as a reward for them. As stated in Mullock's (2009) research, positive experiences of student learning were among intrinsic rewards that gave satisfaction to language teachers.

#### **4.2.3.2. Parents**

Two parental issues (*parents' attitudes, parents' expectations*) were also included in the questionnaire. Despite the fact that the percentages of these are not as high as the ones of the student-related factors, more than half of the secondary school EFL teachers still regard them as motivating and highly motivating. 60,4% of the teachers find parents' attitudes and 55% of them find parents' expectations motivating and highly motivating; nevertheless, there is also a group of teachers, one-fourths of them (24,8%), who do not regard parents' expectations as either motivating or demotivating. It seems that parents' attitudes or expectations are not in a way of giving troubles to or creating stress for the majority of teachers in this study whereas, as it was found out in Aydin's (2012) study, parental issues can also be among demotivating factors in language teaching process.

#### **4.2.3.3. The School Environment and the Classes**

Three items (*class size, technological resources, physical school environment*) categorized under this title were among school-specific micro-contextual factors. As found in the previous part, micro-contextual factors are remarkably influential on the motivation of the teachers and the findings of this part reveal that this influence is in a positive way for the majority of EFL teachers. 65,8% of the teachers find class size and physical school environment and also, 81,2% of them find technological resources motivating and highly motivating. On the contrary, 30,9% of the teachers find class size and 25,5% of them find physical school environment demotivating and highly demotivating. A couple of disturbing things related to these factors could have shaped this group of teachers' thoughts as in this way, for in Aydin's (2012) study, crowded classes and inadequate technological resources and likewise, in Hettiarachchi's (2013) study, limited facilities in schools and overcrowded classes were among demotivating factors for English language teachers.

#### **4.2.3.4. The Syllabus and the Course Books**

In this part of the questionnaire, four items were dedicated to the issues related to course books (*syllabus, layout, exercises, supplementary materials (CDs, workbook etc.)*). Except the factor of supplementary materials, the other three factors play a demotivating role for half of the secondary school English language teachers in their teaching process. 54,4% of these teachers find syllabus, 50,4% of them find course book layout and 48,3% of them find course book exercises demotivating and highly demotivating. This finding is in line with the findings of Aydin's (2012) qualitative research in which curriculum was found to be among main demotivating factors due to some reasons among which problems related to course books were also present. However, there are a good number of teachers who regard these factors as motivating. 38,9% of the teachers find syllabus, 43% of them find course books and 46,3% of them find course books exercises motivating and highly motivating. It is interesting to note that just for the factor of supplementary materials in this category, the number of teachers who find it motivating and highly motivating (59,1%) is higher than the ones who find it demotivating and highly demotivating (37,5%), but still, there is not a huge gap between two poles. Actually, the percentages of two opposite scales (motivating-demotivating) for each item under this title are relatively close. This can be an indicator of the fact that along with the satisfying points in relation with the syllabus and the course books used by the secondary school EFL teachers in the Turkish context, there are also things that do not satisfy this group of teachers and hence, lead to demotivation. As found before, EFL teachers in this study are already eager to change the syllabus and the course books if they have a chance, which can also be seen as a sign of dissatisfaction.

#### **4.2.3.5. The School Administration**

As a significant component of teaching and learning process, four items related to the school administration (*administrations' attitudes, administrations' decisions, feedback from school administration, administrations' expectations*) were included in this part. The general picture shows that these items act as motivators for most teachers. This contradicts with Aydin's (2012) research in which school administrators were revealed to be one of the demotivating factors. The percentages of EFL teachers that find administrations' attitudes, administrations' decisions, administrations' expectations and the factor of feedback from

school administration motivating and highly motivating are 71,8, 65,8, 61,7 and 72,5 respectively. Only a small minority of them think in the opposite way. The number of teachers finding them neither motivating nor demotivating is even higher than that in most cases. Especially for administrations' expectations, the proportion of teachers thinking that it does not have any influence on their motivation or demotivation (20,8%) is notably high.

#### **4.2.3.6. The Professional Development**

With an aim to reveal whether there is an influence of the issues about professional development on the motivational level of teachers and if there is any, in what ways it happens, two factors (*in-service training, workshop sessions*) were included in this part of the questionnaire. The first striking point is that the proportion of the teachers thinking that these two are neither motivating/highly motivating nor demotivating/highly demotivating is considerably high when compared to other factors. While this proportion is 30,9% for the factor of in-service training, it constitutes nearly half of the participants (47,7%) for the factor of workshop sessions, which is also the highest percentage for this scale in this part. Besides, more than half of these teachers (54,3%) find in-service training motivating and highly motivating. However, for the factor of workshop sessions, the percentage of the teachers finding it demotivating (35,6%) outweighs the ones finding it motivating (16,8%). Based on these findings, except for the ones regarding these issues as neutral on their job motivation, in-service training can be categorized as a motivator for the secondary school EFL teachers, but workshop sessions can function as a demotivating issue for them.

#### **4.2.3.7. The features of Teaching Profession**

Eight factors which are specific to teaching profession itself (*salary, working hours, job security, work autonomy, the status of teachers in society, advancement opportunities, holidays, supervisory process*) were also questioned to reveal the dimension of their effect on the motivational levels of the teachers in this study. The first one, salary, which is an extrinsic factor, is thought to be motivating and highly motivating by 62,4% of the teachers while just 16,8% of them think it is demotivating and highly demotivating. This is in line with the findings of Praver and Oga-Baldwin's (2008) research in which salary was found to be among extrinsic motivators for language teachers. This can be considered as an

indicator of being extrinsically motivated, which was also found out in the previous part, of the secondary school EFL teachers in the Turkish context.

The next three factors, job security, working hours and work autonomy seem to be motivating for the target teacher group. The percentage of the teachers finding job security motivating and highly motivating is 73,8. This is not line with the findings of Yau's (2010) study in which job security was found to be influential on teacher dissatisfaction. On the other hand, the percentage of the teachers finding working hours motivating and highly motivating is 63,8 and the ones thinking in the same way for work autonomy is 72,5. This can be a sign of the fact that most teachers in this study have enough work autonomy since as found in Ma's (2012) survey, intrinsic motivation of the teachers can increase with the fulfillment of a sense of autonomy. Otherwise, lack of work autonomy could have turned out to have a demotivating effect on teachers. In sum, the values are fairly high to classify these issues as motivators for this group of teachers.

The other two factors, the status of teachers in society and advancement opportunities also seem to act as motivators for the teachers, but with lower proportions since the ones who regard them neither motivating nor demotivating are notably high for these factors, as well. 45,6% of the teachers think that the status of teachers in society is motivating and highly motivating. Actually, this proportion is not a high proportion when compared to other factors counted as motivators above. What can be deduced from this finding is that some teachers are not so glad with the status they have at societal level or they think they lack of the status that they deserve. 31,5% of these already find this issue demotivating and highly demotivating for themselves. On the other hand, advancement opportunities are counted as motivators by more than half of the teachers while one-fourths of them regard this factor as demotivating. Advancement opportunities of teaching profession feel like to be enough for a group of teachers; otherwise lack of advancement opportunities is among main reasons of teacher dissatisfaction (Doyle and Kim, 1999). The reason why the proportion of being motivating or highly motivating of these factors is found to be relatively low can be attributed to their having extrinsic nature to some extent. As stated before, EFL teachers in this study are more intrinsically motivated than extrinsically motivated.

The factor of holidays is thought to be motivating and highly motivating by 87,2% of the teachers while just 3,4% of them think the opposite. It appears that holidays are quite strong motivators for this group of teachers. This somehow correlates with the findings of Zembylas and Papanastasiou's (2006) survey in which holidays are one of the significant component of teacher satisfaction.

The last factor under this title was supervisory process. Even though there are a good number of teachers (37,6%) regarding it as neutral on their job motivation, a proportion higher than that (46,3%) find it demotivating or highly demotivating. In one of the studies related to the supervisory process for language teachers in Turkey, Kayaoglu (2012: 115) summarizes that "most of the EFL teachers were found to be pessimistic, depicting the current supervision as negative experience and supervisors as bureaucratic administrators." This perception of the language teachers seems to be enough to consider the supervisory process as demotivating.

#### **4.2.3.8. Other Factors**

The first one of the last two factors, relationships among the colleagues, is thought to be motivating and highly motivating by 86% of the teachers. It can be easily assumed that the relationship of most teachers with their colleagues in this study proceeds in a positive framework since as found by Morgan and O'Leary (2004) and Karavas (2010), mutual dialogue promoting cooperation and support among the colleagues is one of the factors for high level of teacher satisfaction.

The last factor of Part 3, the changes related to national guidelines is an undoubtedly demotivating factor for the secondary school EFL teachers, for 62,5% of the teachers find it demotivating or highly demotivating, which is the highest percentage for these scales. As found in the previous part, this macro-contextual factor is influential on the great majority of the teachers and now, it has been found out that this influence is in a negative manner. What leads to this negativity can be stemmed from stress. In Kyriacou and Chien's (2004) study, changeable education policy of the government was found to be top source of stress for teachers and according to Dörnyei and Ushioda (2011), high stress level is among the negative influences on teacher motivation.

#### 4.2.4. Analyzing Rank Order Items: Part 4 and Part 5

This section is designated for analyzing and presenting data gathered through rank order items (Part 4 and Part 5) and discussing the findings. These parts of the questionnaire were seeking for detailed answers to two major research questions; top five motivating and demotivating factors from the secondary school EFL teachers' perspectives.

Out of these 149 respondents, 7 just put a tick to the five items without a ranking, a teacher (*Teacher 1*) put a tick to more than five items in both Part 4 and Part 5 without ranking, a teacher (*Teacher 2*) assigned a number (1 to 5) to all the items in both Part 4 and Part 5 and a teacher (*Teacher 3*) did not put any tick in the part of top five demotivating factors (Part 5). It was assumed that *Teacher 3* did not find any of these items demotivating for his or her teaching process since that teacher found all the items motivating in Part 3. Therefore, the questionnaires of *Teacher 1* and *Teacher 2* were not included in any analyses of Part 4 and Part 5, for their top five was indefinite and the questionnaire of *Teacher 3* was not included in any analyses of Part 5, for there was not any marked item.

Two analyses were conducted both for Part 4 and Part 5. The ones of the firstly mentioned 7 teachers above were included in the first analysis of both Part 4 and Part 5 showing the number of teachers marking these items for their top five motivating and demotivating list. In this analysis, the main concern was to see whether any items were included in top five; not that they were preferred in the first or the last rank. However, the questionnaires of 7 teachers were excluded from the next analysis of both Part 4 and Part 5 showing the distribution of teachers with respect to the ranks (first-second-third-fourth-fifth) on top five motivating and demotivating items obtained from the first analysis. To be clear, it presents, for instance, how many teachers considered the factor of students' interests as the first motivating item.

Based on the responses of 147 teachers, top five motivating items that were included in their top five list were found to be *students' interests*, *technological resources*, *salary*, *students' attitudes* and *students' levels* respectively. The number of teachers that included *students' interests* in their list is 108, *technological resources* 58, *salary* 57, *students' attitudes* 53 and *students' levels* 52. Chart 1 presents detailed information below.



**Chart 1: The Number of Teachers Including These Factors in Their Top Five Motivating List**

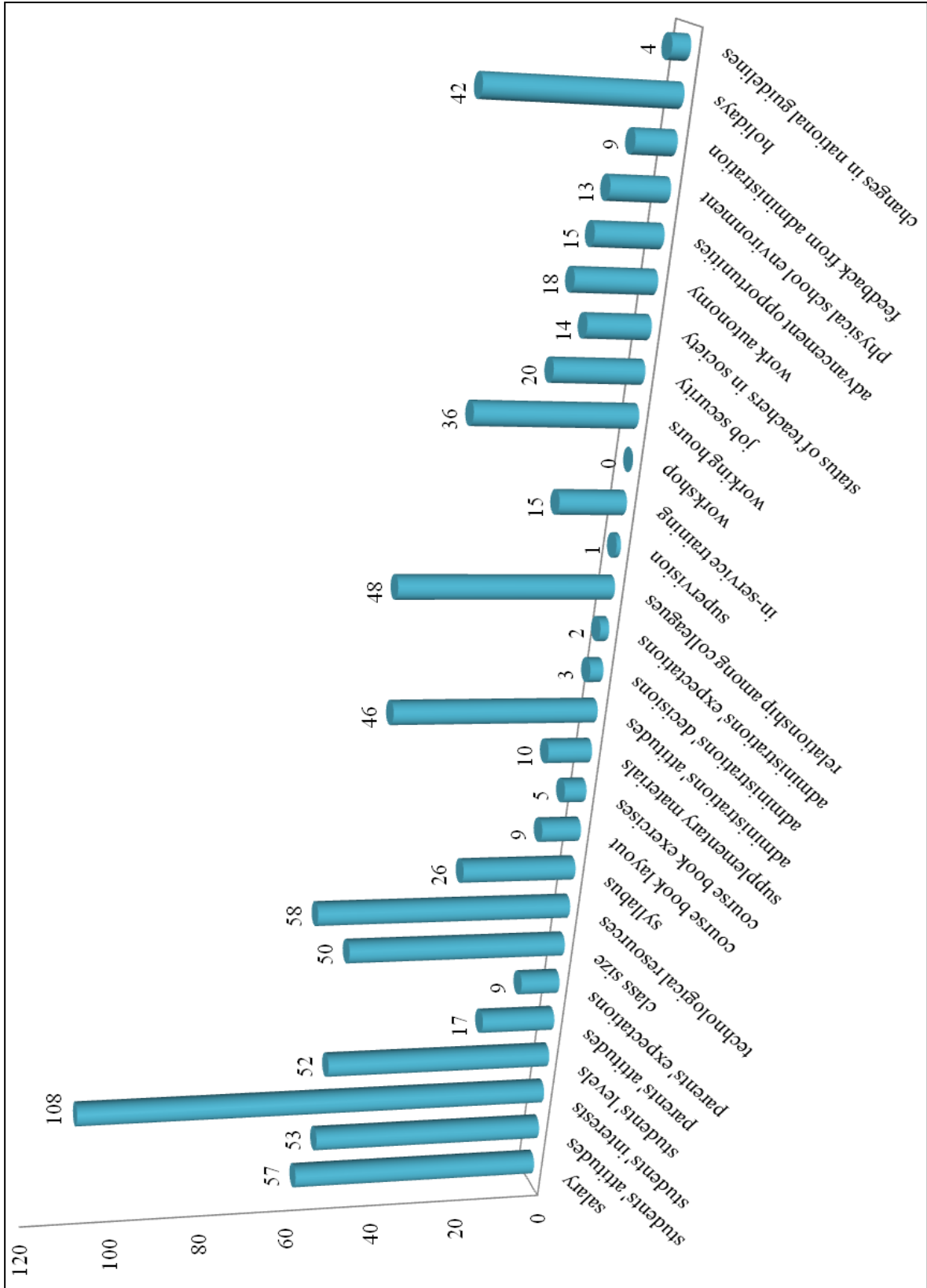
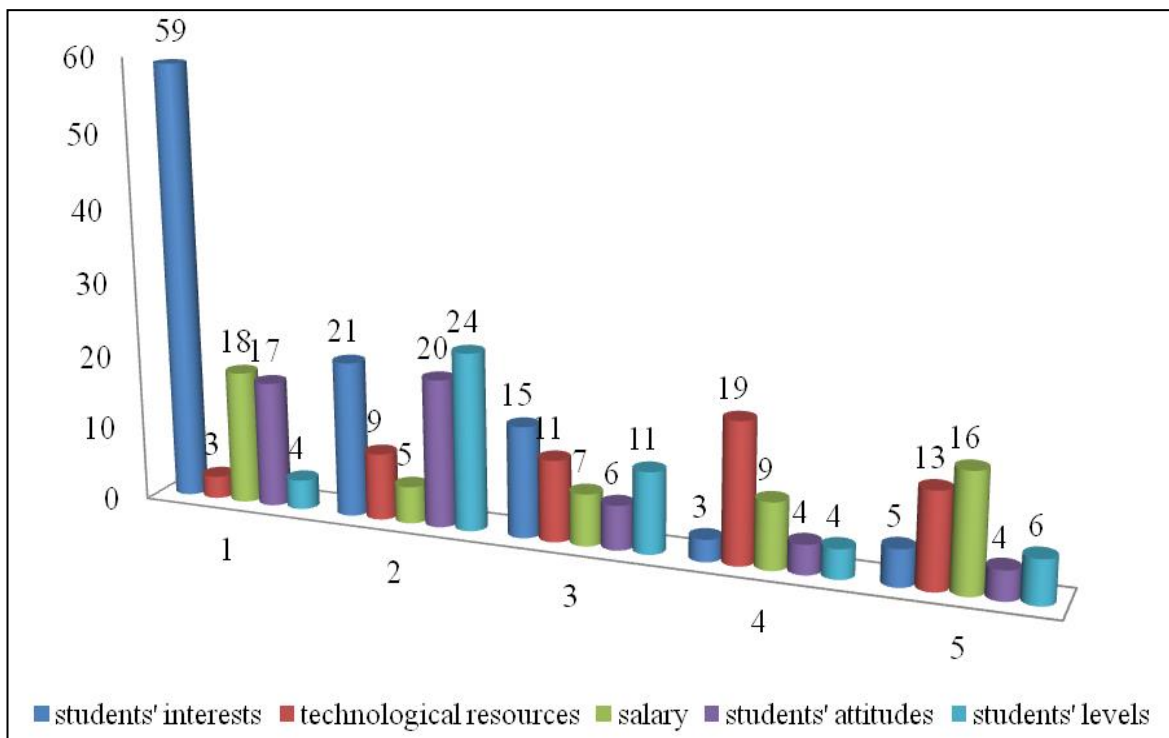


Chart 2 below shows the number of teachers considering the factor of students' interests, technological resources, salary, students' attitudes and students' levels as the first, second, third, fourth or fifth motivating factor. For this analysis, the responses of 140 teachers were used. As seen in the chart, students' interests were mostly regarded as the first motivating factor. Actually, the other student-based factors (students' attitudes and students' levels) were also on the front in rank. This can be a consequence of being intrinsically motivated. Even though salary comes after the factor of students' interests as the first motivating factor, it was mainly regarded as the fourth and the fifth motivating factor in rank. Technological resources were also predominantly seen among the last motivating factors of top five by the secondary school EFL teachers.

**Chart 2: The Distribution of Teachers in the Ranks of Top Five Motivating Items**



Based on the responses of 146 teachers, top five demotivating factors that were included in their top five list were found to be *syllabus*, *course book layout*, *changes in national guidelines*, *supervisory process* and *parents' attitudes* respectively. The number of teachers that included *syllabus* in their list is 85, *course book layout* 53, *changes in national guidelines* 52, *supervisory process* 51 and *parents' attitudes* 39. The next chart (Chart 3) presents detailed information related to all the items.

**Chart 3: The Number of Teachers Including These Factors in Their Top Five Demotivating List**

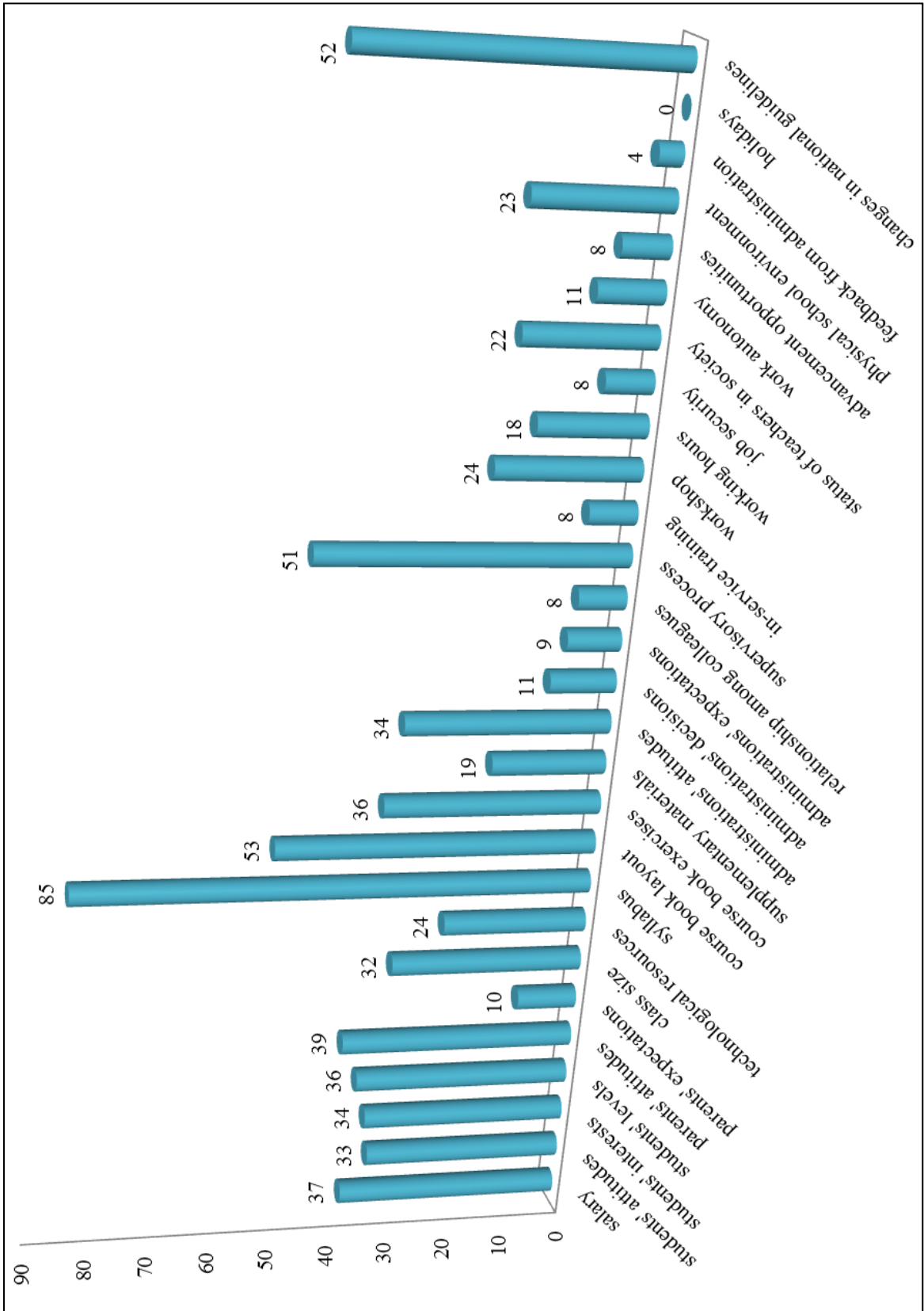
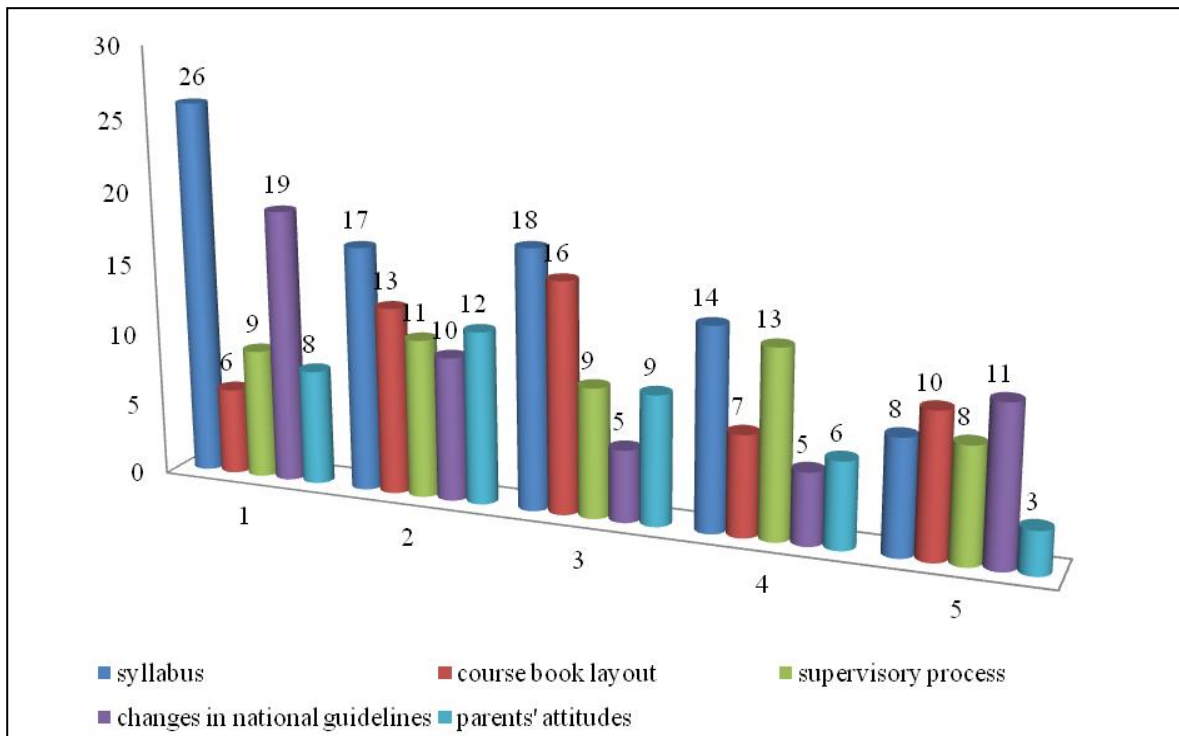


Chart 4 below shows the number of teachers considering the factor of syllabus, course book layout, changes in national guidelines, supervisory process and parents' attitudes as the first, second, third, fourth or fifth demotivating factor. For this analysis, the responses of 139 teachers were used. As seen, except the fifth rank, syllabus has the highest number of teachers in each rank among other factors. Therefore, as in other parts of the questionnaire, dissatisfaction with the syllabus has been confirmed once again. In addition, course book layout was mostly considered as the second or third demotivating factor. Course book related issues were also found to be dissatisfactory elements for EFL teachers in the previous parts of the questionnaire. When it comes to supervisory process, the number of teachers considering this as a demotivating factor in each rank is quite close to each other. On the contrary, the number of teachers choosing the factor of changes in national guidelines demotivating relatively differs in each rank, reaching the highest proportion as a first demotivating factor after syllabus. Lastly, the item of parents' attitudes was mostly regarded as the second or third demotivating factor by the secondary school EFL teachers.

**Chart 4: The Distribution of Teachers in the Ranks of Top Five Demotivating Items**



### **4.3. Analysis of the Qualitative Data**

In this part, the findings and the analysis of the data gathered through face to face interviews with 10 secondary school EFL teachers will be reported. With an attempt to assure confidentiality, their names were kept secret since “often a considerable amount of information, much of it extremely private, is obtained from the participants in a qualitative study. A simple guarantee of confidentiality is often insufficient to protect their identity.” (Fraenkel and Wallen, 2009: 627). Thus, the interviewees are going to be called as T1, T2, T3, T4, T5, T6, T7, T8, T9 and T10 across the study. As mentioned earlier, the interviews were conducted in Turkish, but prior to analysis process they were translated into English by the researcher during partial transcription.

The interview consisted of 7 pre-determined questions composed in the light of the research questions. Based on the content of these questions and the ones formulated at the time of interview, three main categories under which the responses of the participants will be discussed below were created. While the first two categories mainly present information related to the first two major research questions, the last category specifically deals with ending up with the answers to the third major research question of this research.

#### **4.3.1. Overall Job Motivation Level**

During the interviews of ten participants, it was found out that most approached the overall job motivation level issue from similar viewpoints as almost same expressions were uttered by them in the light of pre-determined questions. Broadly speaking, these teachers tend to foster positive feelings for conducting teaching profession. Majority of them seem to be content with being an EFL teacher in Turkey and find teaching enjoyable. There were some points which were specifically mentioned by the participants in person explaining the reasons why they are glad to be a teacher. Here are some samples from the interviews of those who see a link between their pleasure of being a teacher and the language itself:

*T3: In general, I am glad to be a teacher because being a teacher is something that I really wanted. Being an English Language Teacher makes teaching even more advantageous for me as I like language, I like both learning and teaching.*

T8: *I am glad to be an EFL teacher, I like my subject. Students also show interest. Nowadays, since students' interests towards foreign language have increased, especially due to media, I conduct my profession fondly.*

One striking point noticed from the interviews is that teachers' expressions on their being glad to be an EFL teacher or their love for their job are mostly accompanied with an emphasis on a variety of problems or difficulties they experience. This even leads some to be partially glad for being a teacher. Here are some samples from their interviews verifying this situation:

T1: *I am glad. It has certainly some difficulties. In a city, in a district that English is not spoken at all, is not spoken much, teaching English is too hard. However, I am glad to conduct this profession. In spite of the challenges, I love my job and I do it fondly.*

T2: *Actually, I like English. I had wanted to be an English teacher since high school. However, after I started teaching, after I saw its difficulties, I am having difficulties now when compared to other subjects, yet I am still happy since I love it very much.*

T4: *I am partially glad and partially not. Teaching students English, giving them something are very motivating for me. However, witnessing that they cannot use English is too bad for me.*

T6: *I am happy to be an EFL teacher but we have lots of problems. We are having troubles on this issue as EFL teachers.*

T7: *It is a job that I like doing, yet sometimes, circumstances, student population could make me not enjoy it.*

T10: *In general, as teaching, I like my job, I enjoy my job. However, as I think that the English studies conducted are not enough, I am not glad so much.*

When their job motivation is matter of concern, it seems that overall job motivation level of EFL teachers is at a reasonable level. It shows an alteration in a line from average to high. During the interviews, none of the teachers consider its being low including the minority that is not content with being an EFL teacher. Some just explain that their overall motivation shows changes at times. With a further inquiry, it is also seen that most accept that they are self-motivated teachers. Followings are some samples in relation with overall job motivation issue:

*T1: If you like your job, your motivation becomes high. If you conduct a profession that you do not like, your motivation becomes low. Since I do a job that I like, my motivation always becomes high.*

*T3: Each day of a person cannot be same. However, since my motivation generally comes from inside, external factors do not have so much effect. Therefore, I enter my each class with enthusiasm. Unless I go through a highly emotional state or unless there is an extreme situation, I am trying to enter my classes by motivating myself. This actually works. Some can say that each day of a person cannot be same, cannot be constantly smiling. I totally disagree with these. How that famous quotation says "Show must go on". It should definitely go on in this way.*

*T4: It changes at times but it is above average in general framework.*

*T8: I have to motivate myself. If I cannot motivate myself at first, no one can ensure its permanence. If my motivation is not high, my dialog whether with my students, my administrators or my colleagues cannot be so good.*

*T9: It is neither too high nor low. It is around average.*

*T10: Actually, I find it good. It is good just in that way: since we mostly deal with the exams, for instance we deal with TEOG exam now at the end of secondary school, they naturally keep us alert.*

It can be easily deduced that the findings obtained from the interviews considerably show parallelism with the ones of the questionnaires on overall teacher motivation issue. The ones who are glad to be an EFL teacher and enjoy teaching outweigh the ones thinking the opposite. They do not find their overall motivation low in general framework, as well. On the other hand, by means of the expressive language of the interviews which made it possible to understand the facts in the background in a better way, it is seen that almost all suffer from a variety of problems or difficulties no matter how much they enjoy teaching and how motivated they are. These problems or difficulties can also be among the sources of teacher demotivation, which will be discussed under the following title.

### **4.3.2. Motivating and Demotivating Factors**

#### **4.3.2.1. Motivating Issues**

While trying to seek answers to which factors motivate and demotivate EFL teachers in their teaching process, it was found out that the answers of ten interviewees shared many common points. Especially, there is a considerable consistency on factors motivating them. All EFL teachers having participated to the interview process regard a variety of student-related issues as one of the primary sources of motivation. Some of their thoughts on this issue are as follows:

*T1: The most important factor is definitely student. The moment I enter class, if the students wait for me quietly, all their materials are ready and after lesson starts, if each one actively participates to the games, does whether a reading text in the course book, listening or speaking effectively, this increases my motivation, for upon seeing the students while working, I want to study more.*

*T2: I guess I extensively focus on the students. What motivates me most; student's success, interest towards lesson and satisfaction. In short, it is the reaction of him or her.*

*T4: Observing that my students like English motivates me a lot.*



*T5: I can say that observing that my students are successful, in other words, getting in return of my efforts is the most motivating thing for me. When I get back what I have taught, I feel more motivated and feel the desire of giving more.*

*T6: Good feedback from my students. The feedback about which they like lesson or they feel that they are good at lesson is the most motivating thing for me.*

*T7: It is student's interest for sure, interest towards lesson. This is indispensable for me, I guess. When population in front of me is interested, I find determination or enthusiasm for working, the motive of giving more to the students in myself.*

As seen, just as in the findings of the questionnaires, student-related factors play an important role on EFL teachers' motivation. Especially students' interests are the common point in almost all answers. By means of descriptive nature of some interviews, it may be easily conceived that in what ways that student's interest is motivating for a teacher; it leads to an increase in a teacher's enthusiasm for working and teaching more. How teacher motivation is known to be influential on student motivation, a student's enthusiasm can be easily assumed to be influential on a teacher's enthusiasm. After a preliminary emphasis on the students' impact on their motivation, some EFL teachers also find some issues about parents, administration and colleagues or being appreciated motivating in the background. Since options were not given just as in the questionnaire part, the answers to this question are more limited, yet it still shows parallelism with the findings of the questionnaires.

#### **4.3.2.2. Demotivating Issues**

When the most demotivating factors are a matter of concern, variety in the list that is prepared based on the answers of ten EFL teachers is more when compared to the sources of motivation. It is a notable point that some teachers finding student-related issues as one of the motivating factors explain how the students can be a demotivating issue for them. As Vandenberghe and Huberman (2006: 3) point out, "The quality of the relationship between teacher and pupils can be one of the most rewarding aspects of the teaching profession, but it can also be the source of emotionally draining and discouraging experiences". This also seems to explain what this teacher group goes through. Below are

some samples of their student-related answers to the question of what demotivates them most:

*T1: No matter how hard I try, unless I engage students in the lessons, this definitely decreases my motivation.*

*T2: It is probably failure. The students' not making use of what I have taught, I mean, failure.*

*T3: First and foremost, the students' behaviors, interests, expectations, attitudes are certainly very important for human motivation. It is like this in general human relationship, notwithstanding we talk about student-teacher relationship. I mean if you get on well with the person at the other side, this is always a big advantage. However, no matter how much you give, the person at the other side insists on not receiving, this is definitely both a sad situation and a demotivating situation.*

*T6: Actually, the students take place on the top again. Unless they like the lesson, enjoy the lesson, this demotivates me.*

*T9: The students take the first place, for sure. Some students can show indifferent and disrespectful attitudes by knowing that we do not have sanctions.*

After the student factor, some issues related to the parents and the administration are the most frequently uttered demotivating factors by EFL teachers during the interviews. T1, T4, T8, T9 and T10 find administrations' attitudes or expectations and T1, T5, T6, T8 and T9 find parents' attitudes demotivating. Some of their explanations on this issue are presented below:

*T1: There is a parent profile that interferes with the lesson. There is a parent profile that is constantly disturbing teachers when they come and utter disturbing sentences "Why did my child get low mark? Why did he/she do so?". However, if they take care of their child, we will get better results. Likewise, the fact that the administration interferes with my lesson decreases my motivation for sure.*

T6: *Different reactions of the parents may sometimes demotivate; views about the fact learning English is unnecessary, which eventually affect the students or the attitudes of the school in the same way. Unless importance is given to English, I can be too demotivated in that school.*

T8: *School administration is also important. They can lower motivation just as how they can ensure motivation. For instance, balance, balance among the subjects at school. If the administration does not show the interest required, does not care, the things we can do become limited, we can stay with what we could do in classes.*

T9: *We witness some situations of some of our colleagues. In these difficult situations, the fact that administration does not make the teacher feel that it stands by the teacher [is demotivating].*

In addition to these, syllabus and course books are the mostly stated sources of demotivation by EFL teachers. T1, T4, T6 and T7 find either syllabus or course books or both demotivating. Below are some sample explanations on this issue, as well:

T1: *Our course books are too heavy. The number of our lessons is few. Besides, the exercises in the course books are not suitable for the usage of the children in daily life. It is too heavy for the children; it includes too many words. Children can find grammar difficult. Games or activities in them are not suitable for children; they do not like them. Or songs, they place songs, yet they are irrelevant, children do not like them. All these are also decreasing our motivation.*

T4: *That question really makes me upset. The question of “Why cannot English be taught in Turkey?” makes me feel upset too much. It is not that English cannot be taught in Turkey, the intensity of the current syllabus and the fact that the students cannot use English outside the school decreases the efficiency of English lesson. This question and its answers make me feel sad and decrease my motivation.*

T6: *I can say that the course books of National Education or the intensity of the syllabus. [...]. Course books do not match the students’ interest much. Sometimes,*

*we really see some topics. There are topics that do not appeal to the students' interest at all. Sometimes, it does not appeal to their age; sometimes it does not appeal to their interest. In this respect, we have difficulty.*

*T7: [...] some issues like deficiency and insufficiency of the course books or having difficulty while finding extra activities, the requirement that we cannot resort to the additional resources can also be dissuasive.*

Apart from all these, working hours (early morning lessons), salary, changes related to national guidelines (system/exam changes), inadequacy of the technological resources, health and private problems also take place among the answers of what is demotivating for them.

Considering overall, it can be inferred that person factor actually holds a positive impact for the nature of EFL teachers' motivation. But, whether the students, the parents or the administration make the teachers feel in that way, the feeling that enough importance is not given to or interest not shown in English as a subject is basically disturbing and leading to an eventual demotivation among this teacher group. Their explanations are actually like in this way "If that happens, I will be or can be demotivated". That does not necessarily mean that they are currently demotivating for this teacher group. Therefore, the students, the parents and the administration were uttered as both motivating and demotivating during the interviews. However, the current case of the syllabus and the course books and changes related to national guidelines are evidently seen to be among demotivating factors for EFL teachers, which is also consistent with the findings of the questionnaires.

#### **4.3.3. The Effect of Motivational/Demotivational Aspects on Teaching Process**

A significant dimension of the current study is to reveal to what extent a teacher's teaching process is affected by these motivational and demotivational aspects of teaching. The findings having been mentioned up to now may give an overall idea on this issue, yet the answers given to the related questions during the interview phase may depict the whole picture better. Despite the fact that there are different views on the dimension of this effect, a common point is that either it is in the classroom or outside the classroom, these kinds of

factors have an eventual effect on them and on their teaching. None can deny that they or their teaching process are not affected by these factors at all, especially by the constructive impact of motivating issues. Few can say that they eliminate or try to eliminate debilitating facet of demotivating issues on their teaching. When investigated in detail, it can be easily deduced that this effect attains to a serious dimension for some teachers. Below are their thoughts on to what extent their teaching is affected by these factors:

*T2: Let me explain. With regard to the student, when there is no interest, concern, when there is failure, not only do you actually want to enter that lesson, but your enthusiasm of teaching also decreases. A state of unwillingness breaks out, that naturally is reflected to your performance, your motivation unavoidably. When the opposite situation is considered, it leads to an increase a lot more. [...]. Actually, it should not be affected as far as possible. However, as I stated before, it possibly needs professionalism. They definitely influence, I mean, there are times when they decrease the quality and in other times, they increase the quality [of teaching].*

*T7: I can say that it is affected seriously since they are not factors that are going to be underestimated. We cannot eliminate human factor. Our work is with human. Since we deal with human, since human factor is included in, it does not happen with insufficient resources or the syllabus if we want to teach something to person right in front of you. It really needs to proceed stage by stage instead of teaching same topics every year by going back constantly. I think it is of great importance to proceed, make the students proceed and feel the happiness, satisfaction of this. When we cannot make it come true, the feeling of making no headway affects us seriously.*

*T8: They affect too much. They affect one hundred percent. For instance, if you work with an administration that is not so interested with English, what happens, they do not keep me under control. If they do not have an expectation from me, I think I can let it go. In addition, whenever there is an expectation, you can work with enthusiasm.*

*T9: It is impossible not to be affected, for sure. I am too much influenced.*

The findings of the interviews also display that the dimension of this effect tends to be more limited for some teachers. Namely, they accept the positive impact of motivating issues on their teaching, yet they claim that the negative effect of demotivating issues is not reflected to their teaching process. Here are some sample statements of these teachers:

*T1: If my motivation is high, this increases the quality of my teaching. Owing to the fact that my students are good, my students participate to the lessons, my motive for working will increase much more, I will be more productive for children. The more they want, the more I work to give them more. On the contrary, in a negative case, the things decreasing my motivation have happened. Ultimately, I am a teacher. When I enter the classroom, I have a course book, a syllabus to follow; I have a schedule, a lesson plan whatever unfavorable things happen outside or inside the classroom. I have to follow them and teach it to the students. Whatever happens, I have to conduct my profession.*

*T3: I try to take their increasing effect into consideration more and eliminate their decreasing effects. I mean, if there is a classroom that is problematic for me, where problematic students study; if my motivation is low, I tell myself “You’re a teacher, you will enter that class, they are also students, and you have to teach them.” Even if I have problems, as being a professional, I enter the classroom by thinking that I have to overcome these and motivating myself.*

*T4: Outside the classroom, they affect to a great extent. However, when I enter the classroom, I certainly leave all these behind me. I try not to reflect to the children.*

*T10: An instant demoralization happens but you are still going on working. I can say that it does not last for a long time.*

A different view uttered by two EFL teachers is that they try to turn the effect of these demotivational aspects of teaching into an advantage for their teaching process. Their explanations are presented below:

*T1: I question that as well. Things decreasing my motivation are happening: Why am I not becoming efficient for the children? I work harder for this, I do my best to draw them to the lessons. I mean, demotivating things actually make a positive contribution to me.*

*T6: I think they stimulate me. I mean both motivating and demotivating issues lead me to the positive, for I try to make demotivating issues bend somehow, reform or adapt them to myself or the students' needs. I try to reinforce motivating issues, as well. In this respect, they stimulate to some extent. I think they benefit in any case as much as their disadvantage.*

Sum up, what can be inferred from all the responses of EFL teachers related to the extent of that effect issue is that the teaching process of EFL teachers are certainly affected by these motivational and demotivational aspects of teaching. However, there are different views on the extent of this effect. While a group of teachers and their teaching process are seriously affected in a good way by motivating and in a bad way by demotivating factors, some others accept only the facilitating facet of motivating issues on them and their teaching process, yet they reject the entity of any debilitating reflections of demotivating issues to their teaching process. It can be said that they manage to behave in a professional manner by just focusing on doing what they have to whatever negativity happens around them. Furthermore, there is a different view that besides motivating issues, demotivating factors also play a positive role for EFL teachers' teaching process among the teachers who make an effort to learn from them.

## **CHAPTER FIVE**

### **5. CONCLUSION**

#### **5.1. Introduction**

The last chapter in this study is designated for presenting the conclusions reached by evaluating and interpreting the findings of the study in light of major and minor research questions. In addition, the limitations of the study, some pedagogical implications, and suggestions for further research will be considered at the end of the chapter.

#### **5.2. Conclusion**

This study was an attempt to determine the motivating and demotivating factors for EFL teachers working at secondary schools in Turkey and the effect of these factors on their teaching process. With an aim to answer three major and seven minor research questions, a questionnaire survey followed by an interview was used for data collection. A considerable degree of consistency between the findings of both instruments was revealed by subsequent data analysis.

In the current study, answering minor research questions is of considerable importance in understanding the rationale behind the answers to major research questions. Therefore, it is a priority to start with the findings related to the seven minor research questions for this phase. Firstly, the data obtained from both instruments overwhelmingly show that the majority of EFL teachers are glad to be conducting their profession despite some of the difficulties they experience. What is evidently stated is that they enjoy teaching. As Dweik and Awajan (2013) point out, fostering positive feelings towards their job is beneficial for a teacher's teaching. Concordantly, the level of their overall job motivation remains reasonably high, with most respondents rating it either average or high. Gender was not found to be a determining factor with respect to the teachers' level of



overall motivation. It was found, though, that married EFL teachers tend to show a lower level of overall job motivation than single teachers when the issues of thinking of quitting teaching, changing their job and starting new career, and feeling regret about being a teacher are considered. This finding contradicts that of a previous study which suggests that “married teachers are significantly more likely to feel that teaching is their ideal career than unmarried teachers” (Sargent and Hannum, 2005: 198). In the light of this finding, it can be said that in spite of teaching with a high level of motivation, married EFL teachers are more liable to question their choice to become a teacher, and as such may feel less motivated than single teachers. What leads to this difference may be attributed to some basic differences between being married and single, which is beyond the scope of this study.

With further inquiry, the source of EFL teachers’ motivation was found to be more related to intrinsic issues than extrinsic ones. This feature of teacher motivation is also known in the literature as “the stereotype that teachers as a group are altruistic and more concerned with the intrinsic, classroom based aspects of their profession than with its extrinsic aspects” (Kassabgy et al., 2001: 217). The findings related to this part show that EFL teachers seem to be more motivated with the students’ academic improvements, helping them with their subjects and sense of achievement. In addition, their conception of themselves as self-motivated teachers also helps explain why they possess inner enthusiasm while conducting their job. However, all things considered, extrinsic issues also have a notably major role in molding an EFL teacher’s job motivation. Lastly, another preliminary investigation in this study is to find out whether that motivation is at the macro or micro-level. The findings show that even though both contextual factors are influential on EFL teachers’ motivation, it appears to be more affected by micro-contextual ones. In accordance with Evans’ (1999) findings, school-specific factors especially were found to be more influential on the motivation of the teacher group.

The first major aim of this study is to reveal specifically motivating factors for secondary school EFL teachers in Turkey. The data from both questionnaires and interviews highlight that student-related issues (*students’ attitudes, students’ interests, students’ levels*) are considered motivating by this group of teachers to a remarkably high degree. A further inquiry based on the questionnaires also shows that these three items

constitute three out of the top five motivating factors and what is more, students' interest is regarded as the first motivating factor in rank. The interviews of ten EFL teachers also confirmed that students' interest is the most frequently cited source of motivation by these teachers. A previous finding about their being intrinsically motivated teachers may be thought to provide a basis for this claim, since the students themselves, their achievements, attitudes, interests or progress present an inner impetus for teaching. The finding suggesting that in-service training is motivating for these teachers may also be associated with their being intrinsically motivated. Following this, even if not with a proportion as high as student-related factors, the parents and some points related to the school administration are also considered motivating by the majority of this teacher group. In addition to these, school-related issues (*class size, technological resources, physical school environment*) are included among important motivating factors by EFL teachers. Hence, the influence of micro-contextual factors on teacher motivation was found to be mostly positive. Besides this, the factor of technological resources also constitutes an item in the top five motivating factors list, which may provide an explanation for a previously mentioned finding, namely that there is an excess of micro-contextual influence on EFL teacher motivation.

When it comes to the features of the teaching profession, the findings show that the factors of salary, working hours, job security, work autonomy, the status of teachers in society, holidays and advancement opportunities are motivating for the secondary school EFL teachers in the Turkish context. It is important to note that EFL teachers regard salary as the third item on the top five motivating list among 28 items, which shows the effectiveness of extrinsic issues on EFL teacher motivation along with intrinsic ones. Likewise, the fact that some items like working hours, job security, the status of teachers in society, advancement opportunities and holidays are motivating may also prove that extrinsic motivation has an impact on these teachers. However, when compared to the rate of other selected motivating items, lower proportions of some factors among these may again be attributed to their extrinsic nature since EFL teachers in this study are more intrinsically motivated than extrinsically motivated. Lastly, relationships among the colleagues exist as a motivating issue, as well. In consideration of this finding, it is possible to say that these relationships have a considerably positive nature since the literature shows that if this relationship has favorable qualities, it brings a high level of

teacher satisfaction (Karavas, 2010; Morgan and O'Leary, 2004, and Sargent and Hannum, 2005).

The second major aim of this study is to determine demotivating factors for the secondary school EFL teachers in Turkey. The findings from both methods of data collection also show parallelism on this issue. Most issues that turn out to be largely demotivating for the teaching process of an EFL teacher in the questionnaires have been also cited as a demotivating issue by at least one teacher during the interviews. The data show that syllabus and course book related issues are mainly demotivating for this teacher group. Even though there is not a huge gap between the proportions of teachers that regard syllabus and course book related issues (*course book layout and exercises*) as motivating and demotivating in the questionnaires, the fact that there is a greater number of teachers who consider these factors demotivating and that most teachers also mentioned them as being demotivating issues during the interviews reinforces the idea that they are a source of demotivation for EFL teachers in the Turkish context. The syllabus and the course book layout also constitute the top two items on the top five demotivating list. The fact that the syllabus and course books are among the main sources of demotivation not only in this study but also in Aydin's (2012) qualitative research, which may be considered the sole survey on EFL teacher motivation and demotivation conducted at the lower levels of education (elementary school), suggests that there are certain issues related to the syllabus and course books that do not satisfy these teachers. Actually, the interviews also shed light on what kinds of issues these are. The explanations of EFL teachers show that insufficiency or inappropriateness of the course books and the intensity of the syllabus are the causes of their being regarded as a primary source of demotivation.

The current study also highlights that supervisory process and the changes related to national guidelines may also hold a demotivating role for EFL teachers in Turkey. The changes related to national guidelines, especially, are thought to be demotivating by a vast majority of EFL teachers. These two factors are also the other two items on top five demotivating list. Another striking finding related to these demotivational issues found during the interviews is that when student-based problems occur, the student group may be among the major sources of demotivation for EFL teachers, as well. When they show a lack of interest in lessons and become indifferent toward the lessons, EFL teachers become

demotivated. This is also valid for the parent and administrative factor. While they are motivating issues for EFL teachers in the general framework, they turn out to be demotivating at the moment when they interfere with the teaching process or behave in a manner that makes EFL teachers feel that not enough importance is given to or interest shown in English as a subject.

The last major aim of this study is to investigate the influence of these sources of motivation or demotivation mentioned above on the teaching process of EFL teachers. It is evident that EFL teachers themselves and their teaching process are influenced by these motivational and demotivational aspects of teaching. However, the extent of this effect can differ among teachers. Both motivating and demotivating factors seriously affect one group of teachers and their teaching process. While the teaching process of EFL teachers in this group is influenced in a positive manner by motivating factors, it is influenced in a negative manner by demotivating ones. On the contrary, this effect is more limited in another group. While they accept the positive effects of motivating issues on both themselves and their teaching process, they reject the negative impact of demotivating issues on their teaching process. It is possible to say that in spite of the difficulties they experience, these teachers behave in a more professional manner than the ones in the first group by only focusing on their professional obligations. Furthermore, there is a different view that both motivating issues and demotivating issues can have a positive impact on EFL teachers' teaching processes since some teachers try to turn these demotivational effects into advantages by learning from them.

### **5.3. Limitations of the Study**

Even though each stage of this study was conducted with considerable attention, it nonetheless suffers from some limitations. The first limitation concerns the sample size used in the research. In spite of the fact that obtaining data from each region in Turkey was a high priority, including more teachers in both data collection procedures may have made the generalizations of this research be established on a much stronger basis. Secondly, owing to the fact that motivational issues concern the emotional states of the research subjects, their answers may be dependent on the mood they are in at the time of doing the questionnaires or the interviews. Therefore, getting longitudinal data from another source,

like teaching journals or a diary study, may have provided more ample and consistent data. In addition to this, employing such kinds of qualitative research methods besides interviews may have been beneficial for increasing validity and reliability of the research because of the fact that “the presence of the researcher may affect how the interviewee responds” (Creswell, 2012: 218).

#### **5.4. Pedagogical Implications**

When primary motivating or demotivating factors for the secondary school EFL teachers in Turkey that were found at the end of this long-term research are considered, some implications for the field of education can be drawn.

Since demotivating issues are creating problems, they require more consideration. Precautions against demotivating issues and eventual elimination of those that cause the most trouble for the teachers should be a goal of educational policy. Therefore, the first implication that can be made is with regard to the syllabus and the course books, which are among the primary demotivating factors for EFL teachers in Turkey. An overall revision of both the English Language Teaching Syllabus and the course books in use should be made, and any necessary changes should be considered. During this process, a reference to the EFL teachers should definitely be made, and their opinions and experiences should be carefully taken into consideration for more permanent and realistic solutions.

A suggestion for the supervisory process would also be an object of consideration. The current literature contains a variety of studies discussing the strengths and weaknesses of the supervisory process in the field of education. Since this research reveals that it is one of the demotivating factors for EFL teachers in the Turkish context, there should be a revision of its applications by taking these studies into account or other alternatives should take the place of the current supervision process. Due to the fact that relationships among colleagues were found to motivate teachers in this study, peer coaching, which is “a reciprocal partnership in which colleague teachers examine and analyze each other’s instructional work, share feedback about their teaching, and seek alternative solutions for their professional growth” (Wasonga, Wanzare and Rari, 2011: 117), may be considered as a substitute for the current supervisory process in Turkey. In this way a situation that was

found to have a positive impact on the motivation of teachers would be exploited for their benefit.

Particular attention should also be paid to the issue of the changes related to national guidelines. Just as in the issue of the syllabus and course books, while devising a change in EFL education across the country, the feelings and thoughts of EFL teachers on the matter of concern should be taken seriously and carefully evaluated so that the possibility of their resulting in teacher demotivation can be prevented or at least decreased. However, this inquiry should be done on a large scale rather than a small minority of teachers, it is the teachers across the country who will be implementing these changes.

Besides implications involving the demotivational factors, the implementation of which can only be assured by The Ministry of National Education, some suggestions related to the motivational factors can also be given to EFL teachers. Since the factors of students' interest and enthusiasm have an impact on keeping EFL teachers' motivation high and most of the responsibility for keeping students' interest and enthusiasm alive (and even for increasing it) belongs to the teachers, they should conduct lessons in such a way that makes students actively involved in their own learning process rather than a traditional way of teaching that makes students passive learners.

### **5.5. Suggestions for Further Research**

In the light of this study, some suggestions for further research can be given. Firstly, in connection with a limitation of this research, a further study could be conducted with a larger population. More EFL teachers from each city in Turkey could be selected for the sample to make more valid and sound generalizations. In addition, this study just focuses on secondary school EFL teachers. A further study could be carried out with primary or high school EFL teachers. In this way it would be possible to compare or contrast different levels of education regarding this issue. Lastly, data could be collected using different procedures that enable the researcher to understand the rationale behind EFL teachers' reasons for identifying one factor as motivating or another as demotivating for them in a further study. The interviews that served this purpose in this research could

be conducted with more teachers or procedures such as teaching journals or diary studies, which could be utilized for further studies.

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## **APPENDIX A: TEACHER MOTIVATION QUESTIONNAIRE**

### **AN INVESTIGATION INTO THE MOTIVATION OF ENGLISH LANGUAGE TEACHERS IN TURKEY WITH A FOCUS ON THE EFFECT OF MOTIVATIONAL ASPECTS ON THEIR TEACHING**

Dear Colleagues;

I have worked as an English Language Teacher for five years and I have been working in a secondary school in Of district of Trabzon for the last three years. I have been doing my master's degree in Applied Linguistics at the Department of Western Languages and Literature, Karadeniz Technical University. The purpose of this study conducted for my master's degree is to investigate the primary sources of motivation and demotivation of the secondary school English Language Teachers in Turkey and find out to what extent their teaching process is influenced by these motivating and demotivating factors.

The survey is anonymous. The data obtained through this survey will be evaluated in the direction of this research and they will not be used in any other studies.

Thank you for your participation and give my regards.

Kübra KOLAYLI BİRİNCİ

Karadeniz Technical University

Department of Western Languages and Literature

Master's Degree in Applied Linguistics

Trabzon

e-mail: [kubrakolayli@hotmail.com](mailto:kubrakolayli@hotmail.com)

**1. PART: Tick the option that suits you.**

**a) Gender**

- ( ) MALE  
( ) FEMALE

**b) Marital Status**

- ( ) MARRIED  
( ) SINGLE

**c) Work Place**

- ( ) VILLAGE or TOWN  
( ) DISTRICT CENTER  
( ) PROVINCE CENTER

**d) Age**

- ( ) 21-25 YEARS  
( ) 26-30 YEARS  
( ) 31-35 YEARS  
( ) 36-40 YEARS  
( ) 41-45 YEARS  
( ) 46 YEARS or OVER

**e) Years of Teaching Experience**

- ( ) 1-5 YEARS  
( ) 6-10 YEARS  
( ) 11-15 YEARS  
( ) 16-20 YEARS  
( ) 20 YEARS or OVER

**2. PART: Please, read the following statements and state your degree of agreement with these items in relation to your current job.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Idea</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I find my overall job motivation level is high.					
It has always been my dream to be a teacher.					
The changes related to national guidelines affect my job motivation.					
I enjoy teaching.					
My personal life affects my level of motivation for teaching.					
I am self-motivated.					
I would change syllabus if I had a chance.					
I am motivated with my students' academic improvements.					
I would be more motivated at another school.					
I think of quitting teaching.					
Teaching a language is really fun.					
Problems with the education setting affect my job motivation.					
Getting a high grade from school administration is an important motivator for me.					
I think of changing my job and starting a new career.					
It is prestigious to be an English language teacher in our context.					

	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Idea</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I am lack of internal desire to teach.					
I would change course books if I had a chance.					
In-service training increases my job motivation.					
I was attracted to teaching because of working hours.					
I feel regret about being a teacher.					
Sense of achievement is an important motivator for me.					
The source of my motivation for teaching is dependent on salary.					
I feel incompetent to teach English.					
School shareholders (administration, students, parents and other colleagues have an influence on my motivation for teaching.					
Since the beginning of my career, my enthusiasm to teach has increased.					
Job security of teaching motivates me.					
I am motivated with my students' enthusiasm to learn that language.					
Educational reforms adopted across the country have no effect on my motivation for teaching.					
The prestige of teaching is an important motivator for conducting my profession.					
I get stressed while putting the teaching program for English in practice.					
I was more motivated when I first started teaching.					
Helping my students on their subjects motivates me in my profession.					
I am happy to be an English language teacher.					
Physical teaching environment have an effect on my job motivation.					

**3. PART: Read the following statements and indicate how motivating or demotivating they are for you.**

	<b>Highly Motivating</b>	<b>Motivating</b>	<b>Neutral</b>	<b>Demotivating</b>	<b>Highly Demotivating</b>
Salary					
Students' attitudes					
Students' interests					
Students' levels					
Parents' attitudes					
Parents' expectations					
Class size					
Technological resources					
Syllabus					
Course book layout					
Course book exercises					
Supplementary materials (CDs, workbooks etc.)					
Administrations' attitudes					
Administrations' decisions					
Administrations' expectations					
Relationships among the colleagues					
Supervisory process					
In-service training					
Workshop sessions					
Job security					
Working hours					
The status of teachers in society					
Work autonomy					
Advancement opportunities					
Physical school environment					
Feedback from school administration					
Holidays					
The changes related to national guidelines					



**4. PART: Read the following statements and rank the most motivating TOP 5 (1-2-3-4-5) items.**

- Salary
- Students' attitudes
- Students' interests
- Students' levels
- Parents' attitudes
- Parents' expectations
- Class size
- Technological resources
- Syllabus
- Course book layout
- Course book exercises
- Supplementary materials (CDs, workbooks etc.)
- Administrations' attitudes
- Administrations' decisions
- Administrations' expectations
- Relationships among the colleagues
- Supervisory process
- In-service training
- Workshop sessions
- Job security
- Working hours
- The status of teachers in society
- Work autonomy
- Advancement opportunities
- Physical school environment
- Feedback from school administration
- Holidays
- The changes related to national guidelines

**5. PART: Read the following statements and rank the most demotivating TOP 5 (1-2-3-4-5) items.**

- Salary
- Students' attitudes
- Students' interests
- Students' levels
- Parents' attitudes
- Parents' expectations
- Class size
- Technological resources
- Syllabus
- Course book layout
- Course book exercises
- Supplementary materials (CDs, workbooks (etc.)
- Administrations' attitudes
- Administrations' decisions
- Administrations' expectations
- Relationships among the colleagues
- Supervisory process
- In-service training
- Workshop sessions
- Job security
- Working hours
- The status of teachers in society
- Work autonomy
- Advancement opportunities
- Physical school environment
- Feedback from school administration
- Holidays
- The changes related to national guidelines.

Thank you for your participation and give my regards. If you have any questions or any comments about the study, please inform me by sending e-mail to [kubrakolayli@hotmail.com](mailto:kubrakolayli@hotmail.com). If you wish, you can get information about the findings of this research by using same e-mail.

## APPENDIX A: ÖĞRETMEN MOTİVASYONU ANKETİ

### TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN MOTİVASYONUNUN, MOTİVASYONEL ÖĞELERİN ÖĞRETME SÜREÇLERİNE ETKİSİNE ODAKLANARAK ARAŞTIRILMASI

Değerli Meslektaşlarım;

İngilizce öğretmeni olarak beş yıldır görev yapmakta ve son üç yıldır Trabzon'un Of ilçesinde bir ortaokulda çalışmaktayım. Aynı zamanda Karadeniz Teknik Üniversitesi, Batı Dilleri ve Edebiyatı, Uygulamalı Dilbilim alanında yüksek lisans eğitimimi sürdürmekteyim. Yüksek lisans eğitimim kapsamında sürdürdüğüm bu çalışmada, Türkiye'deki ortaokullarda görev yapmakta olan İngilizce öğretmenlerinin iş motivasyonlarını artırıcı ya da düşürücü etkenler araştırılmakta ve bu etkenlerin öğretim süreçlerine olan yansımalarının ne boyutta olduğunun ortaya konulması amaçlanmaktadır.

Çalışmada isminizi belirtmeniz gerekmemektedir. Bu çalışmadan elde edilen bilgiler, bu çalışmanın amaçları doğrultusunda değerlendirilecek, bunun dışında herhangi bir çalışmada kullanılmayacaktır.

Çalışmaya katkılarınızdan dolayı teşekkür eder, saygılar sunarım.

Kübra KOLAYLI BİRİNCİ

Karadeniz Teknik Üniversitesi

Batı Dilleri ve Edebiyatı

Uygulamalı Dilbilim Yüksek Lisans Programı

Trabzon

e-posta: [kubrakolayli@hotmail.com](mailto:kubrakolayli@hotmail.com)

**1. KISIM: Sizin için geçerli olan seçeneği işaretleyiniz.**

**a) Cinsiyet**

- BAY  
 BAYAN

**b) Medeni hal**

- EVLİ  
 BEKAR

**c) Çalıştığı Yerleşim Yeri**

- KÖY veya BELDE  
 İLÇE MERKEZİ  
 İL MERKEZİ

**d) Yaş**

- 21-25 YAŞ  
 26-30 YAŞ  
 31-35 YAŞ  
 36-40 YAŞ  
 41-45 YAŞ  
 46 YAŞ veya DAHA ÜSTÜ

**e) Kıdem Yılı**

- 1-5 YIL  
 6-10 YIL  
 11-15 YIL  
 16-20 YIL  
 20 YIL veya DAHA ÜSTÜ

**2. KISIM: Lütfen aşağıdaki ifadeleri okuyup, mesleğinizle ilişkili olarak her bir maddeye ne kadar katıldığınızı uygun şıkki işaretleyerek belirtiniz.**

	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
Genel olarak iş motivasyon düzeyimi yüksek buluyorum.					
Öğretmen olmak her zaman hayalim olmuştur.					
Genel eğitim politikalarındaki değişiklikler iş motivasyonumu etkiliyor.					
Yaptığım işten zevk alıyorum.					
Özel yaşamım, iş motivasyon düzeyimi etkiliyor.					
Kendi kendimi işim konusunda motive edebilirim.					
Fırsatım olsaydı, müfredatı değiştirirdim.					
Öğrencilerimin akademik yönden gelişmesi beni motive ediyor.					
Başka bir okulda daha fazla motive olabilirdim.					
Öğretmenliği bırakmayı düşünüyorum.					
Dil öğretmek gerçekten eğlencelidir.					
Eğitim ortamındaki olumsuzluklar iş motivasyonumu etkiliyor.					
Okul yönetiminden yüksek sicil notu almak benim için önemli bir motivasyon kaynağıdır.					
Mesleğimi değiştirip, yeni bir kariyere başlamak istiyorum.					

	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
İngilizce öğretmenliği toplumumuzda saygın bir meslektir.					
Öğretmenliği yapmak içimden gelmiyor.					
Fırsatım olsaydı, ders kitaplarını değiştirdim.					
Mesleki eğitimler iş motivasyonumu artırıyor.					
Çalışma saatleri, bu mesleği seçmemde etkili oldu.					
Öğretmen olduğum için pişmanlık duyuyorum.					
Başarı hissi benim için önemli bir motivasyon kaynağıdır.					
İşimdeki motivasyon aldığım maaşa bağlıdır.					
İngilizce öğretirken kendimi yetersiz hissediyorum.					
Okulun paydaşları (idareciler, öğrenciler, veliler, diğer öğretmenler) iş motivasyonumu etkiliyor.					
Öğretmenliğe başladığımdan bu yana, işimi yapma hevesim arttı.					
İş güvencesi, beni motive ediyor.					
Öğrencilerimin dil öğrenme isteği beni motive ediyor.					
Ülke çapında benimsenen eğitimle ilgili değişiklikler iş motivasyonum üzerinde bir etkiye sahip değildir.					
Öğretmenliğin toplumdaki itibarı, işimi sürdürmemde önemli bir motivasyon kaynağıdır.					
İngilizce dersi öğretim programını uygulamak beni strese sokuyor.					
Öğretmenliğe ilk başladığımda motivasyon düzeyim daha yüksekti.					
Öğrencilere ders konusunda yardım etmek beni işimde motive ediyor.					
İngilizce öğretmeni olduğum için mutluyum.					
Okulun fiziksel ortamı, iş motivasyonum üzerinde etkilidir.					

**3. KISIM: Lütfen aşağıdaki ifadeleri okuyup, her birinin sizin için ne kadar motive edici olduğunu uygun şıkki işaretleyerek belirtiniz.**

	Son derece motive edici	Motive edici	Etkisi yok	Motivasyon düşürücü	Son derece motivasyon düşürücü
Maaş					
Öğrencilerin tutumu					
Öğrencilerin ilgisi					
Öğrencilerin seviyesi					
Velilerin tutumu					
Velilerin beklentileri					
Sınıf mevcudu					
Teknolojik donanım					
Müfredat					
Ders kitabı düzeni					
Ders kitabındaki alıştırmalar					
Ders kitabının destekleyici materyalleri (Cdler, çalışma kitabı vb.)					
Okul yönetiminin tutumu					
Okul yönetiminin kararları					
Okul yönetiminin beklentileri					
Çalışma arkadaşları arasındaki ilişkiler					
Teftiş süreci					
Hizmet içi eğitimler					
Seminer dönemleri					
Çalışma saatleri					
İş güvenliği					
Öğretmenlerin toplumdaki statüleri					
İş özerkliği (Eğitim sürecindeki kararların öğretmene bırakılması)					
Meslekteki ilerleme olanakları					
Okulun fiziki ortamı					
Okul idaresinden alınan geri bildirimler					
Tatiller					
Genel eğitim politikalarındaki değişiklikler					

**4. KISIM: Aşağıdaki ifadeleri okuyup öğretmenlik sürecinizde sizin için motivasyon artırıcı İLK BEŞ (1-2-3-4-5) maddeyi sıralayınız.**

- Maaş
- Öğrencilerin tutumu
- Öğrencilerin ilgisi
- Öğrencilerin seviyesi
- Velilerin tutumu
- Velilerin beklentileri
- Sınıf mevcudu
- Teknolojik donanım
- Müfredat
- Ders kitabı düzeni
- Ders kitabındaki alıştırmalar
- Ders kitabının destekleyici materyalleri (Cdler, çalışma kitabı vb.)
- Okul yönetiminin tutumu
- Okul yönetiminin kararları
- Okul yönetiminin beklentileri
- Çalışma arkadaşları arasındaki ilişkiler
- Teftiş süreci
- Hizmet içi eğitimler
- Seminer dönemleri
- İş güvenliği
- Çalışma saatleri
- Öğretmenlerin toplumdaki statüleri
- İş özerkliği (Eğitim sürecindeki kararların öğretmene bırakılması)
- Meslekteki ilerleme olanakları
- Okulun fiziki ortamı
- Okul idaresinden alınan geri bildirimler
- Tatiller
- Genel eğitim politikalarındaki değişiklikler

**5. KISIM: Aşağıdaki ifadeleri okuyup öğretmenlik sürecinizde sizin için motivasyon düşürücü İLK BEŞ (1-2-3-4-5) maddeyi sıralayınız.**

- Maaş
- Öğrencilerin tutumu
- Öğrencilerin ilgisi
- Öğrencilerin seviyesi
- Velilerin tutumu
- Velilerin beklentileri
- Sınıf mevcudu
- Teknolojik donanım
- Müfredat
- Ders kitabı düzeni
- Ders kitabındaki alıştırmalar
- Ders kitabının destekleyici materyalleri (Cdler, çalışma kitabı vb.)
- Okul yönetiminin tutumu
- Okul yönetiminin kararları
- Okul yönetiminin beklentileri
- Çalışma arkadaşları arasındaki ilişkiler
- Teftiş süreci
- Hizmet içi eğitimler
- Seminer dönemleri
- İş güvenliği
- Çalışma saatleri
- Öğretmenlerin toplumdaki statüleri
- İş özerkliği (Eğitim sürecindeki kararların öğretmene bırakılması)
- Meslekteki ilerleme olanakları
- Okulun fiziki ortamı
- Okul idaresinden alınan geri bildirimler
- Tatiller
- Genel eğitim politikalarındaki değişiklikler

Ankete katıldığınız için teşekkür eder, saygılar sunarım. Bu çalışmayla ilgili herhangi bir soru ya da yorumunuz varsa, lütfen bunları [kubrakolayli@hotmail.com](mailto:kubrakolayli@hotmail.com) e-posta adresini kullanarak iletiniz. Aynı şekilde, eğer dilerseniz, aynı adresi kullanarak çalışmanın sonuçları ile ilgili bilgi edinebilirsiniz.

## **APPENDIX B: INTERVIEW QUESTIONS**

- 1) Are you glad to be an EFL teacher in Turkey?
- 2) How do you find your overall job motivation level?
- 3) Are you a self-motivated teacher?
- 4) What are the most important motivating factors for you in your teaching process?
- 5) What are the most important demotivating factors for you in your teaching process?
- 6) To what extent is your teaching affected by these motivational or demotivational aspects of teaching?
- 7) Do you think the motivational/demotivational aspects of teaching have an effect on an increase/a decrease in the quality of your teaching? Or do you think these kinds of factors do not affect the quality of your teaching at all?

## APPENDIX B: MÜLAKAT SORULARI

- 1) Türkiye’de İngilizce öğretmeni olmaktan memnun musunuz?
- 2) Genel iş motivasyonu seviyenizi nasıl buluyorsunuz?
- 3) Kendi kendinizi motive edebilen bir öğretmen misiniz?
- 4) Öğretmenlik sürecinizde sizin için en önemli motive edici faktörler nelerdir?
- 5) Öğretmenlik sürecinizde sizin için en önemli motive düşürücü faktörler nelerdir?
- 6) Bu motivasyonel ya da demotivasyonel durumlardan öğretmenliğiniz ne boyutta etkilenmektedir?
- 7) Motivasyonel/demotivasyonel durumların öğretmenliğinizin niteliğinde bir artışa/düşüşe etkisi olduğunu düşünüyor musunuz? Ya da bu tarz durumların öğretmenliğinizin niteliğini hiç etkilemediğini mi düşünüyorsunuz?



## **CURRICULUM VITAE**

Kübra KOLAYLI BİRİNCİ was born in Trabzon, on 31<sup>st</sup> of May in 1987. After she had completed her primary school education in Darıca, Akçaabat, she went to Akçaabat Foreign Language High School. She graduated from the department of English Language Teaching at Marmara University in 2009. She has been working as an EFL Teacher for 6 years. She worked in Kars for two years and in Trabzon for 3 years at different secondary schools. She currently works at a secondary school in Rize.