

T.R.
KAFKAS UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF WESTERN LANGUAGES AND
LITERATURES
DIVISION OF ENGLISH LANGUAGE AND LITERATURE

AN INVESTIGATION OF FACTORS CAUSING
DEMOTIVATION OF SCHOOL TEACHERS IN
TURKEY

MASTER'S THESIS

by

Şahin SARI

Advisor: Assist. Prof. Dr. Turgay HAN

KARS- 2017



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KARS- 2017



T.C.

KAFKAS ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI

İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI

**TÜRKİYE'DEKİ ÖĞRETMENLERİN
DEMOTİVASYONUNU ETKİLEYEN FAKTÖRLERİN
İNCELENMESİ**

YÜKSEK LİSANS TEZİ

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Kars - 2017

KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Şahin SARI tarafından hazırlanan **Türkiye'deki Öğretmenlerin Demotivasyonunu Etkileyen Faktörlerin İncelenmesi** başlıklı bu çalışma 11.01.2017 tarihinde yapılan tez savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından İngiliz Dili ve Edebiyatı Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

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This study titled **An Investigation of Factors Causing Demotivation of School Teachers in Turkey** which was prepared by Şahin SARI, was accepted unanimously as a Master`s Thesis on 11.01.2017 in the Department of English Language and Literature.

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APPROVAL

The acceptance of this thesis study was registered by the committee of Graduate School of Social Sciences of Kafkas University in sessionon...../...../2017.

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Director of Graduate School of Social Sciences

SCIENTIFIC ETHICS STATEMENT

I declare that I complied with the rules of academic and scientific ethics from the proposal stage to the process of completion of the study titled “**An Investigation of Factors Causing Demotivation of School Teachers in Turkey**” which I prepared as a Master Thesis, that I obtained all information in terms of the Project within the framework of scientific ethics and traditions, that I showed sources for each quotation I made directly or indirectly in this study I prepared as a master`s thesis in accordance with the writing rules and that the works which I used are shown in the bibliography.

BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım “**Türkiye'deki Öğretmenlerin Demotivasyonunu Etkileyen Faktörlerin İncelenmesi**” adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

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Şahin SARI

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ÖZET

Bu tez çalışmasının temel amacı, Türkiye'nin doğu kenti Elazığ'da ilköğretim, ortaöğretim ve liselerde çalışan öğretmenlerin demotivasyon düzeylerini araştırmaktır. Bu bağlamda, çalışma, öğretmenlerin demotivasyon seviyelerine cinsiyet, öğretim deneyimi, çalışma alanı, eğitim durumları, yaş ve okul türü açısından görüşleri arasında istatistiksel olarak demotivasyon açısından anlamlı bir fark olup olmadığını araştırmayı amaçlamıştır. Araştırmaya üç yüz bir öğretmen katılmıştır. Veriler araştırmacılar tarafından geliştirilen Öğretmen Motivasyon Ölçeği ile toplanmıştır. Ölçek, okul yönetimi ve sağladığı imkânlar, öğrenci ve iş arkadaşları arasındaki ilişkiler, mesleki yeterlilik ve sınıf mevcudu, tatiller ve ders süreleri, müfredat ve beklentiler, öğretmenlerin toplumdaki statüleri ve tavsiyeler, öğretmenlik mesleği ve heves, seminer, hizmet içi eğitim ve sosyal etkinlik, derslerde verimlilik, kişisel gelişim ve özel hayat başlıkları alt bölüm ve 45 maddeden oluşmaktadır. Nicel veri ile tanımlayıcı ve çıkarımsal istatistikler yapılmıştır. Elde edilen sonuçlara göre, öğretmenler arasında cinsiyet, tecrübe, çalışma alanı, okul türü ve yaş açısından istatistiksel olarak demotivasyon açısından anlamlı farklılıklar bulunmuştur.

Anahtar Kelimeler:Türk Öğretmenler, Demotivasyon, Öğretmen Motivasyon Ölçeği, Öğretmenlik Mesleği

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ABSTRACT

The main aim of this thesis study was to explore the current level of demotivation of Turkish teachers employed in primary, secondary and high schools in Elazığ, an eastern city in Turkey. In this context, the study aimed to find out whether there were any statistically significant demotivational differences by the teachers` views toward their level of demotivation in terms of gender, teaching experience, field of study, educational status, age and school type. Three hundred and one teachers participated in the study. The data was collected through Teacher Motivation Scale developed by the researchers. The scale was composed of 45 items and ten subscales entitled school administration and facilities, relationship with students and colleagues, professional competence and class size, holidays and class periods, the place of teachers in society and recommendations, curriculum and expectations, the teaching profession and motivation, the seminar, in-service training and social activity, the productivity in lessons, self-improvement and private life of the teachers. Descriptive and inferential statistics were used for quantitative data analysis. The results revealed that there were statistically significant demotivational differences by the teachers` gender, years of teaching experience, field of study, school type, and age.

Key Words: Turkish Teachers, Demotivation, Teacher Motivation Scale, Teaching Profession

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ABBREVIATIONS

ESL	: English as a Second Language
EFL	: English as a Foreign Language
TESOL	: Teachers of English to Speakers of Other Languages
ESM	: Experience Sampling Method
AT	: Attribution Theory
SPSS	:Statistical Package for the Social Sciences
ANOVA	: One-way analysis of variance
LSD	: Fisher`s Least Significant Difference
SDT	: Self Determination Theory
MoNE	: Ministry of National Education
KPSS	: An exam administered for teacher selection in Turkey
QTGATECS	: Questionnaire on Teachers` Gender, Age, Training and Experience and Conditions of Service
PHD	: Doctor of Philosophy

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“There are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation”.

Terrel H. Bell, former U.S. Secretary of Education



CHAPTER ONE

1. INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the purpose of the present study, major and minor research questions, and the significance of the study.

1.1. Background of the Study

Comprehending human behaviour and which factors motivate people to perform is a continuing matter in the social sciences. Our occupational behaviours and at the same time individual selections are formed by motivation (Brown & Hughes, 2008). Human behaviour is evoked, steered, and maintained by motivation that is an inner drive (Glynn, Aultman, Owens, 2005). The status of teacher is crucial for the students and the society, and the subject of teacher motivation becomes more of an issue (Stirling, 2016). “Teachers are arguably the most important group of professionals for our nation’s future, therefore, it is disturbing to find that many of today’s teachers are dissatisfied with their jobs” (Bishay, 1996, p. 147). The teacher has a primary role that influences the characteristic and speciality of education, and the subject of job satisfaction and motivation of primary teachers can play a crucial role for not only the teachers but also education institutions, further the degree of teachers` labour is precisely impacted by their motivation and job satisfaction even if it is at high or low level (Yavuz & Karadeniz, 2009).

Educational administrators should be aware of the relationship between job satisfaction, rewards and work performance, so school administrators make a huge effort, put in time on and show exertion concerning the school conditions to operate the level of educational systems according to former studies; furthermore, job satisfaction and work motivation are vital to enhance the level of education, and rewards can be defined according to the needs of teachers (Pardee, 1990). Singh (2015) describes that motivation affects the output of management directly because it has a straight influence on the quantity and quality of person and organization, and motivation is mainly related to people’s psychological level thus it has an impact on the way, depth and the constancy of the voluntary behavior. Job satisfaction refers to

the concept of how much a person satisfied with his/her job, and so motivation is usually relevant with the role of the people in their job (Singh, 2015). Motivation is associated with not only concrete rewards such as salary, fringe benefits hours of employment, job security, environment of working place and the conditions at work, but also the psychological incomes such as recognition, appreciation and the relationships in a positive manner (Singh, 2015). In this sense, Dörnyei and Ushioda (2011) state that personnel motivation is directly crucial in workplace environment, and so lots of research has been carried out within organisational and industrial psychology in order to find out three significant factors related to work motivation such as, which factors in terms of work design motivate personnels, how these factors can be raised, and how demotivating factors can be decreased (p. 257).

When people are motivated, they are eager to carry out and fulfil their assignments in a successful manner, for example; when we think about the teachers, their motivation is essential as the students' motivation is connected with the teachers' motivation, so when the sources of teacher motivation are considered, they may derive from intrinsic and extrinsic resources (Erkaya, 2012). Furthermore, there are several intrinsic and extrinsic motivation resources on the teaching profession; intrinsic factors that are related to teachers' values and beliefs are more effective than extrinsic factors, and unreasonable and non-functional attitudes affect teachers' motivation negatively (Yazıcı, 2009). Başaran and Orhun (2013) also state that the main factor reducing teachers' professional motivation is that teachers do not understand the value of their profession. The Public Personnel Selection Examination content, principles of the implementation by the MoNE (Ministry of National Education), administrators in the country, and the society are also reducing teachers' professional motivation. Hettiarachchi (2013) explained that "the failure to take immediate action may further increase teacher dissatisfaction in the job, which could eventually result in poor education outcomes for students in public schools" (p. 112).

1.2. Statement of the Problem

This thesis study aims to investigate the current level of demotivation of Turkish teachers employed in primary, secondary and high schools in an eastern city in Turkey, and their demotivational reasonings. Several studies have investigated the motivation of teachers (e.g. Başaran & Orhun, 2013; Barmby, 2006; Baleghizadeh &

Gordani, 2012; Christopher, 2013; Yavuz & Karadeniz, 2009; Zembylas & Papanastasiou, 2004), sources of both motivation and demotivation (e.g. Addison & Brundrett, 2008; Johnson, 2000; Kızıltepe, 2008; Menyhárt, 2008; Yau, 2010), and demotivation of teachers (e.g. Aydın, 2012; Bullough & Hall-Kenyon, 2012; Fattash, 2013; Fisher, 2011; Liu & Ramsey, 2008). However, very few studies on motivation or demotivation of teachers have been conducted in the Turkish context (e.g. Ada, Akan, Ayık, Yıldırım & Yalçın, 2013; Aydın, 2012; Başaran, Dedeoğlu & Dedeoğlu-Orhun, 2013; Erkaya, 2012; Kolaylı, 2015; Yavuz & Karadeniz, 2009). In sum, in the Turkish context, several studies have been conducted in the western part of the country, but very few studies have been conducted in the eastern part of the country.

1.3. Purpose of the Present Study

The main aim of this study was to explore the current level of demotivation of Turkish teachers employed in primary, secondary and high schools in an eastern city in Turkey, and their demotivational reasonings. Specifically, the study aims to find out whether there are any statistically significant demotivational differences by the teachers' views toward their level of demotivation in terms of gender, teaching experience, field of study, educational status, age and school type.

1.4. Research Questions

The study was guided by the following research questions;

Major research question;

1. What are the factors causing demotivation of Turkish teachers working at primary, secondary and high schools?

Minor research questions;

1. What are the factors causing demotivation of the male and female teachers?
2. Are there any significant differences between the male and female teachers' level of demotivations?
3. What are the factors causing demotivation of the teachers by their years of teaching experience, fields, educational status, age and school type?

4. To what extent do the teachers' levels of motivation change according to their years of teaching experience, fields, educational status, age and school type?

1.5. Significance of the Study

In the Turkish context, some studies have investigated the motivation of teachers. Aydın (2012) examined the demotivating factors among EFL teachers at the elementary level. Next, Erkaya (2012) examined the intrinsic and extrinsic factors that affect Turkish EFL Teachers' motivation. Further, Kolaylı (2015) conducted a study on sources of motivation and demotivation among 149 secondary school EFL teachers in different cities of Turkey. In the study, the data was collected by way of questionnaire survey and interviews. It seems that these studies investigated the motivation of only EFL teachers (e.g. Aydın, 2012; Erkaya, 2012; Kolaylı, 2015). Next, Kızıltepe (2008) carried out a study on sources of motivation and demotivation among three hundred university teachers at a public university in Istanbul, and asked them two open-ended questions regarding their own motivational and demotivational factors. Next, Ada, et al. (2013) investigated the intrinsic and extrinsic factors that motivate or demotivate 19 classroom teachers who were working for primary schools by using a qualitative research design and semi-structured interviews were conducted. Yavuz and Karadeniz (2009) carried out a study on the effect on job satisfaction of the motivation of teachers, and their demographic information (e.g. sex, age, marital status, education level, and profession service period in the profession) was kept in view, and statistically analyzed. Then, Başaran and Orhun (2013) investigated the factors that affect the professional motivations of 291 pre-service teachers whose education was ongoing in the Faculty of Education, Dumlupınar University by conducting a questionnaire. The research method was descriptive scanning, and the research aim was to find the factors related to preservice teachers' profession motivations. In the Turkish context, although there were some studies on the motivating factors of the teachers, there were fewer studies about the demotivating factors of the teachers in terms of their profession (e.g. Aydın, 2012). Most of the studies investigated the motivation of only EFL teachers (e.g. Aydın, 2012; Erkaya, 2012; Kolaylı, 2015).

Consequently, in this thesis study, there are several teachers in different fields of studies. Foreign language teachers, class teachers, mathematics teachers, Turkish

teachers, religious culture and moral knowledge teachers, guidance teachers, physical education teachers, science teachers, social sciences teachers, music teachers, special education teachers, philosophy teachers, information technologies teachers, and vocational high school teachers participated in the study. Moreover, the current level of demotivation of Turkish teachers, employed in primary, secondary and high schools in an eastern city in Turkey, was represented which is limited in studies conducted in Turkey. Next, the study involved a survey designed by the researchers. An important aspect of this study is that the scale has been developed by researchers, and contributes to the existing literature. The most important feature of the study was the first study that investigated demotivational factors that affected teachers working at public schools in an eastern city in Turkey. This particular study makes a special difference to those other studies in answering the comprehensive research questions. After the study, there can be a teacher training session provided by Provincial Directorate for National Education. This thesis study focuses on the effects of the factors and sub-factors regarding demotivation. As there is very little research on this culture and context based issue in the Turkish context, this thesis study can contribute to the existing research.

CHAPTER TWO

2.REVIEW OF THE LITERATURE

2.1. General Framework of Motivation

2.1.1. Defining Motivation

The root of the verb comes from the Latin verb “movere” that means “to move” (Dörnyei & Ushioda, 2011, p. 3). Graham and Weiner (1996) defined motivation as “the study of why people think and behave as they do” (p. 63). Ryan and Deci (2000) also state that “to be motivated means to be moved to do something”, and unmotivated people do not have energy and stimulus to do something, but motivated people are high-spirited and energetic to do and end something (p. 54).

2.1.2.Types of Motivation

2.1.2.1. Intrinsic and Extrinsic Motivation

There are two types of motivation, intrinsic and extrinsic. Amabile, Hill, Hennessey and Tighe (1994) define the concept of intrinsic motivation as “the motivation to engage in work primarily for its own sake”, because the work itself is fascinating, attractive, or in other words convincing. It was generally indicated that internal factors can be more affective on teachers’ motivation mostly. In the same vein, intrinsic motivation is “the doing of an activity for its inherent satisfactions rather than for some separable consequence”, so a person who is intrinsically motivated does something for his / her internal stimulation, amusement or joy not for external factors or stimulation such as rewards or pressures (Ryan and Deci, 2000, p. 56). On the other hand, Amabile, et al (1994) define the concept of extrinsic motivation as “the motivation to work primarily in response to something apart from the work itself, such as reward or recognition or the dictates of other people” (p. 950). Extrinsic motivation is defined as “the doing something because it leads to a separable outcome” or “a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan and Deci, 2000, p. 55, 60). There are several extrinsic factors such as; money, benefits, flexible schedules, job responsibilities and duties, promotions, changes in status, supervision of others, praise and feedback, a

good boss, a strong leader, other inspirational people, and a nurturing organizational culture (Christopher, 2013, Müller, Alliata & Benninghoff, 2009).

2.1.2.2. Extrinsic and Intrinsic Factors of Teacher Motivation

Some studies showed that both extrinsic and intrinsic factors affect teacher motivation. For example, Brown and Hughes (2008) revealed that there is a potential difference in perceptions of both intrinsic and extrinsic teacher motivation. Highlights of the results included higher scores for intrinsic items. Recognition of teachers' actions and efforts for student achievement and improving schools were important factors appreciated by the teachers. Next, Kızıltepe (2008) explained that students are the main factor for motivation and demotivation, and career is a secondary motivational factor, but economics and research are secondary demotivating factors. Moreover, Menyhárt (2008) stated that teachers' attitudes towards the subject they teach, teachers' own intellectual development about the subject they teach, and the importance of the feedback neglected in higher education are very important for teachers' motivation and stress. Moreover, low incomes, an inflexible curriculum, and low-resource teaching facilities can negatively affect teachers' performance.

There are also external factors that affect teachers' motivation and demotivation. Firstly, Aydın (2012) argued that there are six factors that demotivate teachers: the profession itself, the curriculum, the conditions of their profession, students and their family members, relationships between administrators and colleagues, and the school conditions. Next, there is a positive link between pupil motivation and teacher motivation (Atkinson, 2000). Bernaus, Wilson and Gardner (2009) also explained that there is a relationship between teacher motivation and motivating strategies which are in order relevant to student motivation and English Achievement. Supervision process that is not of pedagogical or professional value has a negative effect on EFL teachers' performance (Kayaoğlu, 2012). The effects of over demanding policies were generally negative in terms of teachers' relationships with students, pedagogy, and their profession (Valli & Buese, 2007). Workload factors and poor responses from children were also demotivators (Addison & Brundrett, 2008). The comments mainly dealt with the necessity that curriculum be flexible and not overloaded with so many objectives to meet that they would be impossible to

attain (Johnson, 2000). A study by Johnson (2000) suggests that curriculum should be flexible according to the teaching conditions and students' competence in the way of not to demotivate teachers' and teaching process, and course books are also being developed according to the flexible and convenient curriculum in the view of students' ability and needs in teaching. The majority of the motivating comments centred on having a supervisor/coordinator that shows respect and support to the teachers and having positive reinforcement for the job they are doing (Johnson, 2000). Furthermore, stress-including factors such as low salary, job insecurity, as well as set curriculum and inadequate teaching facilities appeared to negatively affect teachers' performance (Menyhárt, 2008, p. 133). Regular seminars for students, teachers, parents and administrators and guidance activities for problematic children need to be organized to keep violence and abuse under control, and to induce parental interest in their children (Aydın, 2012).

There are also intrinsic factors that affect teachers' motivation and demotivation. Erkaya (2012) examined the intrinsic and extrinsic factors that affect Turkish EFL Teachers' motivation. As a result of this study, it was obvious that if teachers can be motivated intrinsically, they will be unaffected by the negative external factors. A study of Afolabi (2013) showed that there was a considerable difference between young and old teachers in their motivation, but in the aspects of teachers' gender, training and experiences, there was not a significant difference. However, another study revealed that job satisfaction and motivation were directly related to responsibility levels, gender, subject, age, years of teaching experience, and activity (Bishay, 1996). Next, Mullock (2009) indicated that positive experiences of student learning, positive personal feelings and altruistic rewards were their main sources of satisfaction. Furthermore, teachers are highly motivated to see the students', as well as their own, intellectual development (Menyhárt, 2008).

2.1.3. Theoretical Orientations to Motivation

There are four theoretical orientations to motivation that Educational Researchers have explained in terms of motivation of learning; "behavioural, humanistic, cognitive, and social" (Glynn et al, 2005, p. 152). The primary behaviourists are John Watson, Ivan Pavlov, B.F. Skinner, and Edward Thorndike, and the primary cognitive psychologists are Jean Piaget, Lev Vygotsky, Noam Chomsky, and Jerome

Bruner (Hurst, 2016). The founders of humanistic psychologists are Abraham Maslow, Gordon Allport, Rollo May and Carl Rogers (Grogan, 2008) and the primary social cognitive theorist is Albert Bandura (Bandura, 1989).

First of all, educational researchers adopting a behavioural orientation to motivation set sight on notions such as incentive and reinforcement. An incentive is defined as “something that makes behaviour more or less likely to occur” while reinforcement is defined as “the actual opportunity” (Glynn et al, 2005, p. 152). Secondly, Reeve (1996) indicated that Educational Researchers adopting a humanistic orientation to motivation state that learners` capacities for self-improvement, liberty to designate their fates, and their wishes to succeed are significant factors that affect behaviour (as cited in Glynn et al, 2005, p. 153). Thirdly, according to Schunk (2004), educational researchers adopting a cognitive orientation to motivation state that learners` goals, plans, expectations, and attributions are significant for motivation to carry out the assignments (as cited in Glynn et al, 2005, p. 153). Attribution theory is in this category. And, the last one is a social orientation to motivation. Shapiro and Levine (1999) state that the Educational Researchers in this group highlight students` identities and their interpersonal relationships in especially learning communities that incrementally feature common education programs (as cited in Glynn et al, 2005, p. 153).

2.1.4. Motivational Constructs

2.1.4.1. Self-Efficacy

In the last two decades, self-efficacy has shown up as an important indicator of student motivation and learning, and self efficacy diverges from relevant motivational constructs, such as outcome expectations, self-concept, and locus of control, so they differ from as a perceptual ability in a criterion based on performance (Zimmerman, 2000). “Researchers have succeeded in verifying its discriminant validity as well as convergent validity in predicting common motivational outcomes, such as students` activity choices, effort, persistence, and emotional reactions” (Zimmerman, 2000, p. 82). Self-efficacy beliefs are susceptible to slight changes in students` performance context, it is relevant with self-regulating learning processes, and it has been determined that it affects the academic

achievement of the students (Zimmerman, 2000). “It is hypothesized that expectations of personal efficacy determine whether coping behavior will be initiated, how much effort will be extended and how long it will be sustained in the face of obstacles and aversive experiences” (Bandura, 1977, p. 191). Hsieh, Sullivan and Guerra (2007) identified self- efficacy as “people’s judgements about their abilities to complete a task” (p. 455).

2.1.4.2. Self-Regulation

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” (Pintrich, 2000, p. 453, as cited in Schunk, 2005, p. 173).

Self regulated students set sight on how they initiate, change and maintain their specific learning strategies in social and individual contexts. In a period when these necessary qualities for lifelong learning are painfully missing in many pupils, it is vital to teach self-regulated learning processes (Zimmerman, 2002).

2.1.4.3. Self Determination

Self-determination theory is “concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes” (Deci, Vallerand, Pelletier, and Ryan, 1991, p. 325). Self determination theory is the difference between autonomous motivation (e.g., intrinsic motivation) and controlled motivation (e.g., extrinsic rewards) (Gagne and Deci, 2005).

2.1.4.4. Goal Orientation

Hsieh, et al (2007) identified goal orientations as “the motives that students have for completing tasks, which may include developing and improving ability (mastery goals), demonstrating ability (performance- approach goals), and hiding lack of ability (performance- avoidance goals)” (p. 455).

2.1.4.5. Locus of Control

The basis of Julian B. Rotter's approach is actually the Theory of Expectation Value. Locus of control is identified as "internal versus external control of reinforcement" that has been one of the most studied variables in psychology and other social sciences (Rotter, 1990, p. 489).

2.1.4.6. Attribution Theory

Attribution theory is based on causal inferences. Human activities such as product, process and behavior constitute causal inferences. Attribution theory deals with how an individual relates ideas, behaviors, attitudes and values and how they interpret events. The individual acts based on past experiences, beliefs and attitudes (Duman, 2004). Dörnyei and Ushioda (2011) stated that one of the most significant effects on the generation of people's hopes was generated by attributional processes, their research was the prevailing pattern in terms of student motivation in the eighties. AT, depending upon the study of Bernard Weiner (e.g. 1992), is related to the assumption which persons try to understand the causal determinants of past successes and failures, and varied causality patterns affect behaviors divergently (p. 15).

2.1.5. Relationship between Teacher Motivation and Pupil Motivation

Several studies have investigated the relationship between teacher motivation and pupil motivation (Atkinson, 2000; Bernaus, Wilson & Gardner, 2009). Some studies have found that there is a positive link between pupil motivation and teacher motivation (Atkinson, 2000), and there is a relationship between teacher motivation and motivating strategies which are in order relevant to student motivation and English achievement (Bernaus, et al, 2009).

First, Atkinson (2000) carried out a study on the relationship between teacher motivation and pupil motivation in four schools in the north east of England. The data were collected by using two instruments; attitudinal scale which was carried out with 66 Key Stage 4 design and technology pupils and semi-structured interviews which were performed by two design and technology teachers. The pupils participated in design and technology project work at Key Stage 4. According to the

results of the combination of collected data, there is a positive link between pupil motivation and teacher motivation.

Second, Bernaus, et al (2009) investigated student motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom. 31 teachers in Catalonia (Spain) and the 694 students in their classes participated in the study. The focus of the study was on the English class. As a result of this study, it was shown that, there is a relationship between teacher motivation and motivating strategies which are in order relevant to student motivation and English achievement. In this way, in consequence of a positive change in the educational system which encourages teacher motivation, there should be highly educated students.

2.1.6. Sources of Motivation and Demotivation

Several studies have investigated the sources of motivation and demotivation (Aydın, 2012; Kolaylı, 2015; Kızıltepe, 2008; Gokce, 2010; Addison & Brundrett, 2008; Yau, 2010; Menyhárt, 2008; Hettiarachchi, 2013).

In a Turkish context, Aydın (2012) examined the demotivating factors among EFL teachers at the elementary level. This study showed that although there were lots of studies about the motivating factors of the teachers, there were fewer studies about the demotivating factors of the teachers in terms of their profession. It is also indicated that lack of effort, need and desire in teaching process, teacher to teacher and teacher to student relationships, course content and materials, teachers' style and perfection, school conditions, cultural differences between the language and the students, heavy workload, an inflexible curriculum, salary, economical conditions, lack of students competence and their misbehaviors, administrators and gender were investigated before the study. The results revealed that there are six factors that demotivate teachers: the profession itself, the curriculum, the conditions of their profession, students and their family members, relationships between administrators and colleagues, and the school conditions. Further, there could be a radical change in teacher training, the arrangement of the curriculum and course materials, school conditions, and the heavy workload of the teachers, and an organization of seminars for students, teachers, parents and administrators, and guidance activities for

problematic children can help the children who misbehave (not paying attention, talking too much, etc.) keep them under control.

Similarly, Kolaylı (2015) carried out a study on the factors that motivate and demotivate secondary school EFL teachers in different cities of Turkey. In the study, the data were collected by way of questionnaire survey and interviews. The results showed that motivating factors were student, parent, administration and 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. On the other hand, demotivating factors were syllabus and some course book related issues, the changes related to national guidelines and supervisory process.

Next, Kızıltepe (2008) have investigated the factors that affect university teachers at a public university in Istanbul. The author asked three hundred teachers (male=112, female=188) aged between 33 and 65 two open-ended questions regarding their own motivational and demotivational factors. In the study, motivating factors were categorized under four main units: students, career, social status, and ideals. Demotivating factors were categorized under five main units: students, economics, structural and physical characteristics, research and working conditions. In conclusion, results showed that for university teachers, students are the main factor for motivation and demotivation. Career is a secondary motivational factor, but economics and research are secondary demotivating factors.

In another study, Gokce (2010) investigated the level of teacher motivation assisted by the achievement of educational goals. 386 teachers from primary schools in Tokat province participated in the study. The results showed that teachers were not motivated according to the needs-based theories of motivation because their needs were not fulfilled. Moreover, teachers should be supported in pre-service and in-service processes in terms of knowledge and skill regarding performance management to level up their motivation and learners' motivation.

Similarly, Menyhárt (2008) searched for the factors affecting university teachers' motivation and demotivation. This study also indicated that instinctive values are very important in the profession of teaching. As a result of this study, it was indicated that a student centered approach, teachers' attitudes towards the subject

they teach, teachers' own intellectual development about the subject they teach, and the importance of the feedback neglected in higher education are very important for teachers' motivation and stress. Low incomes, an inflexible curriculum, and low-resource teaching facilities can negatively affect teachers' performance.

In another study, Addison and Brundrett (2008) carried out a study on the factors that affect motivation and demotivation. 69 class teachers in six primary schools in England participated in the study. Furthermore, the study gave supplementary information about how ethnographic and demographic characteristics affected these factors. The data were collected by means of questionnaires, diaries for a period of one week, and semi-structured interviews. The results showed that extrinsic motivations such as positive responses from students were main motivators for teachers in primary schools. However, workload factors and poor responses from children were demotivators.

Furthermore, Yau (2010) examined the motivation and demotivation of 72 ESL teachers by conducting a mixed method approach. In this study, questionnaires, journals and semi-structured interviews were used to collect data. The study showed that intrinsic factors such as helping students learn English, involvement in professional training and personal enjoyment were main factors that affect teaching motivation. However, management policy and work autonomy also affected teacher motivation.

Hettiarachchi (2013) examined the motivating and demotivating factors for Sri Lankan EFL teachers in public schools. It was indicated that the favorable perception of ELT teachers has a positive effect on teachers. However, the limited conditions for teaching, teachers' appointments, the gap between the curriculum and the student's competence, lack of parental relationships with teachers, and the lack of communication between colleagues have negative effects on teachers. The results of this study indicate that the inefficiency of the curriculum, students' incompetence, the lack of the relationships between teachers, students and the families, and teachers' transfers and all education policy require immediate regulations/policy modifications in Sri Lanka. In addition, these factors also can be very effective on teachers' demotivation.

2.1.7. Gender-Age-Training and Experience

A study by Afolabi (2013) examined the influence of gender, age, training and experience of secondary school teachers on their motivation. 500 teachers from 18 secondary schools in the two local government areas named as Ado and Efon Local Government Areas in Ekiti State were applied a questionnaire tagged “Questionnaire on Teachers’ Gender, Age, Training and Experience and Conditions of Service” (QTGATECS). The results indicated that there was a considerable difference between young and old teachers in their motivation. In the aspects of teachers’ gender, training and experiences, there was not a significant difference.

2.1.8. Extrinsic and Intrinsic Motivation

Several studies have investigated the intrinsic and extrinsic factors that affect teachers’ level of motivation and demotivation (Brown & Hughes, 2008; Mullock, 2009; Ada, et al, 2013; Ghenghesh, 2013; Fattash, 2013; Mertler, 1992). In some studies, intrinsic factors were dominant (Brown&Hughes, 2008; Mullock, 2009; Ghenghesh, 2013; Fattash, 2013) while in another study, extrinsic factors were dominant (Ada, et al., 2013).

For example, Brown and Hughes (2008) carried out a study on potential differences in perceptions of both intrinsic and extrinsic teacher motivation, the dependant variables, among the independent variables of job type (teachers and administrators), years of experience (novice, experienced, and veteran) , and gender. In the study, 793 elementary and secondary teachers and 90 administrators from an educational cooperative area participated. The data were collected with a questionnaire including 32 Likert items that measured intrinsic and extrinsic factors. Highlights of the results included higher scores for intrinsic items. However, time off / holidays, supervisor recognition and salary were the top three scores for the extrinsic factors. Recognition of teachers’ actions and efforts for student achievement and improving schools were important factors appreciated by the teachers.

Furthermore, Mullock (2009) attempted to explore the motivations and occupational satisfactions and dissatisfactions of 23 expatriate TESOL teachers working in South-East Asia by means of interviews. The results showed that intrinsic rewards that consisted of three main topics as positive experiences of student learning, positive

personal feelings and altruistic rewards were their main sources of satisfaction. Extrinsic factors to the act of teaching were their main sources of dissatisfaction.

Next, Ghenghesh (2013) focused on various factors affecting job satisfaction and motivation at the British university in Egypt. 103 academic staff (27 male and 76 female) from four faculties and the English department took part in the study. A 34-item questionnaire survey was used. The results showed that a good relationship with people and responsibility within the job were the most significant intrinsic factors. Extrinsic factors included the students' interest in the module, the working environment, recognition by one's boss and others, sufficient positive feedback, and payment. Moreover, dissatisfaction factors were pay/salary, university policy and administration, lack of positive feedback and lack of time for family and home. For males, job security is the major factor for job satisfaction, but for females, prominent factors are opportunities for training and development, and recognition by one's boss and others. In conclusion, if prominent intrinsic and extrinsic factors are present in their job, teachers are probably motivated and satisfied.

Mertler (1992) examined the motivational levels of teachers; basically the motivational affects of specific aspects of the job, and the extent to which teachers valued intrinsic rewards over extrinsic rewards. The study tested the validity of the results of job motivation studies conducted by Herzberg. The data were collected by a self reporting survey developed by the researcher. 156 teachers participated in the study. According to Mertler's study, the most important job factors were a sense of achievement, interpersonal relationships with students, responsibility, recognition and interpersonal relationships with colleagues.

In a Palestine EFL context, Fattash (2013) investigated the lack of motivation among EFL teachers at a university. It is shown that teachers who are motivated intrinsically are more motivated than the other teachers who are motivated extrinsically. Intrinsic rewards such as teachers' and their students' development and raising the level of competence and knowledge have positive effects on teachers' motivation. External effects, such as teaching conditions, economical issues, relationships with the other people, lack of learner motivation and competence about the subject can be demotivating for teachers. The results of this study indicated that there are lots of motivating and demotivating factors. However, demotivating factors can have

negative effects on teachers' mental health, the efficacy of their teaching process, and academic outcomes. In addition, teachers should be supported in terms of having good attitudes towards their profession to gain instinctive motives.

In another study, Ada, et al. (2013) investigated the intrinsic and extrinsic factors that motivate or demotivate classroom teachers by using a qualitative research design. In the study, 19 classroom teachers who were working for primary schools participated, and semi-structured interviews were conducted. The results identified 63 extrinsic motivators, 19 intrinsic motivators, 82 extrinsic demotivators and 9 intrinsic demotivators. Highlights of the results include the following: A strong and confidence-inspiring administrator was needed in order to support teachers. Human relations and qualities were prominent factors. Social experiences as satisfying human relations and a sense of achievement were also required.

Lastly, Dos Santos, Antunes, Mosquera, and Stobäus (2016) investigated the intrinsic and extrinsic factors containing components of relationships with the other people that affect teaching and learning process. In the study, 34 teachers' field diaries taken after a workshop from three schools were used for qualitative research conducted with the unsystematic observations. The taken data were about teachers' pedagogical practice, motivation, reluctance and contentment, self confidence, self control and cooperation for motivation in their profession. As a result of this study, the importance of the participants such as teachers, students, parents and other people relevant to the teaching process was revealed. This process should be done in a cooperative way because it is complex and correlative.

2.1.9. Factors Related to Job Satisfaction and Motivation

Several studies have investigated the job satisfaction and motivation among teachers (Yavuz & Karadeniz, 2009; Liu & Ramsey, 2008; Zembylas & Papanastasiou, 2004; Bishay, 1996; Sargent & Hannum, 2005; Scott, Cox & Dinham, 1999; Sergiovanni, 1967; Dehaloo, 2011; Başaran & Dedeoğlu-Orhun, 2013, Griffin, 2010; Ololube, 2006). Another study has examined job values, rewards and job satisfaction (Kassabgy, Boraie & Schmidt, 2001). Several studies have revealed that stress related factors affect level of motivation (Menyhárt, 2008; Pratt, 1978; Pearson &

Moomaw, 2005; Fisher, 2011; Kokkinos, 2007; Kyriacou & Chien, 2009; Klassen and Chiu, 2010).

For example, Yavuz and Karadeniz (2009) examined the effect on job satisfaction of the motivation of teachers. In the study, the author examined the factors affecting job satisfaction, social facilities, working environment, promotion and rewards systems as the tasks and level of education in six groups. Demography (e.g. sex, age, marital status, education level, and profession service period in the profession) was kept in view, and statistically analyzed. Results revealed that the level of teachers' performance is affected directly by teachers' high or low levels of motivation and job satisfaction.

Similarly, Liu and Ramsey (2008) carried out a study on job satisfaction by using analyses of national surveys come from the National Center for Education Statistics Schools and Staffing Survey for 1999–2000 and Teacher Follow-up Survey for 2000–2001 conducted in the United States. It was stated in the study that job satisfaction varied with salary, gender, years of teaching, educational policy, academic ability, work conditions and career status. It was found that the retirement rate was high in the first and the last years of the teaching experience. Moreover, female teachers chose to remain in teaching because the working hours were flexible enough to adjust their own social life and families. Next, science and Math teachers had more chance to work in the private sector because of the increasing salary related to their skills and private schools had a high teacher turnover rate. Teachers who were working at urban schools had to cope with different difficulties such as too many students who were not motivated to learn in one class unlike their colleagues in the suburban schools. For that reason the rate of leaving teaching in urban parts was high. Furthermore, the compensation policies should be devised in addition to making radical changes to improve working conditions. In addition, new teachers should be supported by the administration and the experienced teachers. Experienced teachers were successful to cope with the unwanted working conditions and lack of facilities at schools. Finally, school administrations played a key role in teachers leaving their schools, even their professions.

Likewise, Zembylas and Papanastasiou (2004) carried out a study on job satisfaction and motivation among 461 teachers and administrators in Cyprus. The researcher

applied the questionnaire that was developed by the Teacher 2000 Project. The results of the study showed that the main factors for Cypriot teachers` choosing this career were the salary, the hours, and the holidays.

Bishay (1996) examined levels of job satisfaction and motivation by a survey. 50 teachers participated in the study. Experience Sampling Method (ESM) was used to study a sample of 12 teachers. 190 reports, which were about teachers` daily experiences, were collected. Job satisfaction and motivation were directly related to responsibility levels, gender, subject, age, years of teaching experience, and activity. When teachers work at a school with a selective student body, their job satisfaction and overall motivation levels were high. The results showed that for job satisfaction, gratification of higher-order needs was crucial.

Next, Sargent and Hannum (2005) aimed to find out the job satisfaction level in the rural areas of China. The study based on three aspects: teacher satisfaction at the community, school, and individual levels. The results revealed that teachers who were studying in less remote locales with greater economic resources and lighter workloads and leaded by an organized administration showed more satisfaction. Moreover, young teachers, male teachers, unmarried teachers, and teachers from greater human capital showed less satisfaction. Furthermore, teachers who had heavy workload and had an ideal to be a good teacher showed more satisfaction. The study also pointed out that there was a lack of qualified teachers in rural areas and there should be a change to make the balance.

In another study, Scott, Cox and Dinham (1999) investigated teachers` occupational motivation, satisfaction and health. 609 English teachers and school executive participated in the study. The researchers conducted the self-report questionnaire developed by Dinham and Scott (1996) for their Australian study. The study found that altruism, affiliation and personal growth were the main sources of motivation. Furthermore, factors related to student learning and achievement, and colleagues affected their motivation.

Furthermore, Sergiovanni (1967) conducted a study on the factors that affect satisfaction and dissatisfaction of teachers. In this study, the researcher mostly made use of Herzberg`s studies. Job factors that satisfy and dissatisfy teachers were examined in detail. Results of the study showed that achievement, recognition and

responsibility were main factors that affected teacher job satisfaction that was related to work itself. However, interpersonal relations (students and peers), “supervision technical”, school policy and administration, unfairness, status and personal life were main factors that affected teacher dissatisfaction that was related to the conditions of work. In conclusion, the results of the study were in tendency to support the universality of Herzberg`s findings.

Dehaloo (2011) investigated the motivation and job satisfaction of secondary school teachers in KwaZulu-Natal by way of a mixed method approach. 100 teachers conducted a structured questionnaire and 16 teachers were also interviewed. The interviews were semi-structured. According to the study, the teachers who had positive self-efficacies were more motivated with their physical environments and their school`s cultures than the other teachers. Some factors such as teamwork, good superior-subordinate relations, joint decision making, and good interpersonal relations affected teachers` motivation positively. However, some factors such as physical working conditions at rural schools, lack of parental involvement because of poverty and illiteracy, workloads and multiple roles teachers played at school, ill-disciplined and underachieved learners, lack of interpersonal relations with school principals, school management teams and parents were main factors that affected teacher dissatisfaction.

Then, Bařaran and Orhun (2013) investigated the factors that affect the professional motivations of 291 pre-service teachers whose education was ongoing in the Faculty of Education, Dumlupınar University. The research method was descriptive scanning, and the aim of the research was to find the factors related to preservice teachers` profession motivations. Researchers applied the questionnaire to the preservice teachers. It showed that there are many different factors that affect preservice teachers` motivation. As a result of the study, it was indicated that preservice teachers are affected by the content of Public Personel Selection Exam (e.g. KPSS- an exam administered for teacher selection in Turkey) and its application, Ministry of Education, the state and society`s perception of their profession, and also the importance of the job for the society`s future and the country mostly. The physical conditions of the schools that they appointed to and their economical conditions were also indicated as an important factor in this study.

The main factor in reducing teachers' professional motivation is that teachers do not understand the value of their profession. For example, principles of the implementation by the MoNE (Ministry of National Education of Turkey), administrators in the country, and the society are also reducing teachers' professional motivation in Turkish context (Başaran & Orhun, 2013).

Griffin (2010) examined the level of self-reported job satisfaction and motivation among 75 Bahamian and 93 Jamaican teachers. The researcher applied the Teacher Motivation and Job Satisfaction Survey to the teachers. The study revealed that Bahamian teachers revealed higher level of satisfaction than Jamaican teachers. Jamaica has more rural areas which affect teaching facilities such as classroom supplies, and this situation could be demotivating for the teachers in terms of the importance of geographic locations. It was also indicated that there were intrinsic aspects which generally motivated the teachers such as promotions and recognition and the extrinsic aspects which generally demotivated the teachers such as salary and working conditions. Moreover, the relationships with the other people in the education environment such as students, parents, other teachers and especially the administrators had a significant effect on teachers' satisfaction and motivation with their job. Furthermore, the young male teachers in Bahamas indicated the salary as a motivator for their profession. Overall results indicated that the teaching atmosphere should have a positive, inviting, trustful and full of respect and intentionality which could be created by the teachers.

In another study, Ololube (2006) conducted a study on the correlation of the job satisfaction, motivation and teaching performance of the teachers in Rivers State of Nigeria. The study was conducted by a survey titled TEJOSAMOQ. The results showed that the teachers were dissatisfied with their job because of the educational policies and administration, salary and fringe benefits, material rewards and advancement. The teachers were not satisfied with the current regulations because they were not being able to afford their basic needs such as health-care, clothing even food. Moreover, there were more demotivating factors such as lack of correspondence of physiological, security, social, self-esteem and self-actualization needs and also cultural and societal underrating.

Furthermore, Kassabgy, Boraie and Schmidt (2001) examined the importance of job values, rewards and job satisfaction of the 107 EFL/ESL teachers from Egypt and Hawaii. The results showed that there were intrinsic and extrinsic aspects. Intrinsic aspects were the values and aims which helped teachers have good abilities and relationships with their students, administrators and colleagues. Extrinsic aspects which were salary, rewards, promotions, and title were less important for the teachers. The results showed that job satisfaction was affected by the administration which gave clear guidance by the rules and procedures and flexible working hours. Moreover, teachers wanted to have independence and encourage gaining a self-realization. As a result of the study, job satisfaction was not only about the values but also the rewards.

In another study, stress-inducing factors such as low salary, job insecurity, as well as set curriculum and inadequate teaching facilities appeared to affect teachers' performance negatively (Menyhárt, 2008).

Similarly, Pratt (1978) investigated the causes and effects of on-going stress among the teachers. 124 primary school teachers participated in the study by reporting their feelings on a daily basis. The study showed that main reasons of teachers' stress were teaching problems, non co-operative children, aggressive children, concern for children's learning, and staff relationships.

Likewise, Pearson and Moomaw (2005) investigated the relationship between teachers and their motivation affected by their job stress, job satisfaction, empowerment and professionalism by using straight and applicable measure of curriculum autonomy and general teaching autonomy. The findings showed little relationship between the curriculum autonomy and job satisfaction. However, the results showed that general teaching autonomy increased the level of job satisfaction because teachers wanted to participate in all the teaching process which primarily affected their profession and the relationships with their students to create a better teaching atmosphere.

Furthermore, Fisher (2011) investigated the stress, burnout, satisfaction, and preventive coping skills of nearly 400 secondary teachers. The study was conducted by Analysis of Variance (ANOVA) statistics to find out the difference between the novice teachers and experienced teachers. It was obvious that stress caused the

burnout which was affected by job satisfaction; years of experience and preventive coping skills. This study also revealed the predictors of teacher stress and burnout such as poor working conditions, pursue a job outside of teaching, poor student behavior, lack of administrative support, the excessive number of tasks, urban schools for stress-related reasons including violence, lack of feelings of safety, poor community involvement and emotional exhaustion. Moreover, this study remarked that the importance of the collaboration with the help of experienced teachers without evaluating the novice teachers and professional development will be helpful for their teaching process.

Kokkinos (2007) examined the connection between burnout, personality characteristics and job stressors in 447 primary school teachers from Cyprus by using surveys that gave demographic and professional data. The results revealed the fact that both personality and work-related stressors caused teachers' burnout. Neuroticism and teachers' individual characteristics were effective on teachers' burnout even if the teacher had a personal accomplishment. Students' misbehaviors and time restrictions also were systematically the extrinsic factors that caused teachers' burnout.

Kyriacou and Chien (2009) investigated teacher stress with 203 primary school teachers in Taiwan by conducting a questionnaire. The results showed that the main factors of teacher stress were heavy workload and educational reforms as it was reported in many western countries. Teachers also had to deal with palliative strategies and demanding healthy home life so there should be urgent reforms to reduce teacher stress in Taiwan.

Klassen and Chiu (2010) investigated the relationships among teachers' years of experience, gender and teaching level, instructional strategies, classroom management, and student engagement, workload and classroom stress, and job satisfaction. 1,430 practicing teachers participated in the study. Factor analysis, item response modeling, systems of equations, and a structural equation model were used. Nonlinear relationships were found out about teachers' years of experience. Student behaviors and lower classroom management self-efficacy had significant effect on female teachers' workload and classroom stress. Classroom stress had negative effects on self-efficacy and lower job satisfaction, but classroom management self-efficacy

had positive effects on workload stress. Elementary and kindergarten teachers had high self-efficacy levels regarding management and student engagement. Finally, high levels of classroom management and instructional strategies self-efficacy had positive effects on job satisfaction.

2.1.10. Self Motivation

A number of studies have examined self motivation (Bullough & Hall-Kenyon, 2012; Schunk, 1991; Dweik & Awajan, 2013; Neves de Jesus & Lens, 2005).

For example, Bullough and Hall-Kenyon (2012) carried out a study on teachers' hope, sense of calling and commitment to teaching. Some of the teachers were full of hope and commitment to their job. However, they could be demotivated without positive environment given to them by their students, students' parents, administrators and their colleagues. The results showed that the teachers should not be restricted and they should be supported.

Similarly, Neves de Jesus and Lens (2005) carried out a study on teacher motivation by using a test model of several cognitive-motivational theories such as Expectancy-Value and Learned Helplessness. 272 teachers from elementary schools in Portugal participated in the study. The questions measured teachers' expectancies of control, success and efficacy, attributions, intrinsic motivation and perceived goal value levels, and how these reacted to influence professional engagement. The results showed that when teachers were involved in the teaching process, their level of motivation was high. Moreover, teachers should be supported in pre-service and in-service processes to gain cognitive motivational intervention strategies.

Likewise, Schunk (1991) investigated the relationship between the self efficiency and academic motivation. The results showed that teachers should consider about teaching learning skills by motivating students to establish their self efficiency. The perceived control, outcome expectations, perceived value of outcomes, attributions, and self-concept were examined with the effects of models, attributional feedback, and rewards by using goal setting and information processing.

In another study, Dweik and Awajan (2013) investigated the motivation of English Teachers who were working in Jordan. A questionnaire was conducted by 100 secondary school English teachers from Amman Second Educational Directorate.

The results revealed that the Ministry of Education, the school principals, the English language supervisors, the teachers' colleagues and their students were demotivating for them. However, the teachers were mostly motivated because they liked their jobs, and this job gave them security for their families and they thought that being a teacher was an honor.

2.1.11. Working Conditions

Several studies investigated teacher recruitment and retention (Barmby, 2006; Müller, Alliata & Benninghoff, 2009). Other studies on working conditions are limited in number (Baleghizadeh & Gordani, 2012; Christopher, 2013).

For example, Barmby (2006) conducted a study on teacher recruitment and retention by conducting a telephone survey. 246 teachers in England and Wales participated in the study. The study gave significant information about the reasons why teachers enter the profession, and choose to leave. The results of the study showed that intrinsic and altruistic factors were important, but workload and pupil behaviour were the most significant factors that affect teachers while entering and leaving the profession.

Similarly, Müller et al. (2009) carried out a study on teacher motivation which affected entering or leaving the profession to identify a framework for specifying teacher policies. This framework determined three main subjects to take into account such as the specialties of the job activities, working standards and professional image. Task, leadership, reward, professional development and social systems were parts of motivational inducement systems that constituted priority policy measures. The results uncovered that teacher motivation was effective for planning new policies to attract, sustain and train teachers. Moreover, the policies' economical and political availability should be taken into consideration.

In another study, Baleghizadeh and Gordani (2012) investigated the factors that affect teacher motivation in terms of work life. 160 secondary school English as a foreign language (EFL) teachers in Tehran, Iran were selected randomly and participated in the study. Questionnaires and semi-structured interviews were conducted. The study showed that participants had a medium level of quality of work life and a medium-to-low level of motivation. Participants had the highest level of

quality of their work in terms of social integration, and the lowest level in terms of chance of growth. Furthermore, the results showed that quality of work life categories and motivation had a crucial relevance.

Christopher (2013) examined the level of teacher motivation, the relationship between teacher motivation and language learning and teaching, and the probable factors that affected them by means of questionnaires conducted by teachers and students of public schools in two states in the Nigeria federation. Moreover, the study attached importance to the government efforts such as the use of salary incentives in the school system. According to the study, student performance did not improve proportionally in response to government's renovation of the standards in the education system such as "extents on school infrastructure upgrade, class size reduction and school rationalization for easy administration, salary increase and advancement of car loans to teachers, in-service training, institution of awards, and professionalization of teaching" (p. 15). However, most teachers were motivated intrinsically in their exhibition of praiseworthy classroom behaviours. The results supported that teachers are not motivated because of several factors which are crucial for teaching and learning environment. So, teachers should have the right to comment on planning development and changes to increase motivation.

2.1.12. The Effectiveness of Supervisory Process

A study by Kayaoğlu (2012) investigated the effectiveness of supervisory process in-service training for EFL teachers seeking development in their instruction. The study lasted for 3 years. 135 teachers of English, who were selected by using the convenient sampling model, 64.1 per cent of whom were female and 35.9 % male who were working at primary schools (53.8 %) and high schools (46.2%) participated in 15 different cities in 5 different regions across Turkey. Diary reports taken from teachers, and a questionnaire, involved 72 items about the supervisory process, were conducted. The results showed that supervision process, that is not of pedagogical or professional value, has a negative effect on EFL teachers' performance.

2.1.13. Self Determination

Several studies examined the relationship between self efficacy and level of motivation of the teachers (Skaalvik & Skaalvik, 2010; Pérez, Urbieta & Moreno, 2010; Ma, 2012).

For example, Skaalvik and Skaalvik (2010) carried out a study on teacher self-efficacy, collective teacher efficacy, teacher burnout, teacher job satisfaction, and teachers' beliefs by using Norwegian scale with 2249 Norwegian teachers in elementary school and middle school by analyzing the data using the AMOS 7 program. The results showed that self efficacy and collective efficacy were reciprocal elements which affected the burnout of teachers. Moreover, the relationship between self efficacy and collective efficacy were affected by school facilities and the teachers' own job satisfaction.

Similarly, Pérez, Urbieta and Moreno (2010) examined the demographic and psychosocial factors that have an impact on teachers' job satisfaction. In the study, 68 secondary school teachers who were working in cultural diversity settings participated, and questionnaires were conducted. The results of the study showed that self-efficacy in teaching, perception of emotional exhaustion and personal achievement, as well as perceived support from colleagues and the head teacher were main factors that affect teachers' job satisfaction.

In another study, Ma (2012) investigated the motivation of 100 lecturers who were teaching English in two colleges in a Chinese university by way of a sequential explanatory mixed method approach. The study was kept informed by a synthesis of self determination theory and theories of organizational culture. According to Ma's study, lecturers were generally motivated in teaching. However, some factors such as the personal experiences, varied sense of competence, relatedness and autonomy affect lecturers' level of motivation. Furthermore, especially personal experiences and contextual factors such as the effect of Chinese culture, societal context, and organizational climate were crucial for the lecturers' motivation. The study made a significant contribution to the capacity of self determination theory by explaining motivation in a Chinese culture.

2.1.14. Educational Policy

A study by Valli and Buese (2007) searched for the effects of educational policies designed as federal, state, and local which lead elementary school teachers' roles inside and outside the classroom. In the study, after a 4 year-period, the roles of teachers are divided into four areas: instructional, institutional, collaborative, and learning. In conclusion, results showed that for elementary school teachers, the effects of these over demanding policies were generally negative in terms of teachers' relationships with students, pedagogy, and their profession.



CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This chapter informs the readers about the methodological process of the study. Firstly, this chapter begins with the research design and the participants in the study. Then, the data collection tool and the data analysis process are explained in depth.

3.2. Model of the Study

The main aim of this thesis study was to represent the current level of demotivation of Turkish teachers in an eastern city in Turkey, and their demotivational reasonings. In this context, the study aimed to find out whether there are any significant differences among teachers' views toward their level of demotivation in terms of gender, years of teaching experience, field of study or branch, age and school type. In this study, quantitative data collection method was used. "Quantitative Research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods. Typical example: survey research using a questionnaire, analyzed by statistical software such as SPSS" (Dörnyei, 2007, p. 24). Accordingly, "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, p. 6). The data were collected through a Teacher Motivation Survey. The findings of the study were interpreted using the results obtained from the survey.

3.3. Target Population and Study Population

The target population of the study is all teachers working in primary schools, secondary schools, Anatolian high schools and vocational high schools in an eastern city in Turkey. The study participants were volunteer teachers. They were selected through convenience sampling strategy. The participants in this study involved 301 teachers working in different nineteen Turkish state schools. 41 Foreign Language Teachers, 71 Class Teachers, 30 Mathematics Teachers, 30 Turkish Teachers, 21 Religious Culture and Moral Knowledge Teachers, 13 Guidance Teachers, 10

Physical Education Teachers, 32 Science Teachers, 22 Social Sciences Teachers, 4 Music Teachers, 6 Special Education Teachers, 4 Philosophy Teachers, 8 Information Technologies Teachers, and 9 Vocational High School Teachers were involved in this study. 151 male and 150 female teachers took part in this study. Their ages ranged between 21 and 60. Their years of teaching experience ranged between 1 and 21+. Their educational status were Bachelor's degree, Masters Degree and PhD.

3.4. Profiles of Participants

The first part of the scale that consists of 6 items is related to demographic data of the participants. These items are gender, years of teaching experience, field of study or branch, educational status, age and school type of the participants. The target population of the study is all teachers in primary, secondary and high schools in an eastern city in Turkey. There are 301 teachers participated in the study. Frequency tables of the items present required information. First item is related to participants' gender.

Table 1: Participants' Gender Profiles

Gender	N	%
Male	151	50.2
Female	150	49.8
Total	301	100.0

When the table is examined, it is seen that the teachers are grouped as 50,2% male and 49,8% female according to gender variable.

The second item is related to years of teaching experience of the participants.

Table 2: Years of Teaching Experience

experience	N	%
0-5 years	44	14.6
6-10 years	53	17.6
11-15 years	50	16.6
16-20 years	60	19.9
21 years or over	94	31.2
Total	301	100.0

According to Table 2, the most crowded group in this study has 94 teachers who have 21 years or over teaching experience (31.2%). The second most crowded group has 60 teachers who have 16-20 years of teaching experience (19.9%). Next, 53 teachers have 6-10 years of teaching experience (17.6%). 50 teachers have 11-15 years of teaching experience (16.6%). And the last group has 44 teachers who have 0-5 years of teaching experience (14.6%).

The third item is related to field of study or branch of the teachers.

Table 3: Field of Study

Field of Study	N	%
Foreign Language Teachers	41	13.6
Class Teachers	71	23.6
Mathematics Teachers	30	10.0
Turkish Teachers	31	10.3
Religious Culture and Moral Knowledge Teachers	21	7.0
Guidance Teachers	13	4.3
Physical Education Teachers	9	3.0
Science Teachers	32	10.6
Social Sciences Teachers	22	7.3
Music Teachers	4	1.3
Special Education Teachers	6	2.0
Philosophy Teachers	4	1.3
Information Technologies Teachers	8	2.7
Vocational High School Teachers	9	3.0
Total	301	100.0

According to Table 3, there are several fields of studies. 41 Foreign Language Teachers (13.6%), 71 Class teachers (23.6%), 30 Mathematics Teachers (10.0%), 31

Turkish Teachers (10.3%), 21 Religious Culture and Moral Knowledge Teachers (7.0%), 13 Guidance Teachers (4.3%), 9 Physical Education Teachers (3.0%), 32 Science Teachers (10.6%), 22 Social Sciences Teachers (7.3%), 4 Music Teachers (1.3%), 6 Special Education Teachers (2.0%), 4 Philosophy Teachers (1.3%), 8 Information Technologies Teachers (2.7%), 9 Vocational High School Teachers (3.0%) participated in the study. The most crowded two groups are Class Teachers with 71 teachers and Foreign Language Teachers with 41 teachers.

The next item is associated with educational status of the teachers.

Table 4: Educational Status of the Participants

Educational Status	N	%
Bachelor`s Degree	257	85.4
Masters Degree	42	14.0
PHD	2	0.7
Total	301	100.0

When the table is examined, it is seen that 85.4% of the teachers (257) have Bachelor`s Degree, 14% of them have Masters Degree (42), and 0.7% of them (2) have PHD according to educational status variable. The vast majority of the teachers working in public schools in national education have a bachelor's degree.

The fifth item in this part is about participants` age profiles.

Table 5: Participants` Age Profiles

Age	N	%
21-25 years	22	7.3
26-30 years	26	8.6
31-35 years	50	16.6
36-40 years	54	17.9
41-45 years	53	17.6
46-50 years	54	17.9
51 years or over	42	14.0
Total	301	100.0

According to the table, most of the teachers are in age groups that are between 31-35 years and 46-50 years. In age group 21-25 years, there are 22 teachers with 7.3%. Age group 26-30 years has 26 teachers (8.6%). The next age group 31-35 years has

50 teachers (16.6%). Age group 36-40 years has 54 teachers (17.9%). In age group 46-50 years, there are 54 teachers (17.9%), too. Age group 41-45 years has 53 teachers (17.6%). And the last age group 51 years or over has 42 teachers (14.0%).

The last item is associated with the school types of the participants.

Table 6: School Types of the Teachers

School types	N	%
Primary school	87	28.9
Secondary school	88	29.2
Anatolian High School	93	30.9
Vocational High School	33	11.0
Total	301	100.0

Table 6 presents that, 87 teachers work in Primary schools (28.9%). The next group has 88 teachers who work in Secondary schools (29.2%). There are 93 teachers who work in Anatolian high schools (30.9%). The last group has 33 teachers who work in Vocational high schools (11.0%).

3.5. Data Collection Procedure

This study consists of six parts that lasted about eleven months; preparation of the teacher motivation scale, permission obtained from the Directorate of National Education in Elazığ (see Appendix E), piloting of the scale, factor analysis, conducting the scales by the teachers, and data analysis. In the first part, the literature was searched by the researcher and researches were conducted to form the questionnaire. Preparation of the teacher motivation scale and piloting of the scale lasted about five months. In the second part, a permission was obtained from the Directorate of National Education in Elazığ (see Appendix E Permission obtained from the Directorate of National Education in Elazığ) in order to conduct the scales in public schools. In the third part, piloting of the scale was conducted, and described in detail (see 3.7 Piloting of the Scale). In the fourth part, an exploratory factor analysis was performed to reveal the factor structure of the survey, and described in detail (see 3.8 Factor Analysis). In the fifth part, Teacher Motivation Scale developed by the researchers was conducted by the teachers, and conducting the scales by the teachers lasted about a month. The teachers who participated in the study were

informed by the researcher about the aims, procedure, output and significance about the study including the scale at the beginning of the meeting. Then, they voluntarily and consciously participated in the study, and most of the teachers signed the informed consent form (see APPENDIX F: Bilgilendirilmiş Onam Formu and APPENDIX G: Consent to Participate in Research). The scale and consent form were in Turkish in order to be understood by all the teachers. Lastly, the surveys were numbered to avoid confusion. Then, the data were entered into SPSS. In the analysis of the data, SPSS (Statistical Package for the Social Sciences) statistics for Windows statistical package program was used. Data analysis was described in detail (see 3.9 Data Analysis).

3.6. Data Collection Instrument

The data collected for the study were collected through Teacher Motivation Scale developed by the researchers. The following section presents detailed information regarding the designing process of the scale.

“What demotivates teachers in an eastern city in Turkey?”

Table 7: Work Schedule

January-May, 2016	Preparation of the Teacher Motivation Scale
May, 2016	Permission obtained from the Directorate of National Education in Elazığ (see Appendix E)
May, 2016	Pilot study of the Scale
May, 2016	Factor Analysis
May-June, 2016	Conducting the Scales by the Teachers
June-November, 2016	Data Analysis

3.6.1.Survey

The data collection instrument used in this study was Teacher Motivation Scale. The scale in this study included three parts. First part of the survey consisted of brief information about the researcher and the study. Second part of the survey included a demographic information section. Finally, in the last part, there were 45 items that aim to represent the current level of demotivation of Turkish teachers. There were 45 items in total, 7 of which (1-7) were related to school administration and facilities;

1. I think the school administration cannot meet my expectations adequately.
2. The school administration does not care about my issues enough.
3. I think I cannot meet expectations of the school administration.
4. I wish the school administration gave feedback sufficiently for my self-improvement.
5. I think my work safety at school is insufficient.
6. I think school administration does not distribute work load fairly.
7. I think physical environment of the school and classes, effective teaching materials, (text book, poster, panel, delineascope, smart board, etc.) and technologies used in classes are quite inadequate.

5 of which (8-12) were related to the relationship with their students and colleagues;

8. Students` not attending the lesson affects me in a negative way.
9. Students' doing not well in the exams demotivates me.
10. Students` negative attitudes to me and the lesson demotivate me.
11. I wish my students appreciated my value that I deserve.
12. Problems with my colleagues demotivate me at school.

6 of which (13-18) were related to professional competence and class size;

13. I feel incompetent in my job.
14. I think I did not improve myself in my job adequately.
15. I think I am not still experienced enough for an effective teaching term.
16. I think I do not give a lesson efficiently.
17. When I am stressful, I have difficulty in adapting the lesson.
18. I have difficulty in achieving domination of the students in a large-size class.

5 of which (19-23) were related to holidays and class periods;

- 19. I think recesses are unsatisfying.
- 20. I wish recesses were longer.
- 21. In the holidays I cannot spare the time for myself because of heavy work load.
- 22. I feel exhausted at the end of the term.
- 23. I think lesson periods are long.

6 of which (24-29) were related to curriculum and expectations;

- 24. Boring exercises in the text books make the lessons unbearable.
- 25. I wish curriculum and text books motivated me sufficiently.
- 26. I think curriculum is not flexible for students` competence and needs.
- 27. Preparing a teaching plan demotives me.
- 28. I cannot meet the expectations of the students` parents.
- 29. I feel responsible for teaching posterity efficiently.

3 of which (30-32) were related to the place of teachers in society and recommendations;

- 30. If I had another opportunity, I would not teach.
- 31. I do not want to listen to the recommendations of more experienced teachers than me at school.
- 32. Students` parents do not respect me enough.

3 of which (33-35) were related to teaching profession and motivation;

- 33. I think teaching profession is difficult.
- 34. I think the value of teaching profession decreases in society.
- 35. I was more motivated in the early years of my teaching profession.

3 of which (36-38) were related to seminar, in-service training and social activity;

- 36. I think seminar periods are unproductive.
- 37. I think in-service trainings are inadequate.
- 38. There are not enough satisfactory social activities at school that motivate me.

4 of which (39-42) were related to productivity in lessons;

- 39. When school administration makes an observation in my lesson, I feel demotivated.
- 40. I feel bored after teaching for long hours.
- 41. When I have heavy course load in a day, I cannot perform or teach productively.
- 42. I feel very tired when I have heavy course load in a week.

, and the last 3 of which (43-45) were related to self-improvement and private life;

43. I want to live in a bigger city for my self-improvement.

44. I wish I had more opportunities to improve myself for my career development.

45. Problems I face in my private life demotivate me in a teaching period.

As for the structure, the scale was composed of 45 items scored on a 5 point Likert type scale, ranging from 5 to 1 points: strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2) and strongly disagree (1). The Cronbach coefficient alpha referring to the internal consistency (reliability) was .875 indicating that the Teacher Motivation Scale is satisfactorily reliable.

3.7. Piloting of the Scale

The pilot study of the scale was carried out with 22 teachers from different branches in a secondary school in an eastern city in Turkey. The participants were informed by the researcher about the piloting, aims, procedures, output and significance about the study including the scale at the beginning of the meeting. Then, they voluntarily and consciously participated in the study. The scale was in Turkish in order to be understood by all the teachers. They stated their thoughts about the scale items and demographic information section. It was like brain-storming. The scale was edited according to punctuation, clarity, and accuracy after their thoughts. Unclear items were removed from the scale, and new items were added instead. After this stage, the scale was sent to an expert on this field, motivation, for his thoughts, editing and corrections. After the expert edited the scale, the items in the scale were understandable enough for the participants of the study. Finally, the researcher kept in view all the suggestions and corrections; final draft of the scale was prepared.

3.8. Factor Analysis

Factor analysis is a method to sum up data in order to be able to comment and find out relationships and patterns with ease. Researchers generally use factor analysis to regroup variables into a set of clusters depending upon shared variance. Consequently, it facilitates the isolation of constructs and concepts (Yong and Pearce, 2013). Kline (1994) stated that “factor analysis consists of a number of statistical techniques the aim of which is to simplify complex sets of data” (p. 3).

Teacher Motivation Scale was developed by the researchers in order to represent the current level of demotivation of Turkish teachers in an eastern city in Turkey, and their demotivational reasonings. An exploratory factor analysis was performed to reveal the factor structure of the survey. The scale consists of 10 sub-dimensions according to the results of factor analysis. The scale contains 45 items. Cronbach Alpha reliability coefficient is .875 for the scale indicating that the Teacher Motivation Scale is satisfactorily reliable and can be used according to the results. Kaiser-Meyer-Olkin Measure of Sampling Adequacy is used to determine if the sample size is large enough or sufficient. Kaiser-Meyer-Olkin value is .788 ($KMO > 0.6$). As a result, the sampling result is high because the result is close to 1, and closer to 1 is better. In this condition, sample size is suitable for factor analysis. The second condition for the factor analysis is Bartlett's Test of Sphericity. Bartlett's Test Chi-Square value is 3904.836, degree of freedom is 990, and is meaningful. Further, Bartlett's test is highly significant ($p=.000$, $p<.05$). According to these values, the scale is quite valid and reliable. Then, the default value "varimax" was used for the rotation method. According to total variance explained, ten factors were obtained, and these factors account for 52.3% of the total variance. The components were removed from factor analysis and processed again. After the reliability and validity studies, 5 items (11, 15, 28, 29, and 50) with low factor loadings (below .10) were extracted from the scale. (See Appendix C for Factor Analysis Tables)

Extracted 5 items;

- 11. I want to work in a better school.
- 15. I think that the level of the students in the school I work at is below the average.
- 28. I think that the students do not understand me clearly in lessons.
- 29. Changes in the education system are affecting me negatively.
- 50. I do not think I get enough salary for the services I make.

3.9. Data Analysis

In the analysis of the data, SPSS (Statistical Package for the Social Sciences) statistics for Windows statistical package program was used. Firstly, reliability of the items was calculated with Cronbach Alpha coefficient, and it was .875, and satisfactorily reliable. Then, descriptive analyses were used to examine mean and standard deviations of the responses given to the items in each factor in the

scale. Next, independent-samples *t*-tests analysis for gender, one-way anova for years of teaching experience, fields of study or branch, educational status, age and school type, and correlation analysis were employed to reveal significant differences of the participants. Following the analysis, descriptives were examined to investigate the statistically significant differences between each group. The findings were interpreted by showing them with tables.



CHAPTER FOUR

4. RESULTS

4.1. Introduction

The purpose of this study was to represent the current level of demotivation of Turkish teachers in an eastern city in Turkey, and their demotivational reasonings. In this chapter, the findings of the study are presented. This chapter consists of three parts. The first part presents descriptive results and reliability statistics of the factors, the second part presents inferential statistical results, and the third part presents descriptives for the differences among teachers.

4.2. Quantitative Data Analysis

4.2.1. Analyzing Likert Scales

The second part of the scale that consists of 45 items is related to the items that present data about the demotivation levels of the participants. The first 7 items are related to school administration and facilities. The second 5 items are related to relationship with students and colleagues. The third 6 items are related to professional competence and class size. The fourth 5 items are related to holidays and class periods. The fifth 6 items are related to curriculum and expectations. The sixth 3 items are related to the place of teachers in society and recommendations. The seventh 3 items are related to the teaching profession and motivation. The eighth 3 items are related to the seminar, in-service training and social activity. The ninth 4 items are related to the productivity in lessons. And the last 3 items are related to self-improvement and private life of the teachers. As stated before, firstly, reliability of the items was calculated with Cronbach Alpha coefficient, and it was .875, and satisfactorily reliable. Further, reliability of the factors was calculated with Cronbach Alpha coefficient as shown in Table 8, and these values show that each factor is sufficiently reliable. The reason for the lower reliability of the four factors is due to the small number of substances found at these dimensions. This is mainly due to the fact that as the number of substances in the factor decreases, the reliability decreases. According to Gliem and Gliem (2003) "Cronbach's alpha reliability coefficient

normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale" (p. 87). Then, the findings were interpreted by showing them with tables.

Table 8: Reliability Statistics of the Items and Factors

Factors	Cronbach's Alpha	Number of Items
School Administration and Facilities	.783	7
Relationship with Students and Colleagues	.744	5
Professional Competence and Class Size	.703	6
Holidays and Class Periods	.678	5
Curriculum and Expectations	.563	6
Place of Teachers in Society and Recommendations	.429	3
Teaching Profession and Motivation	.555	3
Seminar, In-service Training and Social Activity	.618	3
Productivity in Lessons	.579	4
Self-improvement and Private Life	.498	3

4.2.1.1. Items related to School Administration and Facilities

Table 9: School Administration and Facilities

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
	I think the school administration cannot meet my expectations adequately.	69	22.9	135*	44.9	41	13.6	42	14.0	14
The school administration does not care about my issues enough.	68	22.6	138*	45.8	36	12.0	47	15.6	12	4.0
I think I cannot meet expectations of the school administration.	80	26.6	141*	46.8	40	13.3	28	9.3	12	4.0
I wish the school administration gave feedback sufficiently for my self-improvement.	45	15.0	100*	33.2	56	18.6	82	27.2	18	6.0
I think my work safety at school is insufficient.	58	19.3	142*	47.2	40	13.3	47	15.6	14	4.7
I think school administration does not distribute work load fairly.	72	23.9	121*	40.2	39	13.0	47	15.6	22	7.3
I think physical environment of the school and classes, effective teaching materials, (text book, poster, panel, delineascope, smart board, etc.) and technologies used in classes are quite inadequate.	53	17.6	124*	41.2	38	12.6	62	20.6	24	8.0

The first factor consists of 7 items out of 45 that are related to school administration and facilities. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .783. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an

asteriks (*). According to the table, most of the participants disagree or strongly disagree with the statements. 67.8% of the teachers (204) think that school administration can meet their expectations adequately. 13.6% of the teachers (41) have no idea about the statement. However, 18.7% of the teachers (56) think that school administration cannot meet their expectations adequately. A great majority of the teachers disagree or strongly disagree with the statements. 68.4% of the teachers (206) think that the school administration care about their issues enough. 12% of the teachers (36) have no idea about the statement. Wheas, 19.6% of the teachers (59) think that school administration does not care about their issues enough. Thirdly, 73.4% of the teachers (221) disagree or strongly disagree with the statement. They think that they can meet expectations of the school administration. 13.3% of the teachers (40) have no idea. However, 13,3% of the teachers (12) agree or strongly agree with the statement, and they think that they cannot meet expectations of the school administration. In the fourth item, 48.2% of the teachers (145) think that the school administration gives feedback sufficiently for their self-improvement. 56 teachers have no idea about the item. However, 33.2% of the teachers think that the school administration do not give feedback sufficiently for their self-improvement. Next, 66.5% of the teachers think that their work safety at school is sufficient. 40 teachers have no idea about the item. 20.3% of the teachers (61) agree or strongly agree with the statement. So, they think that their work safety at school is insufficient. In the sixth item, 64.1% of the teachers (193) think that school administration distribute work load fairly. However, 22.9% of the teachers (69) disagree or strongly disagree with them. Lastly, 177 teachers (58.8%) think physical environment of the school and classes, effective teaching materials, (text book, poster, panel, delineascope, smart board, etc.) and technologies used in classes are quite adequate. 38 teachers (12.6) have no idea, and 28.6% of the teachers (86) disagree and strongly disagree with them and they think that they are quite inadequate. In conclusion, items related to school administration and facilities do not affect the current level of demotivation of Turkish teachers in an eastern city in Turkey completely.

4.2.1.2. Items related to the Relationship with Students and Colleagues

Table 10: Relationship with Students and Colleagues

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Students` not participating the lesson affects me in a negative way.	31	10.3	52	17.3	26	8.6	139*	46.2	53	17.6
Students' doing not well in the exams demotivates me.	32	10.6	71	23.6	47	15.6	117*	38.9	34	11.3
Students` negative attitudes to me and the lesson demotivate me.	58	19.3	81	26.9	32	10.6	97*	32.2	33	11.0
I wish my students appreciated my value that I deserve.	45	15.0	90*	29.9	44	14.6	88	29.2	34	11.3
Problems with my colleagues demotivate me at school.	80	26.6	111*	36.9	29	9.6	64	21.3	17	5.6

The second factor consists of 5 items out of 45 that are related to relationship with students and colleagues. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .744. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an asteriks (*). According to the table, most of the teachers agree and strongly agree with the first 3 items. 63.8% of the teachers (192) think that students` not attending the lesson affects them in a negative way. 26 teachers have no idea. However, 27.6% of the teachers (83) think that students` not attending the lesson does not affect them in a negative way. Secondly, 151 teachers (50.2%) agree or strongly agree with the item that students' doing not well in the exams demotivates me. 47 teachers have no idea. However, 103 teachers out of 301 (34.2%) think that students' doing not well in the exams does not demotivate them. Thirdly, 130 teachers (43.2%) think that students` negative attitudes to them and the lesson demotivate them. Whereas, 139 teachers (46.2%) think that students` negative attitudes to them and the lesson do not demotivate them. Next, 135 teachers (44.9%) think that their students appreciate their value that they deserve. 44 teachers have no idea. However, 122 teachers (40.5%) think that their students do not appreciate their value that they deserve. Lastly, 191 teachers (63.5%) state that problems with their colleagues do not

demotivate them at school. 29 teachers have no idea. However, 81 teachers (26.9%) think that problems with their colleagues demotivate them at school. In sum, student related items are significant for the current level of demotivation of Turkish teachers in an eastern city in Turkey.

4.2.1.3. Items related to Professional Competence and Class Size

Table 11: Professional Competence and Class Size

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I feel incompetent in my job.	147*	48.8	107	35.5	22	7.3	16	5.3	9	3.0
I think I did not improve myself in my job adequately.	98	32.6	129*	42.9	28	9.3	41	13.6	5	1.7
I think I am not still experienced enough for an effective teaching term.	102	33.9	125*	41.5	24	8.0	41	13.6	9	3.0
I think I do not give a lesson efficiently.	113	37.5	121*	40.2	20	6.6	31	10.3	16	5.3
When I am stressful, I have difficulty in adapting the lesson.	44	14.6	80	26.6	54	17.9	92*	30.6	31	10.3
I have difficulty in achieving domination of the students in a large-size class.	49	16.3	84	27.9	26	8.6	103*	34.2	39	13.0

The third factor consists of 6 items out of 45 that are related to professional competence and class size. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .703. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an asteriks (*). According to the table, most of the teachers disagree and strongly disagree with the first 4 items. 84.3% of the teachers (254) think that they do not feel incompetent in their jobs. 22 teachers have no idea. However, 8.3% of the teachers (25) think that they feel incompetent in their jobs. Secondly, 227 teachers (75.5%) disagree or strongly disagree with the second item. So, they think that they improved themselves in their jobs adequately. 28 teachers have no idea. However, 46 teachers (15.3%) think that they did not improve themselves in their jobs adequately. Thirdly, 227 teachers (75.4%) think that they are experienced enough for an effective teaching term. 24 teachers have no idea. However, 50 teachers (16.6%) think that

they are not still experienced enough for an effective teaching term. Next, 234 teachers (77.7%) think that they give a lesson efficiently. 20 teachers have no idea. Whereas, 47 teachers (15.6%) think that they do not give a lesson efficiently. Next, 40.9% of the teachers (123) think that when they are stressful, they have difficulty in adapting the lesson. 54 teachers have no idea. However, 41.2% of the teachers (124) think that when they are stressful, they do not have difficulty in adapting the lesson. Disagreed and agreed teachers` numbers are almost equal for this item. Lastly, 142 teachers (47.2%) think that they have difficulty in achieving domination of the students in a large-size class. 26 teachers have no idea. However, 133 teachers (44.2%) think that they do not have difficulty in achieving domination of the students in a large-size class.

4.2.1.4. Items related to Holidays and Class Periods

Table 12: Holidays and Class Periods

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I think recesses are unsatisfying.	68	22.6	131*	43.5	42	14.0	35	11.6	25	8.3
I wish recesses were longer.	74	24.6	121*	40.2	43	14.3	34	11.3	29	9.6
In the holidays I cannot spare the time for myself because of heavy work load.	47	15.6	90*	29.9	46	15.3	72	23.9	46	15.3
I feel exhausted at the end of the term.	26	8.6	83	27.6	40	13.3	107*	35.5	45	15.0
I think lesson periods are long.	66	21.9	121*	40.2	33	11.0	51	16.9	30	10.0

The fourth factor consists of 5 items out of 45 that are related to holidays and class periods. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .678. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an asteriks (*). According to the table, most of the teachers disagree and strongly disagree with the 4 items. 66.1% of the teachers (199) think that recesses are satisfying. 42 teachers have no idea. However, 19.9% of the teachers (60) think that recesses are unsatisfying. Secondly, 195 teachers (64.8%) disagree or strongly disagree with the item. So, they

think that recesses should not be longer. 43 teachers have no idea. However, 63 teachers (20.9%) think that recesses should be longer. Next, 137 teachers (43.2%) think that in the holidays they can spare the time for themselves because of heavy work load. 46 teachers have no idea. Whereas, 118 teachers (39.2%) think that in the holidays they cannot spare the time for themselves because of heavy work load. Next, 152 teachers (50.5%) think that they feel exhausted at the end of the term. 40 teachers have no idea. However, 109 teachers (36.2%) think that they do not feel exhausted at the end of the term. Lastly, 187 teachers (62.1%) think that lesson periods are not long. 33 teachers have no idea. However, 81 teachers (26.9%) think that lesson periods are long. In sum, holidays and class periods are mostly sufficient for Turkish teachers in an eastern city in Turkey.

4.2.1.5. Items Related to Curriculum and Expectations

Table 13: Curriculum and Expectations

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Boring exercises in the text books make the lessons unbearable.	28	9.3	81	26.9	47	15.6	97*	32.2	48	15.9
I wish curriculum and text books motivated me sufficiently.	24	8.0	41	13.6	39	13.0	131*	43.5	66	21.9
I think curriculum is not flexible for students` competence and needs.	22	7.3	39	13.0	40	13.3	122*	40.5	78	25.9
Preparing a teaching plan demotives me.	34	11.3	89*	29.6	41	13.6	84	27.9	53	17.6
I cannot meet the expectations of the students` parents.	130	43.2	128*	42.5	22	7.3	13	4.3	8	2.7
I feel responsible for teaching posterity efficiently.	9	3.0	10	3.3	6	2.0	93	30.9	183*	60.8

The fifth factor consists of 6 items out of 45 that are related to curriculum and expectations. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .563. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an asteriks (*). According to the table, most of the teachers agree and strongly agree with the first 3 items. 48,1% of the teachers (145) think that boring exercises in the text books make the lessons unbearable. 47 teachers have no idea. However, 36.2% of the teachers (109) think that boring exercises in the text books do not make the

lessons unbearable. Secondly, 197 teachers (65.4%) agree or strongly agree with the second item. So, they think that curriculum and text books should motivate me sufficiently. 39 teachers have no idea. However, 65 teachers (21.6%) think that curriculum and text books motivate me sufficiently. They are satisfied with curriculum and text books. Thirdly, 200 teachers (66.4%) think that curriculum is not flexible for students` competence and needs. 40 teachers have no idea. Whereas, 61 teachers (20.3%) think that curriculum is flexible for students` competence and needs. Next, preparing a teaching plan demotivates 137 teachers (45.5%). 41 teachers have no idea. However, 123 teachers (40.9%) think that preparing a teaching plan does not demotivate me. Next, 258 teachers (85.7%) think that I can meet the expectations of the students` parents. 22 teachers have no idea. However, 21 teachers think that I cannot meet the expectations of the students` parents. So, a great many of the teachers can meet the expectations of the students` parents. Lastly, 276 teachers (91.7%) think that I feel responsible for teaching posterity efficiently. 6 teachers have no idea. However, 19 teachers think that I do not feel responsible for teaching posterity efficiently.

4.2.1.6. Items Related to the Place of Teachers in Society and Recommendations

Table 14: Place of Teachers in Society and Recommendations

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
If I had another opportunity, I would not teach.	96*	31.9	85	28.2	38	12.6	41	13.6	41	13.6
I do not want to listen to the recommendations of more experienced teachers than me at school.	82	27.2	142*	47.2	28	9.3	30	10.0	19	6.3
Students` parents do not respect me enough.	107	35.5	148*	49.2	20	6.6	19	6.3	7	2.3

The sixth factor consists of 3 items out of 45 that are related to the place of teachers in society and recommendations. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .429. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an asteriks (*). According to the table, most of the teachers disagree

and strongly disagree with the items. 60.1% of the teachers (181) think that If I had another opportunity, I would still teach. 38 teachers have no idea. However, 27.2% of the teachers (82) think if I had another opportunity, I would not teach. Secondly, 224 teachers (74.4%) think that they want to listen to the recommendations of more experienced teachers than them at school. 28 teachers have no idea. However, 49 teachers (16.3%) do not want to listen to the recommendations of more experienced teachers than them at school. Lastly, 255 teachers (84.7%) think that students` parents respect them enough. 20 teachers have no idea. However, 26 teachers (8.5%) think that students` parents do not respect them enough.

4.2.1.7. Items Related to Teaching Profession and Motivation

Table 15: Teaching Profession and Motivation

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I think teaching profession is difficult.	20	6.6	33	11.0	10	3.3	120*	39.9	118	39.2
I think the value of teaching profession decreases in society.	15	5.0	15	5.0	14	4.7	91	30.2	166*	55.1
I was more motivated in the early years of my teaching profession.	35	11.6	53	17.6	15	5.0	80	26.6	118*	39.2

The seventh factor consists of 3 items out of 45 that are related to teaching profession and motivation. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .555. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an asteriks (*). According to the table, most of the teachers agree and strongly agree with the items. 80.1% of the teachers (238) think that teaching profession is difficult. 10 teachers have no idea. However, 17.6% of the teachers (53) think that teaching profession is not difficult for them. Secondly, 257 teachers (85.3%) think that the value of teaching profession decreases in society. 14 teachers have no idea. Whereas, 30 teachers (10%) think that the value of teaching profession does not decrease in society. Lastly, 198 teachers (65.8%) think that they were more motivated in the early years of their teaching profession. 15 teachers have no idea. Whereas, 88 teachers (29.2%) think that they were not more motivated in the early years of their

teaching profession. So, their motivation levels may be the same as before or they may be more motivated than before.

4.2.1.8. Items Related to Seminar, In-service training and Social Activity

Table 16: Seminar, In-service training and Social Activity

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I think seminar periods are unproductive.	32	10.6	28	9.3	24	8.0	89	29.6	128*	42.5
I think in-service trainings are inadequate.	47	15.6	81	26.9	36	12.0	85*	28.2	52	17.3
There are not enough satisfactory social activities at school that motivate me.	38	12.6	92	30.6	53	17.6	93*	30.9	25	8.3

The eighth factor consists of 3 items out of 45 that are related to seminar, in-service training and social activity. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .618. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an asteriks (*). According to the table, most of the teachers agree and strongly agree with the items. 72.1% of the teachers (217) think that seminar periods are unproductive. 24 teachers have no idea. However, 19.9% of the teachers (60) think that seminar periods are productive. Secondly, 45.5% of the teachers (137) think that in-service trainings are inadequate. 36 teachers have no idea. However, 42.5% of the teachers (128) think that in-service trainings are adequate for them. Lastly, 39.2% of the teachers (118) think that there are not enough satisfactory social activities at school that motivate them. 53 teachers have no idea. However, 43.2% of the teachers (130) think that there are enough satisfactory social activities at school that motivate them.

4.2.1.9. Items Related to Productivity in Lessons

Table 17: Productivity in Lessons

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
When school administration makes an observation in my lesson, I feel demotivated.	60	19.9	109*	36.2	51	16.9	56	18.6	25	8.3
I feel bored after teaching for long hours.	70	23.3	105*	34.9	39	13.0	69	22.9	18	6.0
When I have heavy course load in a day, I cannot perform or teach productively.	46	15.3	58	19.3	27	9.0	125*	41.5	45	15.0
I feel very tired when I have heavy course load in a week.	47	15.6	93	30.9	28	9.3	98*	32.6	35	11.6

The ninth factor consists of 4 items out of 45 that are related to productivity in lessons. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .579. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an asteriks (*). According to the table, 56.1% of the teachers (169) think that when school administration makes an observation in their lessons, they do not feel demotivated. 51 teachers have no idea. However, 26.9% of the teachers (81) think that when school administration makes an observation in their lessons, they feel demotivated. Secondly, 58.2% of the teachers (175) do not feel bored after teaching for long hours. 39 teachers have no idea. However, 28.9% of the teachers (87) feel bored after teaching for long hours. Thirdly, 56.5% of the teachers (170) think that when they have heavy course load in a day, they cannot perform or teach productively. 27 teachers have no idea. However, 34.6% of the teachers (104) do not think that when they have heavy course load in a day, they cannot perform or teach productively. So, heavy course load does not affect their performance or teaching productively. Lastly, 133 teachers (44.2%) feel very tired when they have heavy course load in a week. 28 teachers have no idea. However, 140 teachers (46.5%) do not feel very tired, when they have heavy course load in a week.

4.2.1.10. Items Related to Self-improvement and Private Life

Table 18: Self-improvement and Private Life

ITEMS	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I want to live in a larger western city for my self-improvement.	64	21.3	85*	28.2	53	17.6	58	19.3	41	13.6
I wish I had more opportunities to improve myself for my career development.	35	11.6	47	15.6	42	14.0	119*	39.5	58	19.3
Problems I face in my private life demotivate me in a teaching period.	68	22.6	108*	35.9	49	16.3	56	18.6	20	6.6

The last factor consists of 3 items out of 45 that are related to self-improvement and private life. Reliability of the items was calculated with Cronbach Alpha coefficient, and it was .498. The table shows frequencies and percentages of the items. Each item has values that show the highest frequency and percentage with an asteriks (*). According to the table, 49.5% of the teachers (149) do not want to live in a bigger city for their self-improvement. 53 teachers have no idea. However, 32.9% of the teachers (99) want to live in a bigger city for their self-improvement. Secondly, 58.8% of the teachers (177) want more opportunities to improve themselves for their career development. 42 teachers have no idea. However, 27.2% of the teachers (82) do not want more opportunities to improve themselves for their career development. They think that the opportunities to improve themselves for their career development are sufficient. Lastly, problems they face in their private life demotivate 25.2% of the teachers (76) in a teaching period. 49 teachers have no idea. However, problems they face in their private life do not demotivate 58.5% of the teachers (176) in a teaching period.

4.2.2. Inferential Statistical Results

The inferential statistics include independent sample t-test, and ANOVA statistics. They were used in order to find out whether there are any significant differences in terms of gender, years of teaching experience, field of study or branch, educational status, age and school type of the participants.

Table 19: T-test results for the comparison between male and female teachers` current level of demotivation

Gender		N	Mean	Std. Deviation	t	df	p
School Administration and Facilities	Male	151	2.4532	.79398	.568	299	.570
	Female	150	2.4038	.71107			
Relationship with Students and Colleagues	Male	151	3.0305	.88416	1.246	299	.214
	Female	150	2.9027	.89525			
Professional Competence and Class Size	Male	151	2.4161*	.71799	2.053	299	.041*
	Female	150	2.2433	.74200			
Holidays and Class Periods	Male	151	2.6106	.83292	-1.774	299	.077
	Female	150	2.7800	.82405			
Curriculum and Expectations	Male	151	3.3598	.68017	1.801	299	.073
	Female	150	3.2267	.59961			
Place of Teachers in Society and Recommendations	Male	151	2.3201*	.85191	2.590	299	.010*
	Female	150	2.0822	.73674			
Teaching Profession and Motivation	Male	151	4.0199	.88964	1.417	299	.158
	Female	150	3.8711	.93150			
Seminar, In-service Training and Social Activity	Male	151	3.2980	1.01043	.530	299	.597
	Female	150	3.2378	.96109			
Productivity in Lessons	Male	151	2.8129	.89546	-.140	299	.889
	Female	150	2.8267	.80682			
Self-improvement and Private Life	Male	151	2.9205	.86385	.664	299	.507
	Female	150	2.8511	.94797			

Table 19 shows the independent sample t-test results for the comparison between male and female teachers` current level of demotivation. The results demonstrate that there are statistically significant differences between male and female teachers` current level of demotivation only in the 3rd (professional competence and class size) and 6th (the place of teachers in society and recommendations) factors ($p < .05$), indicating that male teachers have higher level of demotivation than females.

Table 20: ANOVA results for the differences among teachers` years of teaching experience

Years of Teaching Experience		Sum of Squares	df	Mean Square	F	Sig.
School Administration and Facilities	Between Groups	1.467	4	.367	.644	.632
	Within Groups	168.615	296	.570		
	Total	170.082	300			
Relationship with Students and Colleagues	Between Groups	1.037	4	.259	.324	.862
	Within Groups	236.871	296	.800		
	Total	237.908	300			
Professional Competence and Class Size	Between Groups	1.329	4	.332	.614	.653
	Within Groups	160.279	296	.541		
	Total	161.608	300			
Holidays and Class Periods	Between Groups	16.042	4	4.010	6.203	.000*
	Within Groups	191.361	296	.646		
	Total	207.403	300			
Curriculum and Expectations	Between Groups	.348	4	.087	.208	.934
	Within Groups	123.952	296	.419		
	Total	124.299	300			
Place of Teachers in Society and Recommendations	Between Groups	.345	4	.086	.132	.971
	Within Groups					

	Within Groups	193.650	296	.654		
	Total	193.995	300			
Teaching Profession and Motivation	Between Groups	4.719	4	1.180	1.426	.225
	Within Groups	244.950	296	.828		
	Total	249.669	300			
Seminar, In-service Training and Social Activity	Between Groups	10.516	4	2.629	2.774	.027*
	Within Groups	280.533	296	.948		
	Total	291.048	300			
Productivity in Lessons	Between Groups	2.457	4	.614	.846	.497
	Within Groups	214.828	296	.726		
	Total	217.285	300			
Self-improvement and Private Life	Between Groups	12.795	4	3.199	4.057	.003*
	Within Groups	233.400	296	.789		
	Total	246.195	300			

Table 20 shows the differences among teachers` years of teaching experiences in terms of teachers` current level of demotivation. The results demonstrate that there are statistically significant differences among teachers` years of teaching experiences only in the 4th (holidays and class periods), 8th (seminar, in-service training and social activity), and 10th (self-improvement and private life) factors ($p < .05$). Following this analysis, descriptives were examined to investigate the means of each group. The results are presented in Table 25.

Table 21: ANOVA Results for the differences among teachers` field of study

Field of Study		Sum of Squares	df	Mean Square	F	Sig.
School Administration and Facilities	Between Groups	9.415	13	.724	1.294	.216
	Within Groups	160.667	287	.560		
	Total	170.082	300			
Relationship with Students and Colleagues	Between Groups	22.203	13	1.708	2.272	.007*
	Within Groups	215.705	287	.752		
	Total	237.908	300			
Professional Competence and Class Size	Between Groups	9.888	13	.761	1.439	.141
	Within Groups	151.720	287	.529		
	Total	161.608	300			
Holidays and Class Periods	Between Groups	6.639	13	.511	.730	.733
	Within Groups	200.763	287	.700		
	Total	207.403	300			
Curriculum and Expectations	Between Groups	9.779	13	.752	1.885	.031*
	Within Groups	114.520	287	.399		
	Total	124.299	300			
Place of Teachers in Society and Recommendations	Between Groups	10.904	13	.839	1.315	.203
	Within Groups	183.091	287	.638		
	Total	193.995	300			
Teaching Profession and Motivation	Between Groups	21.310	13	1.639	2.060	.017*

	Within Groups	228.359	287	.796		
	Total	249.669	300			
Seminar, In-service Training and Social Activity	Between Groups	10.143	13	.780	.797	.663
	Within Groups	280.905	287	.979		
	Total	291.048	300			
Productivity in Lessons	Between Groups	10.563	13	.813	1.128	.335
	Within Groups	206.722	287	.720		
	Total	217.285	300			
Self-improvement and Private Life	Between Groups	13.173	13	1.013	1.248	.245
	Within Groups	233.022	287	.812		
	Total	246.195	300			

Table 21 shows the differences among teachers` field of studies in terms of teachers` current level of demotivation. The results demonstrate that there are statistically significant differences among teachers` field of studies only in 2nd (relationship with students and colleagues), 5th (curriculum and expectations), and 7th (teaching profession and motivation) factors ($p < .05$). Following this analysis, descriptives were examined to investigate the means of each group. The results are presented in Table 26.

Table 22: ANOVA Results for the differences among teachers` educational status

Educational Status		Sum of Squares	df	Mean Square	F	Sig.
School Administration and Facilities	Between Groups	2.923	2	1.461	2.605	.076
	Within Groups	167.159	298	.561		
	Total	170.082	300			
Relationship with Students and Colleagues	Between Groups	.219	2	.109	.137	.872
	Within Groups	237.689	298	.798		
	Total	237.908	300			
Professional Competence and Class Size	Between Groups	1.279	2	.640	1.189	.306
	Within Groups	160.329	298	.538		
	Total	161.608	300			
Holidays and Class Periods	Between Groups	1.249	2	.624	.903	.407
	Within Groups	206.154	298	.692		
	Total	207.403	300			
Curriculum and Expectations	Between Groups	1.087	2	.543	1.314	.270
	Within Groups	123.213	298	.413		
	Total	124.299	300			
Place of Teachers in Society and Recommendations	Between Groups	.643	2	.321	.495	.610
	Within Groups	193.352	298	.649		
	Total	193.995	300			
Teaching Profession and Motivation	Between Groups	1.141	2	.571	.684	.505
	Within Groups					

	Within Groups	248.528	298	.834		
	Total	249.669	300			
Seminar, In-service Training and Social Activity	Between Groups	4.141	2	2.070	2.150	.118
	Within Groups	286.908	298	.963		
	Total	291.048	300			
Productivity in Lessons	Between Groups	4.232	2	2.116	2.960	.053
	Within Groups	213.052	298	.715		
	Total	217.285	300			
Self-improvement and Private Life	Between Groups	1.008	2	.504	.612	.543
	Within Groups	245.187	298	.823		
	Total	246.195	300			

Table 22 shows the differences among teachers` educational status in terms of teachers` current level of demotivation. The results demonstrate that there is not any statistically significant difference among teachers` educational status ($p > .05$).

Table 23: ANOVA Results for the differences among teachers` ages

Age		Sum of Squares	df	Mean Square	F	Sig.
School Administration and Facilities	Between Groups	4.707	6	.785	1.395	.216
	Within Groups	165.375	294	.562		
	Total	170.082	300			
Relationship with Students and Colleagues	Between Groups	3.151	6	.525	.658	.684
	Within Groups	234.756	294	.798		
	Total	237.908	300			

Professional Competence and Class Size	Between Groups	5.118	6	.853	1.602	.146
	Within Groups	156.490	294	.532		
	Total	161.608	300			
Holidays and Class Periods	Between Groups	16.366	6	2.728	4.198	.000*
	Within Groups	191.036	294	.650		
	Total	207.403	300			
Curriculum and Expectations	Between Groups	1.045	6	.174	.415	.869
	Within Groups	123.255	294	.419		
	Total	124.299	300			
Place of Teachers in Society and Recommendations	Between Groups	1.452	6	.242	.370	.898
	Within Groups	192.543	294	.655		
	Total	193.995	300			
Teaching Profession and Motivation	Between Groups	6.345	6	1.058	1.278	.267
	Within Groups	243.324	294	.828		
	Total	249.669	300			
Seminar, In-service Training and Social Activity	Between Groups	9.387	6	1.565	1.633	.138
	Within Groups	281.661	294	.958		
	Total	291.048	300			
Productivity in Lessons	Between Groups	3.733	6	.622	.857	.527
	Within Groups	213.551	294	.726		
	Total	217.285	300			
Self-improvement and Private Life	Between Groups	19.703	6	3.284	4.263	.000*

	Within Groups	226.492	294	.770
	Total	246.195	300	

Table 23 shows the differences among teachers' ages in terms of teachers' current level of demotivation. The results demonstrate that there are statistically significant differences among teachers' ages only in 4th (holidays and class periods) and 10th (self-improvement and private life) factors ($p < .05$). Following this analysis, descriptives were examined to investigate the means of each group. The results are presented in Table 27.

Table 24: ANOVA Results for the differences among teachers' school types

School Types		Sum of Squares	df	Mean Square	F	Sig.
School Administration and Facilities	Between Groups	.531	3	.177	.310	.818
	Within Groups	169.551	297	.571		
	Total	170.082	300			
Relationship with Students and Colleagues	Between Groups	7.066	3	2.355	3.030	.030*
	Within Groups	230.842	297	.777		
	Total	237.908	300			
Professional Competence and Class Size	Between Groups	1.383	3	.461	.854	.465
	Within Groups	160.225	297	.539		
	Total	161.608	300			
Holidays and Class Periods	Between Groups	2.306	3	.769	1.113	.344
	Within Groups	205.096	297	.691		
	Total	207.403	300			
Curriculum and Expectations	Between Groups	1.884	3	.628	1.524	.208
	Within Groups					

	Within Groups	122.415	297	.412		
	Total	124.299	300			
Place of Teachers in Society and Recommendations	Between Groups	1.499	3	.500	.771	.511
	Within Groups	192.496	297	.648		
	Total	193.995	300			
Teaching Profession and Motivation	Between Groups	4.074	3	1.358	1.642	.180
	Within Groups	245.596	297	.827		
	Total	249.669	300			
Seminar, In-service Training and Social Activity	Between Groups	.818	3	.273	.279	.841
	Within Groups	290.231	297	.977		
	Total	291.048	300			
Productivity in Lessons	Between Groups	1.964	3	.655	.903	.440
	Within Groups	215.321	297	.725		
	Total	217.285	300			
Self-improvement and Private Life	Between Groups	8.729	3	2.910	3.639	.013*
	Within Groups	237.466	297	.800		
	Total	246.195	300			

Table 24 shows the differences among teachers' school types in terms of teachers' current level of demotivation. The results demonstrate that there are statistically significant differences among teachers' school types only in 2nd (relationship with students and colleagues) and 10th (self-improvement and private life) factors ($p < .05$). Following this analysis, descriptives were examined to investigate the means of each group. The results are presented in Table 28.

4.2.3. Descriptives for the Differences among Teachers

Descriptive analyses were used to examine mean and standard deviations of the responses given to the items in each factor in the scale.

Table 25: Descriptives for the differences among teachers' years of teaching experience

	Experience	N	Mean	Std. Deviation	Std. Error
Holidays and Class Periods	0-5 years	44	3.1636*	.83557	.12597
	6-10 years	53	2.8566	1.00183	.13761
	11-15 years	50	2.5400	.77749	.10995
	16-20 years	60	2.6467	.75138	.09700
	21 years or over	94	2.4979	.70497	.07271
	Total	301	2.6950	.83147	.04793
Seminar, In- service Training and Social Activity	0-5 years	44	3.0909	1.00223	.15109
	6-10 years	53	3.5283*	.92550	.12713
	11-15 years	50	3.4533	.98229	.13892
	16-20 years	60	3.3222	1.03964	.13422
	21 years or over	94	3.0709	.93756	.09670
Total	301	3.2680	.98497	.05677	
Self- improvement and Private Life	0-5 years	44	3.2121*	.95936	.14463
	6-10 years	53	3.0755	.95551	.13125
	11-15 years	50	2.9333	.81927	.11586
	16-20 years	60	2.8333	.83362	.10762
	21 years or over	94	2.6348	.88269	.09104
Total	301	2.8859	.90590	.05222	

Table 25 shows that teachers who have 0-5 years of teaching experience have higher level of demotivation than others in the 4th and 10th factors. However, teachers who have 6-10 years of teaching experience have higher level of demotivation than others in the 8th factor (See Appendix D for a table showing LSD results).

Table 26: Descriptives for the differences among teachers` field of study

Field of Study	N	Mean	Std. Deviation	Std. Error
Foreign Language Teachers	41	3.0488	.69969	.10927
Class Teachers	71	2.9549	.91851	.10901
Mathematics Teachers	30	2.6533	.85004	.15520
Turkish Teachers	31	3.3871	.98107	.17621
Religious Culture and Moral Knowledge Teachers	21	2.9238	.74693	.16299
Guidance Teachers	13	2.5385	.75004	.20802
Physical Education Teachers	9	3.0000	.55678	.18559
Science Teachers	32	2.8938	.98503	.17413
Social Sciences Teachers	22	3.1727	.74908	.15971
Music Teachers	4	1.8000	.67330	.33665
Special Education Teachers	6	2.3667	.98319	.40139
Philosophy Teachers	4	3.4500*	.91469	.45735
Information Technologies Teachers	8	3.0500	1.04608	.36985
Vocational High School Teachers	9	3.3556	1.03816	.34605
Total	301	2.9668	.89052	.05133
Foreign Language Teachers	41	3.4472	.55956	.08739
Class Teachers	71	3.3239	.69401	.08236
Mathematics Teachers	30	3.0833	.60924	.11123
Turkish Teachers	31	3.5161	.65878	.11832
Religious Culture and Moral Knowledge Teachers	21	3.1587	.70608	.15408
Guidance Teachers	13	2.9359	.42784	.11866
Physical Education Teachers	9	3.3889	.66144	.22048
Science Teachers	32	3.1563	.60898	.10765
Social Sciences Teachers	22	3.3712	.59525	.12691
Music Teachers	4	3.6667*	1.00922	.50461
Special Education Teachers	6	3.6667*	.29814	.12172
Philosophy Teachers	4	2.6667	.65263	.32632

	Information Technologies Teachers	8	3.2292	.51128	.18077
	Vocational High School Teachers	9	3.2407	.64070	.21357
	Total	301	3.2935	.64369	.03710
Teaching Profession and Motivation	Foreign Language Teachers	41	4.1138	.79095	.12353
	Class Teachers	71	4.1174	.94801	.11251
	Mathematics Teachers	30	3.7111	.88293	.16120
	Turkish Teachers	31	4.0430	1.04258	.18725
	Religious Culture and Moral Knowledge Teachers	21	3.5556	1.09713	.23941
	Guidance Teachers	13	3.5897	.78356	.21732
	Physical Education Teachers	9	4.4074*	.40062	.13354
	Science Teachers	32	3.6667	.94281	.16667
	Social Sciences Teachers	22	3.8636	.76053	.16215
	Music Teachers	4	4.5833	.50000	.25000
	Special Education Teachers	6	4.0556	.71233	.29081
	Philosophy Teachers	4	3.0000	1.24722	.62361
	Information Technologies Teachers	8	4.2083	.66518	.23518
	Vocational High School Teachers	9	4.2593	.46481	.15494
	Total	301	3.9457	.91227	.05258

Table 26 shows that Philosophy teachers have higher level of demotivation than others in the 2nd factor. However, in the 5th factor, Music teachers and Special Education teachers have higher level of demotivation than others. Lastly, in the 7th factor, Physical Education teachers have higher level of demotivation than others (See Appendix D for a table showing LSD results).

Table 27: Descriptives for the differences among teachers` ages

	Ages	N	Mean	Std. Deviation	Std. Error
Holidays and Class Periods	21-25 years	22	3.2091*	1.02256	.21801
	26-30 years	26	2.9231	.80811	.15848
	31-35 years	50	2.8960	.86684	.12259
	36-40 years	54	2.6185	.88447	.12036
	41-45 years	53	2.7358	.71659	.09843
	46-50 years	54	2.4593	.70216	.09555
	51 years or over	42	2.3952	.72649	.11210
	Total	301	2.6950	.83147	.04793
Self- improvement and Private Life	21-25 years	22	3.0909	1.16466	.24831
	26-30 years	26	3.5513*	.78283	.15353
	31-35 years	50	2.9867	.82192	.11624
	36-40 years	54	2.9198	.78223	.10645
	41-45 years	53	2.7862	.94529	.12985
	46-50 years	54	2.5802	.85214	.11596
	51 years or over	42	2.7222	.88626	.13675
	Total	301	2.8859	.90590	.05222

Table 27 shows that teachers who are between 21 and 25 years have higher level of demotivation than others in 4th factor. However, in the 10th factor, teachers who are between 26 and 30 years have higher level of demotivation than others (See Appendix D for a table showing LSD results).

Table 28: Descriptives for the differences among teachers` school types

	School Types	N	Mean	Std. Deviation	Std. Error
Relationship with Students and Colleagues	Primary school	87	2.8828	.89938	.09642
	Secondary school	88	2.8705	.95510	.10181
	Anatolian High School	93	3.1935*	.78044	.08093
	Vocational High School	33	2.8061	.89928	.15655
	Total	301	2.9668	.89052	.05133
Self- improvement and Private Life	Primary school	87	2.7050	.84362	.09045
	Secondary school	88	2.7917	.93644	.09982
	Anatolian High School	93	3.1147*	.82897	.08596
	Vocational High School	33	2.9697	1.07161	.18654
	Total	301	2.8859	.90590	.05222

Table 28 shows that teachers who work in Anatolian High Schools have higher level of demotivation than others in 2nd and 10th factors (See Appendix D for a table showing LSD results).

CHAPTER FIVE

5. DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter presents the discussion of the findings in consideration of the main and sub-research questions, the limitations of the study, recommendations for future research, and implications of the study.

5.2. Discussion of the Findings

The main aim of this thesis study was to explore the current level of demotivation of Turkish teachers employed in primary, secondary and high schools in an eastern city in Turkey, and their demotivational reasonings. In this context, the study aimed to find out whether there are any statistically significant differences among teachers' views toward their level of demotivation in terms of gender, years of teaching experience, field of study or branch, age and school type. The study was guided by the following research questions;

Discussion of the major research question: What are the factors causing demotivation of Turkish teachers working at primary, secondary and high schools?

The results attained from the teacher motivation scale revealed that Turkish teachers generally have a moderate level of demotivation. Referring to the issues of the scale, "school administration and facilities," "relationship with students and colleagues," "professional competence and class size," "holidays and class periods," "the place of teachers in society and recommendations," "curriculum and expectations," "the teaching profession and motivation," "the seminar, in-service training and social activity," "the productivity in lessons," "self-improvement and private life of the teachers", it was determined that nearly all of the Turkish teachers feel responsible for teaching posterity efficiently, which shows that almost all of the teachers have sense of responsibility. The results revealed that a decrease in the value of teaching profession in the society, difficulty of the teaching profession,

unproductive seminar periods, inflexible curriculum, and student related issues were the primary sources of demotivation.

The first factor is related to school administration and facilities. Most of the teachers are contented with the school administration and facilities, and they think that school administration can meet their expectations, and they can also meet expectations of the school administration. Further, according to the best part of the teachers, school administration usually care about their issues adequately, their work safety at school is sufficient, school administration distribute work load fairly, and physical environment of the school and classes, effective teaching materials, (text book, poster, panel, delineascope, smart board, etc.) and technologies used in classes are quite adequate. However, nearly half of them think that the school administration do not give feedback sufficiently for their self-improvement. In conclusion, items related to school administration and facilities do not affect the current level of demotivation of Turkish teachers in an eastern city in Turkey completely.

In this sense, a study by Kolaylı (2015) suggests that motivating factors were student, parent, administration, and 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. As it was shown in former studies, working conditions, other teachers, students, physical conditions, administrations and salary are very important in terms of teachers' motivation (Erkaya, 2012).

Secondly, most of the teachers stated that relationship with students and colleagues are important, and they think that students' not attending the lesson and doing not well in the exams demotivates them. Nearly half of the teachers think that their students appreciate their value that they deserve, and students' negative attitudes to them and the lesson demotivate them. However, most of the teachers state that problems with their colleagues do not demotivate them at school. In sum, student related items are significant for the current level of demotivation of Turkish teachers in an eastern city in Turkey. These results coincide with the previous studies (e.g. Kızıltepe, 2008; Erkaya, 2012; Brown & Hughes, 2008; Aydın, 2012; Atkinson, 2000; Menyhárt, 2008; Klassen & Chiu, 2010; Addison & Brundrett, 2008). In this regard, students are the main factor for motivation and demotivation, and career is a secondary motivational factor, but economics and research are secondary

demotivating factors (Kızıltepe, 2008). Teachers' motivation is essential as the students' motivation is connected with the teachers' motivation (Erkaya, 2012). Recognition of teachers' actions and efforts for student achievement and improving schools were important factors appreciated by the teachers (Brown & Hughes, 2008). Aydın (2012) explained that there are six factors that demotivate teachers: the profession itself, the curriculum, the conditions of their profession, students and their family members, relationships between administrators and colleagues, and the school conditions. Next, there is a positive link between pupil motivation and teacher motivation (Atkinson, 2000). Teachers are highly motivated to see the students', as well as their own, intellectual development (Menyhárt, 2008). Student behaviors and lower classroom management self-efficacy had significant effect on female teachers' workload and classroom stress (Klassen & Chiu, 2010). Extrinsic motivations such as positive responses from students were main motivators for teachers in primary schools (Addison & Brundrett, 2008).

Thirdly, regarding the professional competence and class size, nearly all the teachers do not feel incompetent in their jobs. Moreover, most of them think that they improved themselves in their jobs adequately and give a lesson efficiently. Most of them state that they are experienced enough for an effective teaching term. However, nearly half of them think that when they are stressful, they have difficulty in adapting the lesson. Lastly, half of them have difficulty in achieving domination of the students in a large-size class.

Next, in terms of holidays and class periods, most of the teachers think that recesses are satisfying, and should not be longer. Nearly half of them can spare the time for themselves in the holidays because of heavy work load. Half of them feel exhausted at the end of the term. Lastly, most of them state that lesson periods are not long. In sum, holidays and class periods are mostly sufficient for Turkish teachers in an eastern city in Turkey. In this context, a study by Zembylas and Papanastasiou (2004) showed that the main factors for Cypriot teachers' choosing this career were the salary, the hours, and the holidays.

Most of the teachers are contented with the place of teachers in society and recommendations. They stated that if they had another opportunity, they would still teach. Most of the teachers want to listen to the recommendations of more experienced teachers than them at school, and students' parents respect nearly all the

teachers enough. However, Başaran and Orhun (2013) stated that the main factor in reducing teachers' professional motivation is that teachers do not understand the value of their profession. For example, principles of the implementation by the MoNE (Ministry of National Education of Turkey), administrators in the country, and the society are also reducing teachers' professional motivation in Turkish context.

The sixth factor is related to curriculum and expectations. Half of the teachers think that boring exercises in the text books make the lessons unbearable and preparing a teaching plan demotivates them. Most of them state that curriculum and text books should motivate teachers sufficiently, and they are satisfied with curriculum and text books. However, most of them think that curriculum is not flexible for students' competence and needs. Lastly, a great many of the teachers can meet the expectations of the students' parents. Several studies have in common with these results (e.g. Johnson, 2000; Menyhárt, 2008; Hettiarachchi, 2013; Pearson & Moomaw, 2005). Johnson (2000) suggests that curriculum should be flexible according to the teaching conditions and students' competence in the way of not to demotivate teachers' and teaching process, and course books are also being developed according to the flexible and convenient curriculum in the view of students' ability and needs in teaching. Stress-inducing factors such as low salary, job insecurity, as well as set curriculum and inadequate teaching facilities appeared to affect teachers' performance negatively (Menyhárt, 2008). The limited conditions for teaching, teachers' appointments, the gap between the curriculum and the student's competence, lack of parental relationships with teachers, and the lack of communication between colleagues have negative effects on teachers (Hettiarachchi, 2013). Pearson and Moomaw (2005) revealed that the relationship between teachers and their motivation is affected by their job stress, job satisfaction, empowerment and professionalism by using straight and applicable measure of curriculum autonomy and general teaching autonomy.

Next, nearly all the teachers think that teaching profession is difficult and the value of teaching profession decreases in society. Most of the teachers were more motivated in the early years of their teaching profession.

The eighth factor is related to seminar, in-service training and social activity. A great many of the teachers think that seminar periods are unproductive. Half of them think

that in-service trainings are inadequate. In this sense, a study by Kayaoğlu (2012) revealed that supervision process that is not of pedagogical or professional value has a negative effect on EFL teachers' performance. Lastly, less than half of the teachers think that there are not enough satisfactory social activities at school that motivate them.

Next, more than half of the teachers do not feel demotivated, when school administration makes an observation in their lessons and do not feel bored after teaching for long hours. When they have heavy course load in a day, more than half of them cannot perform or teach productively. Less than half of them feel very tired when they have heavy course load in a week.

The last factor is related to self-improvement and private life. Half of the teachers do not want to live in a bigger city for their self-improvement. Most of them want more opportunities to improve themselves for their career development. Problems they face in their private life do not demotivate most of the teachers in a teaching period.

Discussion of the minor research questions: What are the factors causing demotivation of the male and female teachers, and are there any significant differences between the male and female teachers' level of demotivations?

The number of male and female participants of the study is nearly the same, and nearly all the factors contribute to the male and female teachers' level of demotivations. Some significant differences were found among the teachers. Focusing on the gender differences, the results demonstrated that there were statistically significant demotivational differences between male and female teachers' current level of demotivation only in terms of two factors; "professional competence and class size" and "the place of teachers in society and recommendations". Accordingly, it was indicated that male teachers have higher level of demotivation than females. In this context, some other studies found out different results (e.g. Klassen & Chiu, 2010; Ghenghesh, 2013; Liu & Ramsey, 2008; Griffin, 2010, Sargent & Hannum, 2005; Afolabi, 2013; Kolaylı, 2015). For example, A study of Klassen and Chiu (2010) showed that pupils' attitudes and lower classroom management self-efficacy had significant effect on female teachers' workload and classroom stress. In addition, according to the study of Sargent and Hannum (2005), young teachers, male teachers, unmarried teachers, and teachers

from greater human capital showed less satisfaction. In addition, the young male teachers in Bahamas indicated the salary as a motivator for their profession (Griffin, 2010). Ghenghesh (2013) stated that for males, job security is the major factor for job satisfaction, but for females, prominent factors are opportunities for training and development, and recognition by one`s boss and others. Female teachers chose to remain in teaching because the working hours were flexible enough to adjust their own social life and families (Liu & Ramsey, 2008). However, in another study, Afolabi (2013) examined the influence of gender, age, training and experience of secondary school teachers on their motivation, and the results revealed that there were not any statistically significant differences by teachers` gender, training and experiences. Similarly, a study by Kolaylı (2015) showed that there was not any statistically significant difference between male and female EFL teachers regarding their overall job motivation.

Discussion of the other minor research questions: What are the factors causing demotivation of the teachers by their years of teaching experience, fields, educational status, age and school type, and to what extent the teachers` levels of motivations change according to their years of teaching experience, fields, educational status, age and school type?

The results revealed that there were statistically significant demotivational differences by the teachers` gender, years of teaching experience, field of study, school type, and age. First of all, there were statistically significant demotivational differences by the teachers` years of teaching experiences only in terms of holidays and class periods, seminar, in-service training and social activity, and self-improvement and private life. It was indicated that teachers who have 0-5 years of teaching experience have higher level of demotivation than others in term of two factors; “holidays and class periods”, and “self-improvement and private life”. However, teachers who have 6-10 years of teaching experience have higher level of demotivation than others with regards to in-service training and social activity. Secondly, there were statistically significant demotivational differences by the teachers` field of studies only in terms of relationship with students and colleagues, curriculum and expectations and teaching profession and motivation. It was indicated that philosophy teachers have higher level of demotivation than others in terms of

relationship with students and colleagues, but in the sense of curriculum and expectations, music teachers and special education teachers have higher level of demotivation than others. Lastly, with regard to teaching profession and motivation” physical education teachers have higher level of demotivation than others. Thirdly, there was not any statistically significant difference by the teachers` educational status. Next, the results demonstrated that there were statistically significant demotivational differences by the teachers` ages only in terms of holidays and class periods, and self-improvement and private life. It was indicated that teachers who are between 21 and 25 years have higher level of demotivation than others in terms of holidays and class periods, but in the sense of self-improvement and private life, teachers who are between 26 and 30 years have higher level of demotivation than others. Lastly, the results demonstrated that there were statistically significant demotivational differences by the teachers` school types only in terms of relationship with students and colleagues, and self-improvement and private life. It was revealed that teachers working at Anatolian High Schools have higher level of demotivation than others. A study of Afolabi (2013) indicated that there was a considerable difference between young and old teachers in their motivation; however in the aspects of teachers` gender, training and experiences, there was not a significant difference. Another study revealed that job satisfaction and motivation were directly related to responsibility levels, gender, subject, age, years of teaching experience, and activity (Bishay, 1996). Klassen and Chiu (2010) also stated that elementary and kindergarten teachers had high self-efficacy levels in terms of management and student engagement, and nonlinear relationships were found out about teachers` years of experience.

5.3. Limitations of the Study

There are four limitations that need to be admitted and adressed concerning the present study. Firstly, in this study, only quantitative data collection method was used. No interviews were held with the teachers. The second limitation is the sample size. The data were attained from Turkish teachers employed in primary, secondary and high schools only in Elazığ, an eastern city in Turkey. The data were not attained from each region in Turkey. So, it cannot be generalizable to all teachers in Turkey. Thirdly, the study was not conducted with the university teachers, and could not find

out if there was any statistically significant difference between school teachers and university teachers. Lastly, the study was conducted in an eastern city of Turkey.

5.4. Recommendations for Future Research

There are some recommendations for future researches in accordance with the limitations. Firstly, in a further study, both quantitative and qualitative data collection methods could be used. Secondly, a further study could be conducted with more teachers from each region in Turkey so that the study can be generalizable to all teachers in Turkey. Thirdly, a further study could be conducted with university teachers in addition to primary, secondary and high school teachers in order to find out if there is any statistically significant difference between their level of demotivations. Finally, a further study could be carried out both in an eastern and a western city in Turkey so as to find out whether there is any significant difference.

5.5. Implications of the Study

The main aim of this thesis study was to explore the current level of demotivation of Turkish teachers employed in primary, secondary and high schools in an eastern city in Turkey. First, the results of the study indicated that almost all the teachers think that the value of teaching profession decreases in society. They believe that the teaching profession was more valuable in the past, and it is difficult. In this sense, working conditions should be improved in order to increase the value of teaching profession in society, further parents and teachers should collaborate and synchronize with each other. Second, most of the teachers think seminar periods are unproductive. Needs analysis should be conducted by the teachers before seminar periods in order to determine which seminars should be held. Third, most of the teachers think curriculum is not flexible for students' competence and needs. Curriculum should be flexible for students' competence and needs. Further, the differences between the students should be taken into account, and it should be a student-centered curriculum. Fourth, it was indicated that student-related issues are one of the main sources of demotivation. In this context, students should be actively involved in the class, ways to improve students' success in exams should be sought, and students should appreciate their teachers' value that they deserve. In sum, the results revealed that a decrease in the value of teaching profession in the society,

difficulty of the teaching profession, unproductive seminar periods, inflexible curriculum, and student related issues were the primary sources of demotivation, and most of the teachers also think that they were more motivated in the early years of their teaching profession.



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7. APPENDICES

7.1. APPENDIX A: ÖĞRETMEN MOTİVASYON ÖLÇEĞİ

ELAZIĞ'DAKİ ÖĞRETMENLERİN MOTİVASYONUNU ETKİLEYEN FAKTÖRLER NELERDİR?

TÜRKİYE'DEKİ ÖĞRETMENLERİN DEMOTİVASYONUNU ETKİLEYEN FAKTÖRLERİN İNCELENMESİ

Değerli meslektaşlarım;

2008 yılından bu yana İngilizce öğretmeni olarak görev yapmaktayım. Öğretmenliğe başladığım ilk yıлымda bir yıl özel bir kolejde çalıştıktan sonra 2009 yılında Tunceli Üniversitesine İngilizce okutmanı olarak atandım. O tarihten itibaren görevime devam etmekteyim. Kafkas Üniversitesi, Sosyal Bilimler Enstitüsü, Batı Dilleri ve Edebiyatı anabilim dalı, İngiliz Dili ve Edebiyatı bilim dalında yüksek lisans eğitimimi sürdürmekteyim. Yüksek lisans tezim için yürütülen bu çalışmada Elazığ'daki öğretmenlerin motivasyonlarını etkileyen faktörlerin araştırılması amaçlanmaktadır.

Ankete isminizi yazmanız gerekmemektedir. Bu anketten elde edilen bilgiler bu çalışma doğrultusunda değerlendirilip, bu çalışma için kullanılacaktır.

Ankete katıldığınız için teşekkür eder, saygılar sunarım.

Şahin SARI

Kafkas Üniversitesi, Sosyal Bilimler Enstitüsü
Batı Dilleri ve Edebiyatı Anabilim Dalı, İngiliz Dili ve Edebiyatı Bilim Dalı
E-posta: sahinsari@hotmail.com.tr

1. KISIM: Sizin için geçerli olan seçeneği işaretleyiniz.

A. Cinsiyet

() Erkek () Kadın

B.Kıdem yılı

() 0-5 yıl

() 6-10 yıl

() 11-15 yıl

() 16-20 yıl

() 21 yıl ve daha üstü

C. Branşınız

D.Eğitim Durumu

() Lisans

() Yüksek Lisans

() Doktora

E.Yaş

() 21-25 yaş

() 26-30 yaş

() 31-35 yaş

() 36-40 yaş

() 41-45 yaş

() 46-50 yaş

() 51 yaş ve daha üstü

F. Çalıştığınız okul türü

() İlkokul

() Ortaokul

() Anadolu Lisesi

() Meslek lisesi

2. KISIM: Lütfen aşağıdaki bildirimleri okuyup sizin için en uygun olanı işaretleyiniz.

**Kesinlikle Katılmıyorum>>Katılmıyorum>>Kararsızım>>Katılıyorum>>
Kesinlikle katılıyorum**

1>>>>>>>>>>>>>>>>>>>2>>>>>>>>>>>>>>>>>>>3>>>>>>>>>>>>>>>>>>>4>>>>>>>>>>>>>>>>>>>5

BİLDİRİMLER	(1) Kesinlikle katılmıyorum	(2) Katılmıyorum	(3) Kararsızım	(4) Katılıyorum	(5) Kesinlikle katılıyorum
1. Okul yönetiminin taleplerimi yeterince karşılayamadığını düşünüyorum.	1	2	3	4	5
2. Okul yönetimi sorunlarımla yeterince ilgilenmiyor.	1	2	3	4	5
3. Okul yönetiminin beklentilerini karşılayamadığımı düşünüyorum.	1	2	3	4	5
4. Keşke okul yönetimim gelişimim için yeterince geri bildirim verse.	1	2	3	4	5
5. Okulda iş güvenliğimin yetersiz olduğunu düşünüyorum.	1	2	3	4	5
6. İş yükünün okul yönetimi tarafından adil bir şekilde dağıtılmadığını düşünüyorum.	1	2	3	4	5
7. Okul ve sınıfların durumu, etkili öğretim materyalleri (ders kitabı, poster, pano, projeksiyon, akıllı tahta, vb) ve sınıf içinde kullanılan teknolojilerin oldukça yetersiz olduğunu düşünüyorum.	1	2	3	4	5
8. Öğrencilerin derse katılmaması beni olumsuz yönde etkiliyor.	1	2	3	4	5
9. Öğrencilerin sınavlarda başarısız olmaları motivasyonumu düşürüyor.	1	2	3	4	5
10. Öğrencilerimin derse ve bana karşı olumsuz tutumları motivasyonumu düşürüyor.	1	2	3	4	5
11. Keşke öğrencilerim hak ettiğim değeri gösterse.	1	2	3	4	5
12. Meslektaşlarımla olan olumsuz ilişkilerim beni okuldan soğutuyor.	1	2	3	4	5
13. Mesleğimde kendimi yetersiz hissediyorum.	1	2	3	4	5
14. Mesleki açıdan yeterince kendimi geliştiremediğimi düşünüyorum.	1	2	3	4	5
15. Etkili bir öğretim süreci için hala yeterli tecrübeye sahip olmadığımı düşünüyorum.	1	2	3	4	5
16. Verimli bir şekilde ders anlatamadığımı düşünüyorum.	1	2	3	4	5
17. Stresli olduğumda derse adapte olmakta zorlanıyorum.	1	2	3	4	5
18. Sınıf mevcudunun çok olduğu sınıflarda öğrenciler üzerinde hâkimiyet kurmakta zorlanıyorum.	1	2	3	4	5
19. Tatillerin az olduğunu düşünüyorum.	1	2	3	4	5
20. Keşke tatiller daha uzun olsa.	1	2	3	4	5
21. Tatillerde işlerimin yoğunluğundan dolayı kendime yeterince zaman ayıramıyorum.	1	2	3	4	5

22. Dönem sonuna doğru kendimi tükenmiş hissediyorum.	1	2	3	4	5
23. Ders sürelerinin uzun olduğunu düşünüyorum.	1	2	3	4	5
24. Ders kitaplarındaki sıkıcı alıştırma dersi katlanılmaz bir hale sokuyor.	1	2	3	4	5
25. Keşke müfredat ve ders kitapları beni yeterince motive etse.	1	2	3	4	5
26. Müfredatın öğrencilerin yeterlilik ve ihtiyaçlarına göre esnek olmadığını düşünüyorum.	1	2	3	4	5
27. Ders planı yapmak yük gibi geliyor.	1	2	3	4	5
28. Öğrenci velilerinin beklentilerini karşılayamıyorum.	1	2	3	4	5
29. Gelecek nesilleri iyi bir şekilde eğitmek için kendimi sorumlu hissediyorum.	1	2	3	4	5
30. Başka imkânım olsa öğretmenlik yapmazdım.	1	2	3	4	5
31. Okulumda benden tecrübeli öğretmenlerin tavsiyelerini dinlemek istemiyorum.	1	2	3	4	5
32. Öğrenci velileri bana karşı yeterince saygılı davranmıyor.	1	2	3	4	5
33. Öğretmenlik mesleğinin zor bir meslek olduğunu düşünüyorum.	1	2	3	4	5
34. Öğretmenlerin toplumda eskisi kadar değer görmediğini düşünüyorum.	1	2	3	4	5
35. Öğretmenliğe başladığım ilk yıllarda öğretme hevesim daha yüksekti.	1	2	3	4	5
36. Seminer dönemlerini verimsiz buluyorum.	1	2	3	4	5
37. Hizmet içi eğitimlerin yetersiz olduğunu düşünüyorum.	1	2	3	4	5
38. Okulumda motivasyonumu artırıcı yeterince sosyal etkinlik yapılmıyor.	1	2	3	4	5
39. İdarecilerin gözlem yaptığı derslerde motivasyonum düşüyor.	1	2	3	4	5
40. Uzun süre ders anlattıktan sonra sıkılıyorum.	1	2	3	4	5
41. Dersimin çok olduğu günlerde verimliliğin düştüğünü düşünüyorum.	1	2	3	4	5
42. Haftalık ders yüküm fazla olduğunda çok yoruluyorum.	1	2	3	4	5
43. Kişisel gelişimim için batıda daha büyük bir şehirde yaşamak istiyorum.	1	2	3	4	5
44. Keşke mesleğimde kendimi geliştirebilmem için bana fırsatlar verilse.	1	2	3	4	5
45. Özel hayatımda yaşadığım olumsuzluklar öğretim sürecinde beni etkiliyor.	1	2	3	4	5

Ankete katıldığınız için teşekkür eder, saygılar sunarım. Soru, görüş ve önerilerinizi sahinsari@hotmail.com.tr e-posta adresini kullanarak bana iletiniz.

7.2. APPENDIX B: TEACHER MOTIVATION SCALE

WHAT DEMOTIVATES TEACHERS IN ELAZIĞ, TURKEY?

AN INVESTIGATION OF FACTORS CAUSING DEMOTIVATION OF SCHOOL TEACHERS IN TURKEY

Dear Colleagues;

I have been working as an English Language Teacher since 2008. I worked in a private school for nearly one year as soon as I graduated from Anadolu University with a degree in English Language Teaching. Immediately afterwards, I was appointed as an English Lecturer to Munzur University in 2009 and since then I have been working at Munzur University. At the same time, I have been doing my master's degree in the Department of English Language and Literature at the Institute of Social Sciences, Kafkas University. The purpose of this study is to represent the current level of motivation of Turkish teachers in Elazığ, Turkey, and their demotivational reasoning.

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.

Şahin SARI
Kafkas University
The Institute of Social Sciences
The Department of English Language and Literature
E-mail: sahinsari@hotmail.com.tr

1. Part. Tick the option that suits you.

A. Gender

MALE FEMALE

B. Years of Teaching Experience

0-5 YEARS

6-10 YEARS

11-15 YEARS

16-20 YEARS

21 YEARS or OVER

C. Field of Study/ Branch

D. Educational Status

BACHELOR'S DEGREE

MASTER'S DEGREE

PHD

E. Age

21-25 YEARS

26-30 YEARS

31-35 YEARS

36-40 YEARS

41-45 YEARS

46-50 YEARS

51 YEARS or OVER

F. School Type

PRIMARY SCHOOL

SECONDARY SCHOOL

ANATOLIAN HIGH SCHOOL

VOCATIONAL HIGH SCHOOL

2. Part. Teacher Motivation Statements

Please read the following statements and tick the box that best applies to you.

Strongly Disagree >> Disagree >> No Idea >> Agree >> Strongly Agree

1 >>>>>>>>>>> 2 >>>>>>>>>>> 3 >>>>>>>>>>> 4 >>>>>>>>>>> 5

STATEMENTS	(1) Strongly Disagree	(2) Disagree	(3) No Idea	(4) Agree	(5) Strongly Agree
1. I think the school administration cannot meet my expectations adequately.	1	2	3	4	5
2. The school administration does not care about my issues enough.	1	2	3	4	5
3. I think I cannot meet expectations of the school administration.	1	2	3	4	5
4. I wish the school administration gave feedback sufficiently for my self-improvement.	1	2	3	4	5
5. I think my work safety at school is insufficient.	1	2	3	4	5
6. I think school administration does not distribute work load fairly.	1	2	3	4	5
7. I think physical environment of the school and classes, effective teaching materials, (text book, poster, panel, delineascope, smart board, etc.) and technologies used in classes are quite inadequate.	1	2	3	4	5
8. Students` not participating the lesson affects me in a negative way.	1	2	3	4	5
9. Students' doing not well in the exams demotivates me.	1	2	3	4	5
10. Students` negative attitudes to me and the lesson demotivate me.	1	2	3	4	5
11. I wish my students appreciated my value that I deserve.	1	2	3	4	5
12. Problems with my colleagues demotivate me at school.	1	2	3	4	5
13. I feel incompetent in my job.	1	2	3	4	5
14. I think I did not improve myself in my job adequately.	1	2	3	4	5
15. I think I am not still experienced enough for an effective teaching term.	1	2	3	4	5
16. I think I do not give a lesson efficiently.	1	2	3	4	5
17. When I am stressful, I have difficulty in adapting the lesson.	1	2	3	4	5
18. I have difficulty in achieving domination of the students in a large-size class.	1	2	3	4	5
19. I think recesses are unsatisfying.	1	2	3	4	5
20. I wish recesses were longer.	1	2	3	4	5
21. In the holidays I cannot spare the time for myself because of heavy work load.	1	2	3	4	5
22. I feel exhausted at the end of the term.	1	2	3	4	5

23. I think lesson periods are long.	1	2	3	4	5
24. Boring exercises in the text books make the lessons unbearable.	1	2	3	4	5
25. I wish curriculum and text books motivated me sufficiently.	1	2	3	4	5
26. I think curriculum is not flexible for students` competence and needs.	1	2	3	4	5
27. Preparing a teaching plan demotives me.	1	2	3	4	5
28. I cannot meet the expectations of the students` parents.	1	2	3	4	5
29. I feel responsible for teaching posterity efficiently.	1	2	3	4	5
30. If I had another opportunity, I would not teach.	1	2	3	4	5
31. I do not want to listen to the recommendations of more experienced teachers than me at school.	1	2	3	4	5
32. Students` parents do not respect me enough.	1	2	3	4	5
33. I think teaching profession is difficult.	1	2	3	4	5
34. I think the value of teaching profession decreases in society.	1	2	3	4	5
35. I was more motivated in the early years of my teaching profession.	1	2	3	4	5
36. I think seminar periods are unproductive.	1	2	3	4	5
37. I think in-service trainings are inadequate.	1	2	3	4	5
38. There are not enough satisfactory social activities at school that motivate me.	1	2	3	4	5
39. When school administration makes an observation in my lesson, I feel demotivated.	1	2	3	4	5
40. I feel bored after teaching for long hours.	1	2	3	4	5
41. When I have heavy course load in a day, I cannot perform or teach productively.	1	2	3	4	5
42. I feel very tired when I have heavy course load in a week.	1	2	3	4	5
43. I want to live in a larger western city for my self-improvement.	1	2	3	4	5
44. I wish I had more opportunities to improve myself for my career development.	1	2	3	4	5
45. Problems I face in my private life demotivate me in a teaching period.	1	2	3	4	5

Thank you for your participation and give my regards. If you have any questions, recommendations, or comments, communicate with me by sending an e-mail to sahinsari@hotmail.com.tr.

7.3. APPENDIX C: Factor Analysis Tables

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.788
Bartlett's Test of Sphericity	Approx. Chi-Square	3904.836
	df	990
	Sig.	.000

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of		Total	% of		Total	% of	
		Variance	Cumulative %		Variance	Cumulative %		Variance	Cumulative %
1	7.556	16.790	16.790	7.556	16.790	16.790	3.515	7.810	7.810
2	2.736	6.079	22.870	2.736	6.079	22.870	3.057	6.794	14.604
3	2.292	5.094	27.964	2.292	5.094	27.964	2.938	6.529	21.133
4	2.067	4.592	32.556	2.067	4.592	32.556	2.507	5.572	26.705
5	1.851	4.113	36.669	1.851	4.113	36.669	2.152	4.783	31.487
6	1.743	3.873	40.542	1.743	3.873	40.542	2.078	4.618	36.105
7	1.424	3.164	43.706	1.424	3.164	43.706	1.939	4.309	40.414
8	1.327	2.948	46.654	1.327	2.948	46.654	1.924	4.274	44.689
9	1.303	2.895	49.549	1.303	2.895	49.549	1.758	3.908	48.596
10	1.257	2.794	52.343	1.257	2.794	52.343	1.686	3.747	52.343
11	1.170	2.599	54.942						
12	1.084	2.410	57.351						
13	1.041	2.313	59.665						

14	1.00	2.224	61.888
	1		
15	.961	2.135	64.023
16	.913	2.030	66.053
17	.859	1.908	67.961
18	.826	1.836	69.798
19	.813	1.806	71.603
20	.802	1.781	73.385
21	.768	1.707	75.092
22	.729	1.619	76.711
23	.698	1.551	78.261
24	.672	1.493	79.754
25	.655	1.456	81.210
26	.630	1.400	82.610
27	.605	1.345	83.955
28	.582	1.293	85.249
29	.567	1.261	86.510
30	.547	1.216	87.725
31	.515	1.145	88.870
32	.491	1.092	89.962
33	.485	1.077	91.040
34	.461	1.025	92.065
35	.437	.972	93.036
36	.419	.932	93.968
37	.401	.891	94.859
38	.386	.857	95.716
39	.340	.755	96.471
40	.324	.720	97.190
41	.302	.672	97.863
42	.276	.614	98.476
43	.257	.570	99.047
44	.225	.501	99.547
45	.204	.453	100.000

Extraction Method: Principal Component Analysis.

7.4. APPENDIX D: Multiple Comparisons, LSD

Experience

Dependent Variable	(I) experience	(J) experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
factor4	0-5 years	6-10 years	.30703	.16398	.062	-.0157	.6298
		11-15 years	.62364*	.16620	.000	.2966	.9507
		16-20 years	.51697*	.15959	.001	.2029	.8310
		21 years or over	.66576*	.14687	.000	.3767	.9548
	6-10 years	0-5 years	-.30703	.16398	.062	-.6298	.0157
		11-15 years	.31660*	.15852	.047	.0046	.6286
		16-20 years	.20994	.15157	.167	-.0883	.5082
		21 years or over	.35873*	.13811	.010	.0869	.6305
	11-15 years	0-5 years	-.62364*	.16620	.000	-.9507	-.2966
		6-10 years	-.31660*	.15852	.047	-.6286	-.0046
		16-20 years	-.10667	.15396	.489	-.4097	.1963
		21 years or over	.04213	.14074	.765	-.2348	.3191
	16-20 years	0-5 years	-.51697*	.15959	.001	-.8310	-.2029
		6-10 years	-.20994	.15157	.167	-.5082	.0883
		11-15 years	.10667	.15396	.489	-.1963	.4097
		21 years or over	.14879	.13286	.264	-.1127	.4103
21 years or over	0-5 years	-.66576*	.14687	.000	-.9548	-.3767	
	6-10 years	-.35873*	.13811	.010	-.6305	-.0869	
	11-15 years	-.04213	.14074	.765	-.3191	.2348	
	16-20 years	-.14879	.13286	.264	-.4103	.1127	
factor8	0-5 years	6-10 years	-.43739*	.19855	.028	-.8281	-.0466
		11-15 years	-.36242	.20123	.073	-.7585	.0336
		16-20 years	-.23131	.19322	.232	-.6116	.1490
		21 years or over	.01999	.17783	.911	-.3300	.3700

	0-5 years	.43739*	.19855	.028	.0466	.8281
	11-15 years	.07497	.19193	.696	-.3028	.4527
6-10 years	16-20 years	.20608	.18351	.262	-.1551	.5672
	21 years or over	.45738*	.16723	.007	.1283	.7865
	0-5 years	.36242	.20123	.073	-.0336	.7585
	6-10 years	-.07497	.19193	.696	-.4527	.3028
11-15 years	16-20 years	.13111	.18642	.482	-.2358	.4980
	21 years or over	.38241*	.17040	.026	.0471	.7178
	0-5 years	.23131	.19322	.232	-.1490	.6116
	6-10 years	-.20608	.18351	.262	-.5672	.1551
16-20 years	11-15 years	-.13111	.18642	.482	-.4980	.2358
	21 years or over	.25130	.16087	.119	-.0653	.5679
	0-5 years	-.01999	.17783	.911	-.3700	.3300
	6-10 years	-.45738*	.16723	.007	-.7865	-.1283
21 years or over	11-15 years	-.38241*	.17040	.026	-.7178	-.0471
	16-20 years	-.25130	.16087	.119	-.5679	.0653
	6-10 years	.13665	.18110	.451	-.2198	.4931
	11-15 years	.27879	.18355	.130	-.0824	.6400
0-5 years	16-20 years	.37879*	.17625	.032	.0319	.7256
	21 years or over	.57737*	.16220	.000	.2582	.8966
	0-5 years	-.13665	.18110	.451	-.4931	.2198
	11-15 years	.14214	.17507	.417	-.2024	.4867
6-10 years	16-20 years	.24214	.16739	.149	-.0873	.5716
	21 years or over	.44072*	.15253	.004	.1405	.7409
	0-5 years	-.27879	.18355	.130	-.6400	.0824
	6-10 years	-.14214	.17507	.417	-.4867	.2024
11-15 years	16-20 years	.10000	.17004	.557	-.2346	.4346
	21 years or over	.29858	.15543	.056	-.0073	.6045
16-20 years	0-5 years	-.37879*	.17625	.032	-.7256	-.0319

factor10

	6-10 years	-.24214	.16739	.149	-.5716	.0873
	11-15 years	-.10000	.17004	.557	-.4346	.2346
	21 years or over	.19858	.14673	.177	-.0902	.4874
21 years or over	0-5 years	-.57737*	.16220	.000	-.8966	-.2582
	6-10 years	-.44072*	.15253	.004	-.7409	-.1405
	11-15 years	-.29858	.15543	.056	-.6045	.0073
	16-20 years	-.19858	.14673	.177	-.4874	.0902

*. The mean difference is significant at the 0.05 level.

Field of Study

Dependent Variable	(I) fieldofstudy	(J) fieldofstudy	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
factor2	English Language Teachers	Class Teachers	.09385	.17005	.581	-.2409	.4286
		Mathematics Teachers	.39545	.20829	.059	-.0145	.8054
		Turkish Teachers	-.33832	.20634	.102	-.7444	.0678
		Religious Culture and Moral Knowledge Teachers	.12497	.23264	.592	-.3329	.5829
		Guidance Teachers	.51032	.27594	.065	-.0328	1.0535
		Physical Education Teachers	.04878	.31912	.879	-.5793	.6769
		Science Teachers	.15503	.20450	.449	-.2475	.5575
		Social Sciences Teachers	-.12395	.22912	.589	-.5749	.3270

	Music Teachers	1.24878*	.45412	.006	.3549	2.1426
	Special Education Teachers	.68211	.37894	.073	-.0637	1.4280
	Philosophy Teachers	-.40122	.45412	.378	- 1.2951	.4926
	Information Technologies Teachers	-.00122	.33508	.997	-.6607	.6583
	Vocational High School Teachers	-.30678	.31912	.337	-.9349	.3213
Class Teachers	English Language Teachers	-.09385	.17005	.581	-.4286	.2409
	Mathematics Teachers	.30160	.18878	.111	-.0700	.6732
	Turkish Teachers	-.43217*	.18663	.021	-.7995	-.0648
	Religious Culture and Moral Knowledge Teachers	.03112	.21535	.885	-.3927	.4550
	Guidance Teachers	.41647	.26153	.112	-.0983	.9312
	Physical Education Teachers	-.04507	.30675	.883	-.6488	.5587
	Science Teachers	.06118	.18459	.741	-.3021	.4245
	Social Sciences Teachers	-.21780	.21154	.304	-.6342	.1986
	Music Teachers	1.15493*	.44551	.010	.2780	2.0318

	Special Education Teachers	.58826	.36858	.112	-.1372	1.3137
	Philosophy Teachers	-.49507	.44551	.267	- 1.3720	.3818
	Information Technologies Teachers	-.09507	.32332	.769	-.7314	.5413
	Vocational High School Teachers	-.40063	.30675	.193	- 1.0044	.2031
	English Language Teachers	-.39545	.20829	.059	-.8054	.0145
	Class Teachers	-.30160	.18878	.111	-.6732	.0700
	Turkish Teachers	-.73376*	.22203	.001	- 1.1708	-.2967
	Religious Culture and Moral Knowledge Teachers	-.27048	.24666	.274	-.7560	.2150
	Guidance Teachers	.11487	.28787	.690	-.4517	.6815
Mathematics Teachers	Physical Education Teachers	-.34667	.32949	.294	-.9952	.3019
	Science Teachers	-.24042	.22032	.276	-.6741	.1932
	Social Sciences Teachers	-.51939*	.24334	.034	-.9984	-.0404
	Music Teachers	.85333	.46146	.065	-.0549	1.7616
	Special Education Teachers	.28667	.38771	.460	-.4764	1.0498
	Philosophy Teachers	-.79667	.46146	.085	- 1.7049	.1116

Turkish Teachers	Information Technologies Teachers	-.39667	.34496	.251	- 1.0756	.2823
	Vocational High School Teachers	-.70222*	.32949	.034	- 1.3507	-.0537
	English Language Teachers	.33832	.20634	.102	-.0678	.7444
	Class Teachers	.43217*	.18663	.021	.0648	.7995
	Mathematics Teachers	.73376*	.22203	.001	.2967	1.1708
	Religious Culture and Moral Knowledge Teachers	.46329	.24502	.060	-.0190	.9455
	Guidance Teachers	.84864*	.28646	.003	.2848	1.4125
	Physical Education Teachers	.38710	.32826	.239	-.2590	1.0332
	Science Teachers	.49335*	.21848	.025	.0633	.9234
	Social Sciences Teachers	.21437	.24168	.376	-.2613	.6901
	Music Teachers	1.58710*	.46059	.001	.6805	2.4937
	Special Education Teachers	1.02043*	.38666	.009	.2594	1.7815
	Philosophy Teachers	-.06290	.46059	.891	-.9695	.8437
	Information Technologies Teachers	.33710	.34379	.328	-.3396	1.0138

	Vocational High School Teachers	.03154	.32826	.924	-.6146	.6776
	English Language Teachers	-.12497	.23264	.592	-.5829	.3329
	Class Teachers	-.03112	.21535	.885	-.4550	.3927
	Mathematics Teachers	.27048	.24666	.274	-.2150	.7560
	Turkish Teachers	-.46329	.24502	.060	-.9455	.0190
	Guidance Teachers	.38535	.30595	.209	-.2168	.9875
	Physical Education Teachers	-.07619	.34540	.826	-.7560	.6036
Religious Culture and Moral Knowledge Teachers	Science Teachers	.03006	.24347	.902	-.4491	.5093
	Social Sciences Teachers	-.24892	.26449	.347	-.7695	.2717
	Music Teachers	1.12381*	.47295	.018	.1929	2.0547
	Special Education Teachers	.55714	.40131	.166	-.2328	1.3470
	Philosophy Teachers	-.52619	.47295	.267	- 1.4571	.4047
	Information Technologies Teachers	-.12619	.36019	.726	-.8351	.5828
	Vocational High School Teachers	-.43175	.34540	.212	- 1.1116	.2481
Guidance Teachers	English Language Teachers	-.51032	.27594	.065	- 1.0535	.0328
	Class Teachers	-.41647	.26153	.112	-.9312	.0983

	Mathematics Teachers	-.11487	.28787	.690	-.6815	.4517
	Turkish Teachers	-.84864*	.28646	.003	- 1.4125	-.2848
	Religious Culture and Moral Knowledge Teachers	-.38535	.30595	.209	-.9875	.2168
	Physical Education Teachers	-.46154	.37593	.221	- 1.2015	.2784
	Science Teachers	-.35529	.28513	.214	-.9165	.2059
	Social Sciences Teachers	-.63427*	.30328	.037	- 1.2312	-.0373
	Music Teachers	.73846	.49569	.137	-.2372	1.7141
	Special Education Teachers	.17179	.42788	.688	-.6704	1.0140
	Philosophy Teachers	-.91154	.49569	.067	- 1.8872	.0641
	Information Technologies Teachers	-.51154	.38957	.190	- 1.2783	.2552
	Vocational High School Teachers	-.81709*	.37593	.031	- 1.5570	-.0772
Physical Education Teachers	English Language Teachers	-.04878	.31912	.879	-.6769	.5793
	Class Teachers	.04507	.30675	.883	-.5587	.6488
	Mathematics Teachers	.34667	.32949	.294	-.3019	.9952
	Turkish Teachers	-.38710	.32826	.239	- 1.0332	.2590

	Religious Culture and Moral Knowledge Teachers	.07619	.34540	.826	-.6036	.7560
	Guidance Teachers	.46154	.37593	.221	-.2784	1.2015
	Science Teachers	.10625	.32710	.746	-.5376	.7501
	Social Sciences Teachers	-.17273	.34303	.615	-.8479	.5025
	Music Teachers	1.20000*	.52097	.022	.1746	2.2254
	Special Education Teachers	.63333	.45692	.167	-.2660	1.5327
	Philosophy Teachers	-.45000	.52097	.388	- 1.4754	.5754
	Information Technologies Teachers	-.05000	.42126	.906	-.8791	.7791
	Vocational High School Teachers	-.35556	.40868	.385	- 1.1599	.4488
	English Language Teachers	-.15503	.20450	.449	-.5575	.2475
	Class Teachers	-.06118	.18459	.741	-.4245	.3021
	Mathematics Teachers	.24042	.22032	.276	-.1932	.6741
Science Teachers	Turkish Teachers	-.49335*	.21848	.025	-.9234	-.0633
	Religious Culture and Moral Knowledge Teachers	-.03006	.24347	.902	-.5093	.4491

	Guidance Teachers	.35529	.28513	.214	-.2059	.9165
	Physical Education Teachers	-.10625	.32710	.746	-.7501	.5376
	Social Sciences Teachers	-.27898	.24010	.246	-.7516	.1936
	Music Teachers	1.09375*	.45976	.018	.1888	1.9987
	Special Education Teachers	.52708	.38568	.173	-.2320	1.2862
	Philosophy Teachers	-.55625	.45976	.227	- 1.4612	.3487
	Information Technologies Teachers	-.15625	.34269	.649	-.8308	.5183
	Vocational High School Teachers	-.46181	.32710	.159	- 1.1056	.1820
	English Language Teachers	.12395	.22912	.589	-.3270	.5749
	Class Teachers	.21780	.21154	.304	-.1986	.6342
	Mathematics Teachers	.51939*	.24334	.034	.0404	.9984
	Turkish Teachers	-.21437	.24168	.376	-.6901	.2613
Social Sciences Teachers	Religious Culture and Moral Knowledge Teachers	.24892	.26449	.347	-.2717	.7695
	Guidance Teachers	.63427*	.30328	.037	.0373	1.2312
	Physical Education Teachers	.17273	.34303	.615	-.5025	.8479

	Science Teachers	.27898	.24010	.246	-.1936	.7516
	Music Teachers	1.37273*	.47123	.004	.4452	2.3002
	Special Education Teachers	.80606*	.39928	.044	.0202	1.5920
	Philosophy Teachers	-.27727	.47123	.557	-	1.2048 .6502
	Information Technologies Teachers	.12273	.35793	.732	-.5818	.8272
	Vocational High School Teachers	-.18283	.34303	.594	-.8580	.4924
	English Language Teachers	-1.24878*	.45412	.006	-	2.1426 -.3549
	Class Teachers	-1.15493*	.44551	.010	-	2.0318 -.2780
	Mathematics Teachers	-.85333	.46146	.065	-	1.7616 .0549
	Turkish Teachers	-1.58710*	.46059	.001	-	2.4937 -.6805
	Religious Culture and Moral Knowledge Teachers	-1.12381*	.47295	.018	-	2.0547 -.1929
	Guidance Teachers	-.73846	.49569	.137	-	1.7141 .2372
	Physical Education Teachers	-1.20000*	.52097	.022	-	2.2254 -.1746
	Science Teachers	-1.09375*	.45976	.018	-	1.9987 -.1888
	Social Sciences Teachers	-1.37273*	.47123	.004	-	2.3002 -.4452
Music Teachers						

	Special Education Teachers	-.56667	.55961	.312	- 1.6681	.5348
	Philosophy Teachers	-1.65000*	.61302	.008	- 2.8566	-.4434
	Information Technologies Teachers	-1.25000*	.53089	.019	- 2.2949	-.2051
	Vocational High School Teachers	-1.55556*	.52097	.003	- 2.5810	-.5302
	English Language Teachers	-.68211	.37894	.073	- 1.4280	.0637
	Class Teachers	-.58826	.36858	.112	- 1.3137	.1372
	Mathematics Teachers	-.28667	.38771	.460	- 1.0498	.4764
	Turkish Teachers	-1.02043*	.38666	.009	- 1.7815	-.2594
	Religious Culture and Moral Knowledge Teachers	-.55714	.40131	.166	- 1.3470	.2328
Special Education Teachers	Guidance Teachers	-.17179	.42788	.688	- 1.0140	.6704
	Physical Education Teachers	-.63333	.45692	.167	- 1.5327	.2660
	Science Teachers	-.52708	.38568	.173	- 1.2862	.2320
	Social Sciences Teachers	-.80606*	.39928	.044	- 1.5920	-.0202
	Music Teachers	.56667	.55961	.312	-.5348	1.6681
	Philosophy Teachers	-1.08333	.55961	.054	- 2.1848	.0181

	Information Technologies Teachers	-.68333	.46820	.146	-	1.6049	.2382
	Vocational High School Teachers	-.98889*	.45692	.031	-	1.8882	-.0896
	English Language Teachers	.40122	.45412	.378	-.4926		1.2951
	Class Teachers	.49507	.44551	.267	-.3818		1.3720
	Mathematics Teachers	.79667	.46146	.085	-.1116		1.7049
	Turkish Teachers	.06290	.46059	.891	-.8437		.9695
	Religious Culture and Moral Knowledge Teachers	.52619	.47295	.267	-.4047		1.4571
	Guidance Teachers	.91154	.49569	.067	-.0641		1.8872
Philosophy Teachers	Physical Education Teachers	.45000	.52097	.388	-.5754		1.4754
	Science Teachers	.55625	.45976	.227	-.3487		1.4612
	Social Sciences Teachers	.27727	.47123	.557	-.6502		1.2048
	Music Teachers	1.65000*	.61302	.008	.4434		2.8566
	Special Education Teachers	1.08333	.55961	.054	-.0181		2.1848
	Information Technologies Teachers	.40000	.53089	.452	-.6449		1.4449

	Vocational High School Teachers	.09444	.52097	.856	-.9310	1.1198
	English Language Teachers	.00122	.33508	.997	-.6583	.6607
	Class Teachers	.09507	.32332	.769	-.5413	.7314
	Mathematics Teachers	.39667	.34496	.251	-.2823	1.0756
	Turkish Teachers	-.33710	.34379	.328	- 1.0138	.3396
	Religious Culture and Moral Knowledge Teachers	.12619	.36019	.726	-.5828	.8351
	Guidance Teachers	.51154	.38957	.190	-.2552	1.2783
Information Technologies Teachers	Physical Education Teachers	.05000	.42126	.906	-.7791	.8791
	Science Teachers	.15625	.34269	.649	-.5183	.8308
	Social Sciences Teachers	-.12273	.35793	.732	-.8272	.5818
	Music Teachers	1.25000*	.53089	.019	.2051	2.2949
	Special Education Teachers	.68333	.46820	.146	-.2382	1.6049
	Philosophy Teachers	-.40000	.53089	.452	- 1.4449	.6449
	Vocational High School Teachers	-.30556	.42126	.469	- 1.1347	.5236
Vocational High School Teachers	English Language Teachers	.30678	.31912	.337	-.3213	.9349

		Class Teachers	.40063	.30675	.193	-.2031	1.0044
		Mathematics Teachers	.70222*	.32949	.034	.0537	1.3507
		Turkish Teachers	-.03154	.32826	.924	-.6776	.6146
		Religious Culture and Moral Knowledge Teachers	.43175	.34540	.212	-.2481	1.1116
		Guidance Teachers	.81709*	.37593	.031	.0772	1.5570
		Physical Education Teachers	.35556	.40868	.385	-.4488	1.1599
		Science Teachers	.46181	.32710	.159	-.1820	1.1056
		Social Sciences Teachers	.18283	.34303	.594	-.4924	.8580
		Music Teachers	1.55556*	.52097	.003	.5302	2.5810
		Special Education Teachers	.98889*	.45692	.031	.0896	1.8882
		Philosophy Teachers	-.09444	.52097	.856	- 1.1198	.9310
		Information Technologies Teachers	.30556	.42126	.469	-.5236	1.1347
		Class Teachers	.12321	.12390	.321	-.1207	.3671
factor5	English Language Teachers	Mathematics Teachers	.36382*	.15177	.017	.0651	.6625
		Turkish Teachers	-.06897	.15035	.647	-.3649	.2269

	Religious Culture and Moral Knowledge Teachers	.28842	.16951	.090	-.0452	.6221
	Guidance Teachers	.51126*	.20106	.012	.1155	.9070
	Physical Education Teachers	.05827	.23253	.802	-.3994	.5159
	Science Teachers	.29090	.14900	.052	-.0024	.5842
	Social Sciences Teachers	.07594	.16694	.650	-.2526	.4045
	Music Teachers	-.21951	.33089	.508	-.8708	.4318
	Special Education Teachers	-.21951	.27611	.427	-.7630	.3239
	Philosophy Teachers	.78049*	.33089	.019	.1292	1.4318
	Information Technologies Teachers	.21799	.24415	.373	-.2626	.6985
	Vocational High School Teachers	.20641	.23253	.375	-.2513	.6641
	English Language Teachers	-.12321	.12390	.321	-.3671	.1207
Class Teachers	Mathematics Teachers	.24061	.13755	.081	-.0301	.5114
	Turkish Teachers	-.19219	.13598	.159	-.4598	.0755

	Religious Culture and Moral Knowledge Teachers	.16521	.15691	.293	-.1436	.4741
	Guidance Teachers	.38805*	.19056	.043	.0130	.7631
	Physical Education Teachers	-.06495	.22351	.772	-.5049	.3750
	Science Teachers	.16769	.13450	.213	-.0970	.4324
	Social Sciences Teachers	-.04727	.15413	.759	-.3506	.2561
	Music Teachers	-.34272	.32462	.292	-.9817	.2962
	Special Education Teachers	-.34272	.26856	.203	-.8713	.1859
	Philosophy Teachers	.65728*	.32462	.044	.0183	1.2962
	Information Technologies Teachers	.09478	.23558	.688	-.3689	.5585
	Vocational High School Teachers	.08320	.22351	.710	-.3567	.5231
	English Language Teachers	-.36382*	.15177	.017	-.6625	-.0651
	Class Teachers	-.24061	.13755	.081	-.5114	.0301
Mathematics Teachers	Turkish Teachers	-.43280*	.16178	.008	-.7512	-.1144
	Religious Culture and Moral Knowledge Teachers	-.07540	.17973	.675	-.4291	.2784

	Guidance Teachers	.14744	.20975	.483	-.2654	.5603
	Physical Education Teachers	-.30556	.24008	.204	-.7781	.1670
	Science Teachers	-.07292	.16053	.650	-.3889	.2431
	Social Sciences Teachers	-.28788	.17731	.106	-.6369	.0611
	Music Teachers	-.58333	.33624	.084	- 1.2451	.0785
	Special Education Teachers	-.58333*	.28250	.040	- 1.1394	-.0273
	Philosophy Teachers	.41667	.33624	.216	-.2451	1.0785
	Information Technologies Teachers	-.14583	.25135	.562	-.6406	.3489
	Vocational High School Teachers	-.15741	.24008	.513	-.6299	.3151
	English Language Teachers	.06897	.15035	.647	-.2269	.3649
	Class Teachers	.19219	.13598	.159	-.0755	.4598
	Mathematics Teachers	.43280*	.16178	.008	.1144	.7512
	Religious Culture and Moral Knowledge Teachers	.35740*	.17853	.046	.0060	.7088
	Guidance Teachers	.58023*	.20872	.006	.1694	.9911
	Physical Education Teachers	.12724	.23918	.595	-.3435	.5980
Turkish Teachers						

	Science Teachers	.35988*	.15919	.025	.0466	.6732
	Social Sciences Teachers	.14492	.17609	.411	-.2017	.4915
	Music Teachers	-.15054	.33560	.654	-.8111	.5100
	Special Education Teachers	-.15054	.28174	.594	-.7051	.4040
	Philosophy Teachers	.84946*	.33560	.012	.1889	1.5100
	Information Technologies Teachers	.28696	.25050	.253	-.2061	.7800
	Vocational High School Teachers	.27539	.23918	.251	-.1954	.7462
	English Language Teachers	-.28842	.16951	.090	-.6221	.0452
	Class Teachers	-.16521	.15691	.293	-.4741	.1436
	Mathematics Teachers	.07540	.17973	.675	-.2784	.4291
	Turkish Teachers	-.35740*	.17853	.046	-.7088	-.0060
Religious Culture and Moral Knowledge Teachers	Guidance Teachers	.22283	.22292	.318	-.2159	.6616
	Physical Education Teachers	-.23016	.25167	.361	-.7255	.2652
	Science Teachers	.00248	.17740	.989	-.3467	.3517
	Social Sciences Teachers	-.21248	.19271	.271	-.5918	.1668
	Music Teachers	-.50794	.34461	.142	-	.1704
					1.1862	

	Special Education Teachers	-.50794	.29241	.083	- 1.0835	.0676
	Philosophy Teachers	.49206	.34461	.154	-.1862	1.1704
	Information Technologies Teachers	-.07044	.26245	.789	-.5870	.4461
	Vocational High School Teachers	-.08201	.25167	.745	-.5774	.4133
	English Language Teachers	-.51126*	.20106	.012	-.9070	-.1155
	Class Teachers	-.38805*	.19056	.043	-.7631	-.0130
	Mathematics Teachers	-.14744	.20975	.483	-.5603	.2654
	Turkish Teachers	-.58023*	.20872	.006	-.9911	-.1694
	Religious Culture and Moral Knowledge Teachers	-.22283	.22292	.318	-.6616	.2159
Guidance Teachers	Physical Education Teachers	-.45299	.27392	.099	-.9921	.0861
	Science Teachers	-.22035	.20776	.290	-.6293	.1886
	Social Sciences Teachers	-.43531*	.22098	.050	-.8703	-.0004
	Music Teachers	-.73077*	.36118	.044	- 1.4417	-.0199
	Special Education Teachers	-.73077*	.31177	.020	- 1.3444	-.1171
	Philosophy Teachers	.26923	.36118	.457	-.4417	.9801

	Information Technologies Teachers	-.29327	.28385	.302	-.8520	.2654
	Vocational High School Teachers	-.30484	.27392	.267	-.8440	.2343
	English Language Teachers	-.05827	.23253	.802	-.5159	.3994
	Class Teachers	.06495	.22351	.772	-.3750	.5049
	Mathematics Teachers	.30556	.24008	.204	-.1670	.7781
	Turkish Teachers	-.12724	.23918	.595	-.5980	.3435
	Religious Culture and Moral Knowledge Teachers	.23016	.25167	.361	-.2652	.7255
	Guidance Teachers	.45299	.27392	.099	-.0861	.9921
Physical Education Teachers	Science Teachers	.23264	.23834	.330	-.2365	.7018
	Social Sciences Teachers	.01768	.24995	.944	-.4743	.5096
	Music Teachers	-.27778	.37960	.465	- 1.0249	.4694
	Special Education Teachers	-.27778	.33293	.405	-.9331	.3775
	Philosophy Teachers	.72222	.37960	.058	-.0249	1.4694
	Information Technologies Teachers	.15972	.30694	.603	-.4444	.7639
	Vocational High School Teachers	.14815	.29778	.619	-.4380	.7343

	English Language Teachers	-.29090	.14900	.052	-.5842	.0024
	Class Teachers	-.16769	.13450	.213	-.4324	.0970
	Mathematics Teachers	.07292	.16053	.650	-.2431	.3889
	Turkish Teachers	-.35988*	.15919	.025	-.6732	-.0466
	Religious Culture and Moral Knowledge Teachers	-.00248	.17740	.989	-.3517	.3467
	Guidance Teachers	.22035	.20776	.290	-.1886	.6293
Science Teachers	Physical Education Teachers	-.23264	.23834	.330	-.7018	.2365
	Social Sciences Teachers	-.21496	.17495	.220	-.5593	.1294
	Music Teachers	-.51042	.33500	.129	- 1.1698	.1490
	Special Education Teachers	-.51042	.28102	.070	- 1.0635	.0427
	Philosophy Teachers	.48958	.33500	.145	-.1698	1.1490
	Information Technologies Teachers	-.07292	.24970	.770	-.5644	.4185
	Vocational High School Teachers	-.08449	.23834	.723	-.5536	.3846
Social Sciences Teachers	English Language Teachers	-.07594	.16694	.650	-.4045	.2526
	Class Teachers	.04727	.15413	.759	-.2561	.3506

	Mathematics Teachers	.28788	.17731	.106	-.0611	.6369
	Turkish Teachers	-.14492	.17609	.411	-.4915	.2017
	Religious Culture and Moral Knowledge Teachers	.21248	.19271	.271	-.1668	.5918
	Guidance Teachers	.43531*	.22098	.050	.0004	.8703
	Physical Education Teachers	-.01768	.24995	.944	-.5096	.4743
	Science Teachers	.21496	.17495	.220	-.1294	.5593
	Music Teachers	-.29545	.34336	.390	-.9713	.3804
	Special Education Teachers	-.29545	.29093	.311	-.8681	.2772
	Philosophy Teachers	.70455*	.34336	.041	.0287	1.3804
	Information Technologies Teachers	.14205	.26080	.586	-.3713	.6554
	Vocational High School Teachers	.13047	.24995	.602	-.3615	.6224
	English Language Teachers	.21951	.33089	.508	-.4318	.8708
Music Teachers	Class Teachers	.34272	.32462	.292	-.2962	.9817
	Mathematics Teachers	.58333	.33624	.084	-.0785	1.2451
	Turkish Teachers	.15054	.33560	.654	-.5100	.8111

	Religious Culture and Moral Knowledge Teachers	.50794	.34461	.142	-.1704	1.1862
	Guidance Teachers	.73077*	.36118	.044	.0199	1.4417
	Physical Education Teachers	.27778	.37960	.465	-.4694	1.0249
	Science Teachers	.51042	.33500	.129	-.1490	1.1698
	Social Sciences Teachers	.29545	.34336	.390	-.3804	.9713
	Special Education Teachers	.00000	.40775	1.000	-.8026	.8026
	Philosophy Teachers	1.00000*	.44667	.026	.1208	1.8792
	Information Technologies Teachers	.43750	.38683	.259	-.3239	1.1989
	Vocational High School Teachers	.42593	.37960	.263	-.3212	1.1731
Special Education Teachers	English Language Teachers	.21951	.27611	.427	-.3239	.7630
	Class Teachers	.34272	.26856	.203	-.1859	.8713
	Mathematics Teachers	.58333*	.28250	.040	.0273	1.1394
	Turkish Teachers	.15054	.28174	.594	-.4040	.7051
	Religious Culture and Moral Knowledge Teachers	.50794	.29241	.083	-.0676	1.0835

	Guidance Teachers	.73077*	.31177	.020	.1171	1.3444
	Physical Education Teachers	.27778	.33293	.405	-.3775	.9331
	Science Teachers	.51042	.28102	.070	-.0427	1.0635
	Social Sciences Teachers	.29545	.29093	.311	-.2772	.8681
	Music Teachers	.00000	.40775	1.000	-.8026	.8026
	Philosophy Teachers	1.00000*	.40775	.015	.1974	1.8026
	Information Technologies Teachers	.43750	.34115	.201	-.2340	1.1090
	Vocational High School Teachers	.42593	.33293	.202	-.2294	1.0812
Philosophy Teachers	English Language Teachers	-.78049*	.33089	.019	- 1.4318	-.1292
	Class Teachers	-.65728*	.32462	.044	- 1.2962	-.0183
	Mathematics Teachers	-.41667	.33624	.216	- 1.0785	.2451
	Turkish Teachers	-.84946*	.33560	.012	- 1.5100	-.1889
	Religious Culture and Moral Knowledge Teachers	-.49206	.34461	.154	- 1.1704	.1862
	Guidance Teachers	-.26923	.36118	.457	-.9801	.4417
	Physical Education Teachers	-.72222	.37960	.058	- 1.4694	.0249

	Science Teachers	-.48958	.33500	.145	-	1.1490	.1698
	Social Sciences Teachers	-.70455*	.34336	.041	-	1.3804	-.0287
	Music Teachers	-1.00000*	.44667	.026	-	1.8792	-.1208
	Special Education Teachers	-1.00000*	.40775	.015	-	1.8026	-.1974
	Information Technologies Teachers	-.56250	.38683	.147	-	1.3239	.1989
	Vocational High School Teachers	-.57407	.37960	.132	-	1.3212	.1731
	English Language Teachers	-.21799	.24415	.373	-.6985		.2626
	Class Teachers	-.09478	.23558	.688	-.5585		.3689
	Mathematics Teachers	.14583	.25135	.562	-.3489		.6406
	Turkish Teachers	-.28696	.25050	.253	-.7800		.2061
	Religious Culture and Moral Knowledge Teachers	.07044	.26245	.789	-.4461		.5870
Information Technologies Teachers	Guidance Teachers	.29327	.28385	.302	-.2654		.8520
	Physical Education Teachers	-.15972	.30694	.603	-.7639		.4444
	Science Teachers	.07292	.24970	.770	-.4185		.5644
	Social Sciences Teachers	-.14205	.26080	.586	-.6554		.3713

	Music Teachers	-.43750	.38683	.259	- 1.1989	.3239
	Special Education Teachers	-.43750	.34115	.201	- 1.1090	.2340
	Philosophy Teachers	.56250	.38683	.147	-.1989	1.3239
	Vocational High School Teachers	-.01157	.30694	.970	-.6157	.5926
Vocational High School Teachers	English Language Teachers	-.20641	.23253	.375	-.6641	.2513
	Class Teachers	-.08320	.22351	.710	-.5231	.3567
	Mathematics Teachers	.15741	.24008	.513	-.3151	.6299
	Turkish Teachers	-.27539	.23918	.251	-.7462	.1954
	Religious Culture and Moral Knowledge Teachers	.08201	.25167	.745	-.4133	.5774
	Guidance Teachers	.30484	.27392	.267	-.2343	.8440
	Physical Education Teachers	-.14815	.29778	.619	-.7343	.4380
	Science Teachers	.08449	.23834	.723	-.3846	.5536
	Social Sciences Teachers	-.13047	.24995	.602	-.6224	.3615
	Music Teachers	-.42593	.37960	.263	- 1.1731	.3212
	Special Education Teachers	-.42593	.33293	.202	- 1.0812	.2294

		Philosophy Teachers	.57407	.37960	.132	-.1731	1.3212
		Information Technologies Teachers	.01157	.30694	.970	-.5926	.6157
		Class Teachers	-.00355	.17497	.984	-.3479	.3408
		Mathematics Teachers	.40271	.21431	.061	-.0191	.8245
		Turkish Teachers	.07081	.21231	.739	-.3471	.4887
		Religious Culture and Moral Knowledge Teachers	.55827*	.23937	.020	.0871	1.0294
		Guidance Teachers	.52408	.28392	.066	-.0348	1.0829
		Physical Education Teachers	-.29359	.32835	.372	-.9399	.3527
		Science Teachers	.44715*	.21041	.034	.0330	.8613
		Social Sciences Teachers	.25018	.23574	.289	-.2138	.7142
		Music Teachers	-.46951	.46725	.316	- 1.3892	.4502
		Special Education Teachers	.05827	.38990	.881	-.7092	.8257
		Philosophy Teachers	1.11382*	.46725	.018	.1941	2.0335
		Information Technologies Teachers	-.09451	.34477	.784	-.7731	.5841
		Vocational High School Teachers	-.14544	.32835	.658	-.7917	.5008
factor7	English Language Teachers						

	English Language Teachers	.00355	.17497	.984	-.3408	.3479
	Mathematics Teachers	.40626*	.19424	.037	.0239	.7886
	Turkish Teachers	.07436	.19203	.699	-.3036	.4523
	Religious Culture and Moral Knowledge Teachers	.56182*	.22158	.012	.1257	.9979
	Guidance Teachers	.52763	.26910	.051	-.0020	1.0573
	Physical Education Teachers	-.29004	.31562	.359	-.9113	.3312
Class Teachers	Science Teachers	.45070*	.18993	.018	.0769	.8245
	Social Sciences Teachers	.25373	.21766	.245	-.1747	.6821
	Music Teachers	-.46596	.45839	.310	- 1.3682	.4363
	Special Education Teachers	.06182	.37924	.871	-.6846	.8083
	Philosophy Teachers	1.11737*	.45839	.015	.2151	2.0196
	Information Technologies Teachers	-.09096	.33267	.785	-.7457	.5638
	Vocational High School Teachers	-.14189	.31562	.653	-.7631	.4793
Mathematics Teachers	English Language Teachers	-.40271	.21431	.061	-.8245	.0191
	Class Teachers	-.40626*	.19424	.037	-.7886	-.0239

	Turkish Teachers	-.33190	.22845	.147	-.7815	.1178
	Religious Culture and Moral Knowledge Teachers	.15556	.25379	.540	-.3440	.6551
	Guidance Teachers	.12137	.29619	.682	-.4616	.7043
	Physical Education Teachers	-.69630*	.33901	.041	- 1.3636	-.0290
	Science Teachers	.04444	.22669	.845	-.4017	.4906
	Social Sciences Teachers	-.15253	.25038	.543	-.6453	.3403
	Music Teachers	-.87222	.47481	.067	- 1.8068	.0623
	Special Education Teachers	-.34444	.39892	.389	- 1.1296	.4407
	Philosophy Teachers	.71111	.47481	.135	-.2234	1.6457
	Information Technologies Teachers	-.49722	.35494	.162	- 1.1958	.2014
	Vocational High School Teachers	-.54815	.33901	.107	- 1.2154	.1191
Turkish Teachers	English Language Teachers	-.07081	.21231	.739	-.4887	.3471
	Class Teachers	-.07436	.19203	.699	-.4523	.3036
	Mathematics Teachers	.33190	.22845	.147	-.1178	.7815

	Religious Culture and Moral Knowledge Teachers	.48746	.25210	.054	-.0088	.9837
	Guidance Teachers	.45327	.29474	.125	-.1269	1.0334
	Physical Education Teachers	-.36440	.33775	.282	- 1.0292	.3004
	Science Teachers	.37634	.22479	.095	-.0661	.8188
	Social Sciences Teachers	.17937	.24866	.471	-.3101	.6688
	Music Teachers	-.54032	.47390	.255	- 1.4731	.3924
	Special Education Teachers	-.01254	.39784	.975	-.7956	.7705
	Philosophy Teachers	1.04301*	.47390	.029	.1102	1.9758
	Information Technologies Teachers	-.16532	.35373	.641	-.8616	.5309
	Vocational High School Teachers	-.21625	.33775	.523	-.8810	.4485
	English Language Teachers	-.55827*	.23937	.020	- 1.0294	-.0871
Religious Culture and Moral Knowledge Teachers	Class Teachers	-.56182*	.22158	.012	-.9979	-.1257
	Mathematics Teachers	-.15556	.25379	.540	-.6551	.3440
	Turkish Teachers	-.48746	.25210	.054	-.9837	.0088
	Guidance Teachers	-.03419	.31479	.914	-.6538	.5854

	Physical Education Teachers	-.85185*	.35538	.017	- 1.5513	-.1524
	Science Teachers	-.11111	.25051	.658	-.6042	.3820
	Social Sciences Teachers	-.30808	.27213	.259	-.8437	.2275
	Music Teachers	-1.02778*	.48663	.036	- 1.9856	-.0700
	Special Education Teachers	-.50000	.41292	.227	- 1.3127	.3127
	Philosophy Teachers	.55556	.48663	.255	-.4023	1.5134
	Information Technologies Teachers	-.65278	.37061	.079	- 1.3822	.0767
	Vocational High School Teachers	-.70370*	.35538	.049	- 1.4032	-.0042
	English Language Teachers	-.52408	.28392	.066	- 1.0829	.0348
	Class Teachers	-.52763	.26910	.051	- 1.0573	.0020
	Mathematics Teachers	-.12137	.29619	.682	-.7043	.4616
Guidance Teachers	Turkish Teachers	-.45327	.29474	.125	- 1.0334	.1269
	Religious Culture and Moral Knowledge Teachers	.03419	.31479	.914	-.5854	.6538
	Physical Education Teachers	-.81766*	.38680	.035	- 1.5790	-.0563

	Science Teachers	-.07692	.29338	.793	-.6544	.5005
	Social Sciences Teachers	-.27389	.31205	.381	-.8881	.3403
	Music Teachers	-.99359	.51002	.052	- 1.9975	.0103
	Special Education Teachers	-.46581	.44025	.291	- 1.3323	.4007
	Philosophy Teachers	.58974	.51002	.249	-.4141	1.5936
	Information Technologies Teachers	-.61859	.40083	.124	- 1.4075	.1704
	Vocational High School Teachers	-.66952	.38680	.085	- 1.4308	.0918
	English Language Teachers	.29359	.32835	.372	-.3527	.9399
	Class Teachers	.29004	.31562	.359	-.3312	.9113
	Mathematics Teachers	.69630*	.33901	.041	.0290	1.3636
	Turkish Teachers	.36440	.33775	.282	-.3004	1.0292
Physical Education Teachers	Religious Culture and Moral Knowledge Teachers	.85185*	.35538	.017	.1524	1.5513
	Guidance Teachers	.81766*	.38680	.035	.0563	1.5790
	Science Teachers	.74074*	.33656	.029	.0783	1.4032
	Social Sciences Teachers	.54377	.35295	.125	-.1509	1.2385

	Music Teachers	-.17593	.53603	.743	-	1.2310	.8791
	Special Education Teachers	.35185	.47013	.455	-.5735		1.2772
	Philosophy Teachers	1.40741*	.53603	.009	.3524		2.4625
	Information Technologies Teachers	.19907	.43344	.646	-.6540		1.0522
	Vocational High School Teachers	.14815	.42050	.725	-.6795		.9758
	English Language Teachers	-.44715*	.21041	.034	-.8613		-.0330
	Class Teachers	-.45070*	.18993	.018	-.8245		-.0769
	Mathematics Teachers	-.04444	.22669	.845	-.4906		.4017
	Turkish Teachers	-.37634	.22479	.095	-.8188		.0661
	Religious Culture and Moral Knowledge Teachers	.11111	.25051	.658	-.3820		.6042
Science Teachers	Guidance Teachers	.07692	.29338	.793	-.5005		.6544
	Physical Education Teachers	-.74074*	.33656	.029	-	1.4032	-.0783
	Social Sciences Teachers	-.19697	.24705	.426	-.6832		.2893
	Music Teachers	-.91667	.47306	.054	-	1.8478	.0144
	Special Education Teachers	-.38889	.39683	.328	-	1.1700	.3922

	Philosophy Teachers	.66667	.47306	.160	-.2644	1.5978
	Information Technologies Teachers	-.54167	.35260	.126	- 1.2357	.1523
	Vocational High School Teachers	-.59259	.33656	.079	- 1.2550	.0698
Social Sciences Teachers	English Language Teachers	-.25018	.23574	.289	-.7142	.2138
	Class Teachers	-.25373	.21766	.245	-.6821	.1747
	Mathematics Teachers	.15253	.25038	.543	-.3403	.6453
	Turkish Teachers	-.17937	.24866	.471	-.6688	.3101
	Religious Culture and Moral Knowledge Teachers	.30808	.27213	.259	-.2275	.8437
	Guidance Teachers	.27389	.31205	.381	-.3403	.8881
	Physical Education Teachers	-.54377	.35295	.125	- 1.2385	.1509
	Science Teachers	.19697	.24705	.426	-.2893	.6832
	Music Teachers	-.71970	.48486	.139	- 1.6740	.2346
	Special Education Teachers	-.19192	.41083	.641	- 1.0005	.6167
	Philosophy Teachers	.86364	.48486	.076	-.0907	1.8180
	Information Technologies Teachers	-.34470	.36827	.350	- 1.0696	.3802

	Vocational High School Teachers	-.39562	.35295	.263	- 1.0903	.2991
	English Language Teachers	.46951	.46725	.316	-.4502	1.3892
	Class Teachers	.46596	.45839	.310	-.4363	1.3682
	Mathematics Teachers	.87222	.47481	.067	-.0623	1.8068
	Turkish Teachers	.54032	.47390	.255	-.3924	1.4731
	Religious Culture and Moral Knowledge Teachers	1.02778*	.48663	.036	.0700	1.9856
	Guidance Teachers	.99359	.51002	.052	-.0103	1.9975
Music Teachers	Physical Education Teachers	.17593	.53603	.743	-.8791	1.2310
	Science Teachers	.91667	.47306	.054	-.0144	1.8478
	Social Sciences Teachers	.71970	.48486	.139	-.2346	1.6740
	Special Education Teachers	.52778	.57579	.360	-.6055	1.6611
	Philosophy Teachers	1.58333*	.63074	.013	.3419	2.8248
	Information Technologies Teachers	.37500	.54624	.493	-.7001	1.4501
	Vocational High School Teachers	.32407	.53603	.546	-.7310	1.3791

	English Language Teachers	-.05827	.38990	.881	-.8257	.7092
	Class Teachers	-.06182	.37924	.871	-.8083	.6846
	Mathematics Teachers	.34444	.39892	.389	-.4407	1.1296
	Turkish Teachers	.01254	.39784	.975	-.7705	.7956
	Religious Culture and Moral Knowledge Teachers	.50000	.41292	.227	-.3127	1.3127
	Guidance Teachers	.46581	.44025	.291	-.4007	1.3323
Special Education Teachers	Physical Education Teachers	-.35185	.47013	.455	- 1.2772	.5735
	Science Teachers	.38889	.39683	.328	-.3922	1.1700
	Social Sciences Teachers	.19192	.41083	.641	-.6167	1.0005
	Music Teachers	-.52778	.57579	.360	- 1.6611	.6055
	Philosophy Teachers	1.05556	.57579	.068	-.0777	2.1889
	Information Technologies Teachers	-.15278	.48174	.751	- 1.1010	.7954
	Vocational High School Teachers	-.20370	.47013	.665	- 1.1290	.7216
Philosophy Teachers	English Language Teachers	-1.11382*	.46725	.018	- 2.0335	-.1941
	Class Teachers	-1.11737*	.45839	.015	- 2.0196	-.2151

	Mathematics Teachers	-.71111	.47481	.135	-	1.6457	.2234
	Turkish Teachers	-1.04301*	.47390	.029	-	1.9758	-.1102
	Religious Culture and Moral Knowledge Teachers	-.55556	.48663	.255	-	1.5134	.4023
	Guidance Teachers	-.58974	.51002	.249	-	1.5936	.4141
	Physical Education Teachers	-1.40741*	.53603	.009	-	2.4625	-.3524
	Science Teachers	-.66667	.47306	.160	-	1.5978	.2644
	Social Sciences Teachers	-.86364	.48486	.076	-	1.8180	.0907
	Music Teachers	-1.58333*	.63074	.013	-	2.8248	-.3419
	Special Education Teachers	-1.05556	.57579	.068	-	2.1889	.0777
	Information Technologies Teachers	-1.20833*	.54624	.028	-	2.2835	-.1332
	Vocational High School Teachers	-1.25926*	.53603	.019	-	2.3143	-.2042
Information Technologies Teachers	English Language Teachers	.09451	.34477	.784	-.5841	.7731	
	Class Teachers	.09096	.33267	.785	-.5638	.7457	
	Mathematics Teachers	.49722	.35494	.162	-.2014	1.1958	
	Turkish Teachers	.16532	.35373	.641	-.5309	.8616	

	Religious Culture and Moral Knowledge Teachers	.65278	.37061	.079	-.0767	1.3822
	Guidance Teachers	.61859	.40083	.124	-.1704	1.4075
	Physical Education Teachers	-.19907	.43344	.646	- 1.0522	.6540
	Science Teachers	.54167	.35260	.126	-.1523	1.2357
	Social Sciences Teachers	.34470	.36827	.350	-.3802	1.0696
	Music Teachers	-.37500	.54624	.493	- 1.4501	.7001
	Special Education Teachers	.15278	.48174	.751	-.7954	1.1010
	Philosophy Teachers	1.20833*	.54624	.028	.1332	2.2835
	Vocational High School Teachers	-.05093	.43344	.907	-.9040	.8022
	English Language Teachers	.14544	.32835	.658	-.5008	.7917
	Class Teachers	.14189	.31562	.653	-.4793	.7631
	Mathematics Teachers	.54815	.33901	.107	-.1191	1.2154
Vocational High School Teachers	Turkish Teachers	.21625	.33775	.523	-.4485	.8810
	Religious Culture and Moral Knowledge Teachers	.70370*	.35538	.049	.0042	1.4032

Guidance Teachers	.66952	.38680	.085	-.0918	1.4308
Physical Education Teachers	-.14815	.42050	.725	-.9758	.6795
Science Teachers	.59259	.33656	.079	-.0698	1.2550
Social Sciences Teachers	.39562	.35295	.263	-.2991	1.0903
Music Teachers	-.32407	.53603	.546	- 1.3791	.7310
Special Education Teachers	.20370	.47013	.665	-.7216	1.1290
Philosophy Teachers	1.25926*	.53603	.019	.2042	2.3143
Information Technologies Teachers	.05093	.43344	.907	-.8022	.9040

*. The mean difference is significant at the 0.05 level.

Age

Dependent Variable	(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
factor4	21-25 years	26-30 years	.28601	.23351	.222	-.1736	.7456
		31-35 years	.31309	.20623	.130	-.0928	.7190
		36-40 years	.59057*	.20388	.004	.1893	.9918
		41-45 years	.47324*	.20444	.021	.0709	.8756
		46-50 years	.74983*	.20388	.000	.3486	1.1511
		51 years or over	.81385*	.21215	.000	.3963	1.2314
	26-30 years	21-25 years	-.28601	.23351	.222	-.7456	.1736
		31-35 years	.02708	.19490	.890	-.3565	.4107

	36-40 years	.30456	.19242	.115	-.0741	.6832
	41-45 years	.18723	.19301	.333	-.1926	.5671
	46-50 years	.46382*	.19242	.017	.0851	.8425
	51 years or over	.52784*	.20115	.009	.1320	.9237
31-35 years	21-25 years	-.31309	.20623	.130	-.7190	.0928
	26-30 years	-.02708	.19490	.890	-.4107	.3565
	36-40 years	.27748	.15820	.080	-.0339	.5888
	41-45 years	.16015	.15892	.314	-.1526	.4729
	46-50 years	.43674*	.15820	.006	.1254	.7481
	51 years or over	.50076*	.16872	.003	.1687	.8328
36-40 years	21-25 years	-.59057*	.20388	.004	-.9918	-.1893
	26-30 years	-.30456	.19242	.115	-.6832	.0741
	31-35 years	-.27748	.15820	.080	-.5888	.0339
	41-45 years	-.11733	.15586	.452	-.4241	.1894
	46-50 years	.15926	.15513	.305	-.1461	.4646
	51 years or over	.22328	.16584	.179	-.1031	.5497
41-45 years	21-25 years	-.47324*	.20444	.021	-.8756	-.0709
	26-30 years	-.18723	.19301	.333	-.5671	.1926
	31-35 years	-.16015	.15892	.314	-.4729	.1526
	36-40 years	.11733	.15586	.452	-.1894	.4241
	46-50 years	.27659	.15586	.077	-.0302	.5833
	51 years or over	.34061*	.16653	.042	.0129	.6683
46-50 years	21-25 years	-.74983*	.20388	.000	-	-.3486
	26-30 years	-.46382*	.19242	.017	-.8425	-.0851
	31-35 years	-.43674*	.15820	.006	-.7481	-.1254
	36-40 years	-.15926	.15513	.305	-.4646	.1461
	41-45 years	-.27659	.15586	.077	-.5833	.0302
	51 years or over	.06402	.16584	.700	-.2624	.3904

	21-25 years	-.81385*	.21215	.000	-	1.2314	-.3963
	26-30 years	-.52784*	.20115	.009	-.9237		-.1320
51 years or over	31-35 years	-.50076*	.16872	.003	-.8328		-.1687
	36-40 years	-.22328	.16584	.179	-.5497		.1031
	41-45 years	-.34061*	.16653	.042	-.6683		-.0129
	46-50 years	-.06402	.16584	.700	-.3904		.2624
	26-30 years	-.46037	.25426	.071	-.9608		.0400
	31-35 years	.10424	.22456	.643	-.3377		.5462
	36-40 years	.17116	.22200	.441	-.2658		.6081
21-25 years	41-45 years	.30475	.22260	.172	-.1334		.7428
	46-50 years	.51066*	.22200	.022	.0738		.9476
	51 years or over	.36869	.23100	.112	-.0859		.8233
	21-25 years	.46037	.25426	.071	-.0400		.9608
	31-35 years	.56462*	.21222	.008	.1470		.9823
	36-40 years	.63153*	.20951	.003	.2192		1.0439
26-30 years	41-45 years	.76512*	.21016	.000	.3515		1.1787
	46-50 years	.97104*	.20951	.000	.5587		1.3834
	51 years or over	.82906*	.21903	.000	.3980		1.2601
factor10	21-25 years	-.10424	.22456	.643	-.5462		.3377
	26-30 years	-.56462*	.21222	.008	-.9823		-.1470
	36-40 years	.06691	.17226	.698	-.2721		.4059
31-35 years	41-45 years	.20050	.17304	.248	-.1401		.5411
	46-50 years	.40642*	.17226	.019	.0674		.7454
	51 years or over	.26444	.18371	.151	-.0971		.6260
	21-25 years	-.17116	.22200	.441	-.6081		.2658
	26-30 years	-.63153*	.20951	.003	-	1.0439	-.2192
36-40 years	31-35 years	-.06691	.17226	.698	-.4059		.2721
	41-45 years	.13359	.16971	.432	-.2004		.4676
	46-50 years	.33951*	.16892	.045	.0071		.6719

	51 years or over	.19753	.18058	.275	-.1579	.5529
	21-25 years	-.30475	.22260	.172	-.7428	.1334
	26-30 years	-.76512*	.21016	.000	- 1.1787	-.3515
41-45 years	31-35 years	-.20050	.17304	.248	-.5411	.1401
	36-40 years	-.13359	.16971	.432	-.4676	.2004
	46-50 years	.20592	.16971	.226	-.1281	.5399
	51 years or over	.06394	.18132	.725	-.2929	.4208
	21-25 years	-.51066*	.22200	.022	-.9476	-.0738
	26-30 years	-.97104*	.20951	.000	- 1.3834	-.5587
46-50 years	31-35 years	-.40642*	.17226	.019	-.7454	-.0674
	36-40 years	-.33951*	.16892	.045	-.6719	-.0071
	41-45 years	-.20592	.16971	.226	-.5399	.1281
	51 years or over	-.14198	.18058	.432	-.4974	.2134
	21-25 years	-.36869	.23100	.112	-.8233	.0859
	26-30 years	-.82906*	.21903	.000	- 1.2601	-.3980
51 years or over	31-35 years	-.26444	.18371	.151	-.6260	.0971
	36-40 years	-.19753	.18058	.275	-.5529	.1579
	41-45 years	-.06394	.18132	.725	-.4208	.2929
	46-50 years	.14198	.18058	.432	-.2134	.4974

*. The mean difference is significant at the 0.05 level.

School Type

Dependent Variable	(I) schooltype	(J) schooltype	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
factor2	Primary school	Secondary school	.01230	.13329	.927	-.2500	.2746
		Anatolian High School	-.31079*	.13150	.019	-.5696	-.0520

	Vocational High School	.07670	.18024	.671	-.2780	.4314	
Secondary school	Primary school	-.01230	.13329	.927	-.2746	.2500	
	Anatolian High School	-.32309*	.13111	.014	-.5811	-.0651	
	Vocational High School	.06439	.17996	.721	-.2898	.4186	
Anatolian High School	Primary school	.31079*	.13150	.019	.0520	.5696	
	Secondary school	.32309*	.13111	.014	.0651	.5811	
	Vocational High School	.38749*	.17863	.031	.0359	.7390	
Vocational High School	Primary school	-.07670	.18024	.671	-.4314	.2780	
	Secondary school	-.06439	.17996	.721	-.4186	.2898	
	Anatolian High School	-.38749*	.17863	.031	-.7390	-.0359	
factor10	Secondary school	-.08669	.13519	.522	-.3527	.1794	
	Primary school	Anatolian High School	-.40971*	.13337	.002	-.6722	-.1472
		Vocational High School	-.26472	.18281	.149	-.6245	.0950
	Secondary school	Primary school	.08669	.13519	.522	-.1794	.3527
		Anatolian High School	-.32303*	.13298	.016	-.5847	-.0613
		Vocational High School	-.17803	.18252	.330	-.5372	.1812
	Anatolian High School	Primary school	.40971*	.13337	.002	.1472	.6722
		Secondary school	.32303*	.13298	.016	.0613	.5847
		Vocational High School	.14500	.18118	.424	-.2116	.5016
	Vocational High School	Primary school	.26472	.18281	.149	-.0950	.6245
		Secondary school	.17803	.18252	.330	-.1812	.5372

Anatolian High School	-.14500	.18118	.424	-.5016	.2116
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*. The mean difference is significant at the 0.05 level.



7.5. APPENDIX E: Permission Page of Directorate of National Education



T.C
ELAZIĞ VALİLİĞİ
Millî Eğitim Müdürlüğü

Sayı : 79137285-605-E.5198382
Konu : Anket İzni.

10.05.2016

VALİLİK MAKAMINA

- İlgi : a) MEB'e Bağlı Okul ve Kurumlarda Yapılacak Araştırma, Yarışma ve Sosyal Etkinlik İzni 2012/13 sayılı Genelgesi,
b) Kars Kafkas Üniversitesi Rektörlüğü Personel Daire Başkanlığı'nın 20/04/2016 tarih ve 76878310-903.07.01-E.2460 sayılı yazısı.

Kafkas Üniversitesi Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı Bilim Dalı Tezli yüksek lisan öğrencisi Şahin SARI'nın, "Elazığ'daki İngilizce Öğretmenlerinin Motivasyonunu Etkileyen Faktörler" konulu tez çalışmasına veri oluşturmak amacıyla yapacağı anket çalışmasını Müdürlüğünüze bağlı tüm merkez ilkokullar, ortaokullar ve ortaöğretim kurumlarında görev yapmakta olan öğretmenlere yönelik uygulamak için izin isteği, ilgi(b) yazı ile bildirilmiştir.

Konu ile ilgili olarak Müdürlüğümüz AR-GE Biriminde MEB'e bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Genelgesi'ne bağlı olarak oluşturulmuş olan Bilimsel Araştırma İzni Değerlendirme Komisyonu 06/05/2016 tarihinde Müdürlüğümüz Strateji Geliştirme Şubesi AR-GE Biriminde toplanarak başvuru hakkında gerekli incelemeyi yapmış olup, söz konusu uygulama çalışmasının Müdürlüğümüze bağlı tüm merkez ilkokullar, ortaokullar ve ortaöğretim kurumlarında görev yapmakta olan öğretmenlere yönelik gönüllülük esasına dayalı olarak, Okul İdarelerinin de izni alınarak, çalışmaların eğitim öğretimi aksatmayacak şekilde 09 - 27 Mayıs 2016 tarihleri arasında uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

İlhan MAKİNİST
Müdür a.
Şube Müdürü

OLUR
10.05.2016
Ahmet BAĞLITAŞ
Vali a.
Millî Eğitim Müdürü

Güvenli Elektronik İmza
Aslı ile Aynıdır.
10-05-2016

Pınar TAŞEL
VHKİ

Akpınar Mah.Kolordu Cad.No:5 23100 /ELAZIĞ
Elektronik Ağ: <http://elazig.meb.gov.tr>
e-posta: elazigmem@meb.gov.tr

Ayrıntılı bilgi için: AKAARSU-V.H.K.İ.
Tel : (0 424) 238 50 24
Faks : (0 424) 233 36 70

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden 08c9-4d98-39ff-8297-c7a8 kodu ile teyit edilebilir.

7.6. APPENDIX F: Bilgilendirilmiş Onam Formu

Tez Başlığı: Türkiye`deki öğretmenlerin demotivasyonunu etkileyen faktörlerin incelenmesi

Araştırmacılar

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Kafkas Üniversitesi

İng. Okt. Şahin SARI
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Kafkas Üniversitesi

Gizlilik

Toplanan verilerin gizli tutulması için her türlü çaba gösterilecektir. Sizin hakkınızdaki kişisel bilgiler sadece yasal olarak gerekli durumlarda açıklanır. Fakat, mutlak gizlilik garanti edilemez. Bu ankettten elde edilen bilgiler bu çalışma doğrultusunda değerlendirilip, bu çalışma için kullanılacaktır. Adınız kullanılmayacaktır.

Veri Güvenliği

Eğer sizin verileriniz bir bilgisayarda depolanırsa, bu bilgisayar sadece araştırmacılar tarafından kullanılacaktır, ve sadece onlar bu bilgilere erişim sağlayacaktır.

Çalışma Sonuçları

Eğer çalışmanın sonuçları hakkında bilgi almak isterseniz, bize ulaştığınız takdirde size bilgi verilecektir.

Ödeme

Ankete katıldığınız için size ödeme yapılmayacaktır.

Katılımcı olarak Haklarınız

Bu çalışmaya katılımınız tamamen gönüllülük esasına dayalıdır. Doldurduğunuz anketin kullanılmamasını istediğiniz takdirde hiç bir ceza ya da yaptırım uygulanmaz.

Sorular

Sormak istediğiniz her hangi bir soru olduğunda bana e-posta adresimden (sahinsari@hotmail.com.tr) ya da **0544 673 86 35** no'lu telefon numarasından ulaşabilirsiniz.

Açıklamalar

Çalışma hakkında gerekli bilgiler katılımcıya tam olarak açıklanmıştır. Katılımcıların sordukları tüm sorular cevaplanmıştır.

Araştırmacıların imzaları _____ Tarih: _____

Katılımcının onayı / rızası

Bilgilendirilmiş onam formundaki tüm bilgileri okudum. Tüm sorularım cevaplandı. Bu çalışmaya gönüllü olarak katılmak istiyorum.

Adınız: İmzanız _____ Tarih: _____

*Adapted from Mackey, A., & Gass, S. M. (2005). *Second Language Research: Methodology and Design*. New Jersey: Lawrence Erlbaum Associates Publishers.

7.7. APPENDIX G: Consent to Participate in Research

Project Title: An investigation of factors causing demotivation of school teachers in Turkey

Researchers

Assist. Prof. Dr. Turgay HAN
turgayhan@yahoo.com.tr
Kafkas University

Inst. Şahin SARI
sahinsari@hotmail.com.tr
Kafkas University

Confidentiality

Every effort will be made to keep the data collected confidential. We will disclose personal information about you only if required to do so by the law. However, we cannot guarantee absolute confidentiality. Whenever the data from this study are published, your name will not be used.

Data Security

If information about your participation in the study is stored in a computer, the computer will not be part of a network and only the researchers will have access to the data.

New findings

If you would like us to, we will contact you to explain the results of our study after the study has been concluded.

Payment

You will not be paid for participating in this study.

Your rights as a participant

Your participation in this study is entirely voluntary. You have the right not to provide essays that will be used to collect data for this study. Leaving the study will not result in any penalty or affect your relations with your professor or Kafkas University Faculty of Science and Letters. Should you decide not to participate in the study, tell your professor or the researcher.

Problems and questions

Email sahinsari@hotmail.com.tr or call **05446738635** if you have any questions or problems.

Researchers' Statement

We have fully explained this study to the participant. We have discussed the procedures and have answered all of the questions that the participant has asked.

Signatures of the researchers _____ Date: _____

Participant's consent

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your name: Your signature _____ Date: _____

*Adapted from Mackey, A., & Gass, S. M. (2005). *Second Language Research: Methodology and Design*. New Jersey: Lawrence Erlbaum Associates Publishers.

CURRICULUM VITAE

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Teaching Experience	
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