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***Research Article***

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# Primary School Teachers' Attitudes toward Distance Education and Motivation to Teach

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**Abstract**

This study examines the relationship between primary school teachers' attitudes toward distance education and motivation to teach. This correlational study used the survey for collecting data from 429 primary school teachers in various regions of Turkey. The scales were transmitted to teachers via online forms. The Motivation to Teach Scale and the Attitude Scale toward Distance Learning were used for the data collection. According to the findings, primary school teachers' motivation to teach was determined to be moderately high. Also a significant difference was found in motivation to teach levels of primary school teachers in terms of variables of age, professional experience, and education status. The attitudes of primary school teachers toward distance education were determined as moderate. Besides, there was a significant difference in the attitudes toward distance education of primary school teachers depending on the variables of professional experience. There was no significant correlation between the attitudes of primary school teachers toward distance education and their motivation to teach.

**Key Words**

Primary school teachers • Distance education attitude • Motivation • Motivation to teach

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The world is changing at a tremendous pace, and all people have to keep up with that pace. This rapid change affects all sectors and institutions, and educational institutions are among the most affected ones. Education aims to ensure the individual, social, economic, and cultural development of people by helping them acquire, change, and improve behavior. In addition, family, society, nation, and the world may contribute to their development (Güneş, 1996). Individuals with the qualities favored by society can be raised only through education (Genç, 2004). The qualifications sought in teachers as practitioners of education are also extremely important. Motivation is a concept related to the behaviors of individuals. It consists of all the efforts that lead people to achieve their goals (Erdem, 1998; Ertürk, 1995). There are two types of motivation: internal and external. Internal motivation is a person's reaction to internal needs. Emotions that come from within people are the source of internal motivation. Discovery, interest, knowledge, making sense, being adequate, and developing are the sources of internal motivation (Akbaba, 2006; Ergün, 2011). The sources of external motivation include external influences (Akbaba, 2006). External motivation is based on reward and punishment. The life of people appears when they are interested in future affairs. People are driven by goals such as acquiring authority and promotion. Gains are more important than the work itself (Deci et al., 1999; Hoy & Miskel, 2010). People, society, groups, or the institution in which they work should be motivated toward the goals. Motivated individuals do their jobs fondly and willingly. Thus, the efficiency of individuals and institutions increases (Güney, 2011). Teachers' motivation to teach is as important as their educational practices. Teachers are the most important factor in determining the qualifications that students acquire (Ministry of National Education [MoNE], 2017). Teachers are expected to enable students to learn at the highest level. This is only possible with motivated teachers. Teachers' motivation to teach is considered important as their practice of teaching. Teachers' motivation is a factor that impacts students' motivation (Jesus and Lens, 2005). The more teachers motivate themselves for the process of teaching, the more productive they will be (Büyükses, 2010). Sources of internal and external motivation are important in the teaching profession. Existing conditions and personal development can change the way motivation affects people. However, teachers are expected to continue their profession using sources of internal motivation (Yazıcı, 2009). Determination of the needs of teachers in the institutions in which they work and making arrangements for meeting these needs will ensure that teachers engage in their work more willingly and improve themselves. Increased teacher motivation is considered a factor that directly augments student motivation (Bishay, 1996).

Today, the development of technology has ushered in changes and innovation in all areas. This applies to education as well. These changes have underlined the need for different teaching methods. The concept of lifelong learning and the desire to have continuous education has emerged in terms of not only professional considerations but also personal development. Different methods have been employed to meet the need for education due to several reasons such as an excessive number of students, demand for education by different groups, and lifelong learning necessitated by the proliferation of business and work. In this context, different methods have been developed using technology (Akça, 2006). According to Uşun (2006), distance education is a planned and programmed educational activity wherein technology is used to mediate the communication and interaction between instructors and learners. It also provides students independence, flexibility, and individuality in terms of age, time, purpose, space, and management, allowing teachers and students not to share the same environment during the education process.

Distance education is a method that can appeal to more students compared with the existing education system, addresses the emerging needs and demands in a much shorter time, creates rapid and simple virtual environments and classrooms using technology, and compensates for the shortage of instructors. This method is open to innovation, and new information is actively and effectively used in the educational process.

Distance education has several advantages, including the elimination of spatial and temporal limitations, provision of education for all ages, elimination of costs such as those related to space and transportation, and provision of education by several field experts, not by a single instructor (Ağır, 2007; Uşun, 2006). Despite numerous possibilities introduced by distance education, there are some limitations in terms of applied methods, programs, and time.

The study examines primary school teachers' motivation to teach and attitudes toward distance education. In addition, answers to the following questions were sought:

1. a) What is the level of the primary school teachers' motivation to teach?

   b) Is there a significant difference in primary school teachers' motivation to teach levels in terms of their gender, education status, and professional experience?

2. a) What is the level of the primary school teachers' attitudes toward distance education?

   b) Is there a significant difference in primary school teachers' attitudes toward distance education in terms of their gender, education status, and professional experience?

3. Is there a significant correlation between teachers' motivation to teach and attitudes toward distance education?

## Method

### Research Method

In this study, the correlational survey model, which is one of the general survey models, was implemented to examine primary school teachers' motivation to teach and attitudes toward distance education. Studies wherein data are collected to determine certain characteristics of a group are defined as survey research (Büyüköztürk et al., 2013). "Survey models depict a situation as it is" (Karasar, 2016, p. 77). The correlation technique, a quantitative research model, was utilized in the study. In the correlation technique, the correlation between two or more variables is examined without intervention with these variables (Büyüköztürk et al., 2013).

### Study Group

The study group consisted of 429 teachers working in public or private primary schools affiliated with the District Directorate of National Education in various provinces of Turkey in the 2019–2020 academic year.

The study group consisted of teachers conducting distance education during the pandemic in accordance with the purpose of the study. A survey form was developed and transmitted to teachers electronically (Google Forms) in April 2020. Of 429 participants, 279 (65%) were female and 150 (35%) were male. Their professional experience

ranged between 0 and 5 years for 152 (35.4%) participants, between 6 and 10 years for 79 (18.4%) participants, between 11 and 15 years for 64 (14.9%) participants, between 16 and 20 years for 64 (14.9%) participants, and 21 years and above for 70 (16.3%) participants. The education status of the participants was as follows: 47 (11%) had a college degree, 312 (72.7%) a bachelor's degree, and 70 (16.3%) a postgraduate (master's degree - doctorate).

**Research Instruments and Processes**

The Motivation to Teach Scale, developed by Kauffman, Yılmaz Soylu and Duke and adapted to Turkish by Güzel Candan and Evin Gencel (2015), and the Attitude Scale toward Distance Learning, developed by Ağır (2007), were used for data collection after obtaining the necessary permissions from the thesis advisor and scale owners. The first part of the survey contains items related to the personal information of teachers, while the second part has items designed to determine their motivations and attitudes toward distance education.

The Personal Information Form contains questions designed to elicit demographic information belonging to the study group such as gender, professional experience, and education status.

The Motivation to Teach Scale was originally developed by Kauffman et al. (2011). It was translated and adapted into Turkish by Güzel Candan and Evin Gencel (2015). Cronbach's alpha reliability coefficient of the scale was determined to be .92 (Güzel Candan & Evin Gencel, 2015). The scale consists of two dimensions as Intrinsic Motivation to Teach and Extrinsic Motivation to Teach, and it has 12 items. In this study, Cronbach's alpha reliability coefficients of Intrinsic Motivation to Teach, Extrinsic Motivation to Teach dimensions and for the total scale, Motivation to Teach Scale, are .75 .77, and .85, respectively. For the scoring of the scale, mean scores are calculated by taking the strongly disagree option as 1, disagree option as 2, the slightly disagree option as 3, the slightly agree option as 4, agree with option as 5, and strongly agree with option as 6 points. Values close to 1 refer to the low motivation to teach, while values close to 6 refer to the high motivation to teach. The statements on the scale were evaluated as score ranges (6-1/5 = 0.80).

To measure the attitudes of teachers toward distance education, the Attitude Scale toward Distance Learning, developed by Ağır (2007), was used. The Cronbach's alpha value of the scale was 0.83. The scale consists of two dimensions as Advantages of Distance Education and Limitations of Distance Education, and it has 21 items. It is a five-item Likert-type scale, ranging from strongly disagree (1) to strongly agree (5). The scale has seven reverse-scored items (4, 6, 9, 12, 15, 18, and 20). In the scoring of the scale, average points are calculated by taking the strongly disagree option as 1, disagree option as 2, undecided option as 3, disagree option as 4, and strongly disagree option as 5 points. The statements on the scale were arranged in score ranges (5-1/5 = 0.80). Furthermore, Cronbach's alpha reliability coefficients of two dimensions as Advantages of Distance Education and Limitations of Distance Education and the Attitude Scale toward Distance Learning are .67, .69, and .78, respectively for the this research.

**Data Analysis**

The data analyzed using the SPSS 26.0 for Windows statistical program. The skewness and kurtosis values were used to determine whether the data had a normal distribution.

Table 1

*Descriptive Analysis of Primary School Teachers' Motivation to Teach*

| Dimensions | Skewness | | Kurtosis | |
|---|---|---|---|---|
| | Statistic | SE | Statistic | SE |
| Intrinsic Motivation | -.935 | .118 | .920 | .235 |
| Extrinsic Motivation | -.058 | .118 | -,421 | .235 |
| Motivation to Teach | -.560 | .118 | .407 | .235 |
| Advantages of Distance Education | .454 | .118 | .142 | .235 |
| Limitations of Distance Education | .512 | .118 | 1.882 | .235 |
| Attitude towards Distance Education | -.452 | .118 | .142 | .235 |

The values were determined as -.935 and .920 for the intrinsic motivation; -.058 and -.421 for the extrinsic motivation sub-dimensions, and -.560 and .407 for the motivation to teach. For the advantages of distance education, the limitations of distance education and attitude towards distance education scales, the skewness and kurtosis values were .454 - .142; .512 - 1.882, and -.452 - .142, respectively. When the skewness and kurtosis values are in the range of ± 1.5, the distribution can be evaluated as normal (Tabachnick & Fidell, 2013). Furthermore, the skewness and kurtosis values being within ± 2 intervals is acceptable for normality according to George and Mallery (2010). Based on these expressions, the distribution is accepted as normal

## Results

Mean (x) and standard deviation (SD) values of the scale were calculated to determine teachers' motivations to teach and their attitudes toward distance education. Descriptive analysis showing the primary school teachers' levels of motivation to teach is given in Table2.

Table 2

*Descriptive Analysis of Primary School Teachers' Motivation to Teach*

| Dimensions | n | $\bar{x}$ | SD |
|---|---|---|---|
| Intrinsic Motivation | 429 | 4.40 | 1.01 |
| Extrinsic Motivation | 429 | 3.60 | 1.12 |
| Motivation to Teach | 429 | 4.07 | 0.96 |

Regarding the study's first problem, it was determined that the primary school teachers' levels of motivation to teach ($\bar{x}$=4.07) and the intrinsic motivation ($\bar{x}$=4.40) levels were high, whereas the extrinsic motivation level ($\bar{x}$=3.60) was moderate.

An independent samples t-test was conducted to determine whether teachers' motivation to teach differs in terms of gender.

Table 3

*Independent Samples t-test Results on the Comparison of the Teaching Motivation of Primary School Teachers by Gender Variable*

| | Groups | n | x̄ | SD | t-test | | |
|---|---|---|---|---|---|---|---|
| | | | | | *t* | *df* | *p* |
| Intrinsic Motivation | Female | 279 | 4.45 | 1.03 | 1.27 | 427 | .20 |
| | Male | 150 | 4.32 | .96 | | | |
| Extrinsic Motivation | Female | 279 | 3.67 | 1.16 | 1.70 | 427 | .89 |
| | Male | 150 | 3.48 | 1.03 | | | |
| Motivation to Teach | Female | 279 | 4.12 | .99 | 1.61 | 427 | .10 |
| | Male | 150 | 3.97 | .88 | | | |

According to the results of the test, no significant difference was found as seen in Table 3. In summary, the teaching motivation levels of primary school teachers do not differ in terms of their gender.

One-Way Analysis of Variance (ANOVA test) was conducted to determine whether teachers' teaching motivation levels change according to their professional experience.

Table 4

*Questions asked to measure the phenomenological components of behavioral addictions*

| | Source of variance | Sum of squares | df | Mean square | *F* | *p* |
|---|---|---|---|---|---|---|
| Intrinsic Motivation | Between groups | 4.08 | 4 | 1.02 | .99 | .41 |
| | Within groups | 435.00 | 424 | 1.02 | | |
| | Total | 439.08 | 428 | | | |
| Extrinsic Motivation | Between groups | 21.14 | 4 | 5.28 | 4.32 | .00 |
| | Within groups | 518.39 | 424 | 1.22 | | |
| | Total | 539.53 | 428 | | | |
| Motivation to Teach | Between groups | 9.40 | 4 | 2.35 | 2.58 | .03 |
| | Within groups | 386.13 | 424 | .91 | | |
| | Total | 395.54 | 428 | | | |

Considering the results, a significant difference was found for extrinsic motivation (F=4.32; p<.01) and total motivation to teach (F=2.58; p<.05) levels, as shown in Table 4. Tukey test, one of the post hoc (multiple comparisons) tests, was used to determine the difference among groups. The results of this test are given in Table 5 for extrinsic motivation levels and in Table 6 for total motivation levels.

Table 5

*Post Hoc Test Results on Comparison of Primary School Teachers' Extrinsic Motivation to Teach According to Professional Experience*

| Groups | n | x̄ | SD | F | p | Post Hoc Tukey |
|---|---|---|---|---|---|---|
| 1) 0-5 Years | 152 | 3.85 | 1.16 | | | |
| 2) 6-10 Years | 79 | 3.68 | 1.01 | | | |
| 3) 11-15 Years | 64 | 3.43 | 1.14 | 4.324 | .00 | 1 > 5 |
| 4) 16-20 Years | 64 | 3.45 | 1.08 | | | |
| 5) 21 Years and above | 70 | 3.27 | 1.05 | | | |

As seen in Table 5, the Post Hoc test was conducted to determine in which groups the external teaching motivations of the teachers differ in terms of professional experiences levels. Looking at the results, professional experience of teachers at primary education level, whose professional experience is within the range of 0-5 years (x̄0-5 years interval=3.85); the external teaching motivation is higher than the teachers who are within the range of 21 years and above (x̄21 years and above =3.27).

As seen in Table 6, the Post Hoc test was used to determine between which professional experience the teachers' total teaching motivation differed.

Table 6

*Post Hoc Test Results on the Comparison of Total Teaching Motivation of Primary School Teachers According to their Professional Experience*

| Groups | n | x̄ | SD | F | p | Post Hoc Tukey |
|---|---|---|---|---|---|---|
| 1)0-5 Years | 152 | 4.23 | .93 | | | |
| 2)6-10 Years | 79 | 4.14 | .91 | | | |
| 3)11-15 Years | 64 | 3.92 | 1.06 | 2.581 | .03 | 1 > 5 |
| 4) 16-20 Years | 64 | 3.98 | .88 | | | |
| 5)21Years and above | 70 | 3.85 | 1.00 | | | |

According to the findings, the professional experience of the teachers at the primary education level within the 0-5 year interval ($\bar{x}$0-5 year interval=4.23); their total motivation to teach is higher than the teachers who are within the range of 21 years and above ($\bar{x}$21 years and above =3.85).

One-Way Analysis of Variance (ANOVA test) was applied to determine whether the teaching motivation levels of the teachers differ in terms of their educational status.

Table 7

*One-Way Analysis of Variance Results on the Comparison of Teaching Motivation of Primary School Teachers by Their Education Status*

| | Source of Variance | Sum of squares | df | Mean square | F | p |
|---|---|---|---|---|---|---|
| Intrinsic Motivation | Between Groups | 4.58 | 2 | 2.29 | 2.24 | .10 |
| | Within Groups | 434.50 | 426 | 1.02 | | |
| | Total | 439.08 | 428 | | | |
| Extrinsic Motivation | Between Groups | 9.62 | 2 | 4.81 | 3.86 | .02 |
| | Within Groups | 529.91 | 426 | 1.24 | | |
| | Total | 539.53 | 428 | | | |
| Motivation to Teach | Between Groups | 5.09 | 2 | 2.54 | 2.77 | .06 |
| | Within Groups | 390.45 | 426 | .91 | | |
| | Total | 395.54 | 428 | | | |

Considering the test results, a significant difference was found for the level of extrinsic motivation ($F=3.86$; $p<.05$) as shown in Table 7.

Tukey's test was used. The results of the test are shown in Table8.

Table 8

*Results of Post Hoc Analysis concerning Comparison of Extrinsic Motivation to Teach of Primary School Teachers by Education Status*

| Education Status | Descriptive Statistics | | | ANOVA | | Post hoc Tukey's |
|---|---|---|---|---|---|---|
| | n | $\bar{x}$ | SD | *F* | *p* | |
| 1) College Degree | 47 | 4,03 | 1,16 | 3.86 | .02 | 1 > 2 |
| 2) Bachelor's Degree | 312 | 3,55 | 1,12 | | | 1 >3 |
| 3) Postgraduate Degree | 70 | 3,55 | 1,02 | | | |

As shown in Table 8, post hoc analysis was performed to determine the education status by which the teachers' extrinsic motivation to teach differed. Based on the results, it was determined that the teachers with a college degree had the higher extrinsic motivation ($\bar{x}$=4.03) to teach than the teachers with bachelor's and postgraduate degrees ($\bar{x}$=3.55).

Regarding the study's second problem, descriptive analysis showing the attitudes of the primary school teachers toward distance education is given in Table 8.

Table 9

*Descriptive Analysis of Attitudes of Primary School Teachers toward Distance Education*

| Statements | n | $\bar{x}$ | SD |
|---|---|---|---|
| Advantages of Distance Education | 429 | 3.10 | 0.45 |
| Limitations of Distance Education | 429 | 2.70 | 0.71 |
| Attitude towards Distance Education | 429 | 2.97 | 0.46 |

It was determined that the levels attitude of the primary school teachers toward distance education ($\bar{x}$=2.97), and sub-dimension, the advantages of distance education ($\bar{x}$=3.10) were moderate, whereas the level of limitations of distance education subscale score ($\bar{x}$=2.70), was low.

An independent sample t-test was conducted to determine whether teachers' attitudes towards distance education differ in terms of gender.

Table 10

*Independent Samples t-test Results on the Comparison of the Attitudes toward Distance Education of Primary School Teachers by Gender Variable*

| | Groups | n | $\bar{x}$ | SD | t-test | | |
|---|---|---|---|---|---|---|---|
| | | | | | *t* | *df* | *p* |
| Advantages of Distance Education | Female | 279 | 3.09 | .45 | -.528 | 427 | .59 |
| | Male | 150 | 3.11 | .46 | | | |
| Limitations of Distance Education | Female | 279 | 2.69 | .71 | -.578 | 427 | .56 |
| | Male | 150 | 2.73 | .71 | | | |
| Attitude towards Distance Education | Female | 279 | 2.96 | .46 | -.641 | 427 | .52 |
| | Male | 150 | 2.99 | .46 | | | |

As seen in Table 10, no significant difference was determined at the end of the test. In summary, teachers' attitudes towards distance education do not differ in terms of their gender.

One-Way Analysis of Variance (ANOVA test) was conducted to determine whether teachers' attitudes towards distance education differ in terms of their professional experience.

Table 11

*One-Way Analysis of Variance Results on the Comparison of Primary Education Teachers' Attitudes towards Distance Education According to the Variable of Professional Experience*

| | Source of Variance | Sum of squares | df | Mean square | *F* | *p* |
|---|---|---|---|---|---|---|
| Advantages | Between Groups | .52 | 4 | .13 | .63 | .27 |
| | Within Groups | 87.78 | 424 | .20 | | |
| | Total | 88.30 | 428 | | | |
| Limitations | Between Groups | 7.06 | 4 | 1.76 | 3.53 | .00 |
| | Within Groups | 211.98 | 424 | .50 | | |
| | Total | 219.04 | 428 | | | |
| Attitude towards Distance Education | Between Groups | 1.83 | 4 | .45 | 2.15 | .07 |
| | Within Groups | 90.36 | 424 | .21 | | |
| | Total | 92.20 | 428 | | | |

According to the results of the test, as seen in Table 11, a significant difference was found for the level of attitude limitations ($F=3.53$; $p<0.01$). Tukey's test results are shown in Table 12.

Table 12

*Results of Post hoc Analysis concerning Comparison of Attitudes Limitation Levels of Primary School Teachers toward Distance Education by Variable of Professional Experience*

| Professional Experience | Descriptive Statistics | | | ANOVA | | Tukey's Post hoc |
|---|---|---|---|---|---|---|
| | n | x̄ | SD | *F* | *p* | |
| (1) 0–5 years | 152 | 2.62 | .72 | | | |
| (2) 6–10 years | 79 | 2.77 | .67 | 3.53 | .00 | 3 > 4 |
| (3) 11–15 years | 64 | 2.88 | .73 | | | |
| (4) 16–20 years | 64 | 2.51 | .71 | | | |
| (5) 21 years and above | 70 | 2.84 | .66 | | | |

As seen in Table 12, post hoc analysis was performed to determine the professional experience level by which the attitude limitation levels of teachers toward distance education differed. Based on the results, it was found that the attitude limitation levels of primary school teachers with professional experience of 11–15 years were higher compared to teachers with professional experience of 16–20 years.

One-Way Analysis of Variance (ANOVA test) was conducted to determine whether teachers' attitudes towards distance education differ in terms of educational status.

Table 13

*One-Way Analysis of Variance Results on the Comparison of Primary School Teachers' Attitudes Towards Distance Education According to Education Status Variable*

| | Source of Variance | Sum of squares | df | Mean square | *F* | *p* |
|---|---|---|---|---|---|---|
| Advantages | Between Groups | .02 | 2 | .01 | .06 | .93 |
| | Within Groups | 88.28 | 426 | .20 | | |
| | Total | 88.30 | 428 | | | |
| Limitations | Between Groups | 1.64 | 2 | .82 | 10.61 | .20 |
| | Within Groups | 217.40 | 426 | .51 | | |
| | Total | 219.04 | 428 | | | |
| Attitude towards Distance Education | Between Groups | .23 | 2 | .11 | .54 | .58 |
| | Within Groups | 91.96 | 426 | .21 | | |
| | Total | 92.20 | 428 | | | |

According to the results of the test, there was no significant difference as seen in Table 13. In summary, teachers' attitudes towards distance education do not differ in terms of the school level they graduated from.

Pearson product-moment correlation coefficient was calculated to determine the correlation between teachers' motivation to teach and their attitudes toward distance education. To assess the correlation between variables, the following criteria were taken into account (Jawlik, 2016, p. 132): r= 0.00 - 0.10, there is no correlation; r= 0.10 - 0.30, correlation is weak; r= 0.30 - 0.50, correlation is moderate; r= 0.50 – 0.70, correlation is strong and r= 0.70 - 1.00, correlation is very strong.

Table 14

*Correlation Test Results on the Relationship between Primary Schools' Motivation to Teach and their Attitudes toward Distance Education*

| | | Advantages | Limitations | Attitude toward Distance Education |
|---|---|---|---|---|
| Intrinsic Motivation to Teach | r | -.01 | .06 | .02 |
| | p | .76 | .17 | .60 |
| Extrinsic Motivation to Teach | r | -.02 | .03 | .00 |
| | p | .61 | .52 | .99 |
| Total Motivation to Teach | r | -.02 | .05 | .01 |
| | p | .67 | .25 | .75 |

According to the results of the correlation analysis given in Table 14, no significant correlation was found between the attitudes of teachers toward distance education and their motivation to teach.

## Discussion, Conclusion and Suggestions

Primary school teachers' levels of motivation to teach were found to be moderately high, whereas their intrinsic and extrinsic motivations, as two subscales, were determined to be high and moderately high, respectively. Gün and Turabik (2019) explored the impact of possible selves of pre-service teachers on their motivation to teach and found that pre-service teachers' level of motivation to teach was moderately high, and, in the same vein with the present study, their intrinsic motivations had a higher average than their extrinsic motivation perceptions. While no significant difference was found between the participants' levels of motivation to teach in terms of gender, the differences between their motivation to teach in terms of the variables professional experience, and education status were significant. Due to changing and improving teacher education in Turkey, faculty of education curriculum has improved and has been implemented effectively. Therefore, new curriculum used in teacher education make teacher candidates have intrinsic motivation to teach instead of developing extrinsic motivation

In this study, the intrinsic motivation subscale scores of the teachers did not differ significantly in terms of professional experience, whereas the extrinsic motivation and total motivation scores were found to differ based on professional experience. Thus, the extrinsic motivation and total motivation scores of the teachers with professional experience of 0–5 years were found to be higher compared with the teachers with professional experience of 21 years and above. In the first years of teaching, salary and other external factors may provoke extrinsic motivation instead of intrinsic motivation. By having more experience in teaching profession may make teachers to grow intrinsic motivation. In the literature, Avcı (2019) found no significant difference in motivation to teach physical education and sports teachers in terms of professional experience. However, there was a statistically significant difference in teachers' motivation to teach other branches in terms of professional experience. Thus, it was found that the perceptions of motivation of teachers with professional experience of 1–5 years to teach were higher than those with

professional experience of 6–10 years and 11–15 years. In the same vein, Recepoğlu (2013), Ayaydın, and Tok (2015) determined that the motivation of teachers with professional experience of 1–5 years was at the highest level. The beginning teachers had rather high levels of motivation.

In this study, the intrinsic motivation and total motivation scores of teachers did not differ significantly in terms of education status, but their extrinsic motivation scores did. Thus, teachers with a college degree had higher levels of extrinsic motivation to teach than the teachers with a bachelor's degree. Because having a bachelor's or a graduate degree in teaching, make teachers more motivated. Moreover, having only college degree is enough to make money through teaching profession. Whereas continuing higher degree education needs especially intrinsic motivation instead of extrinsic one. In the literature, Argon and Cicioğlu (2017) determined that the variable of education status differed significantly in favor of the teachers with a bachelor's degree in terms of total and intrinsic motivation to teach. Memişoğlu and Kalay (2017) found that the motivations of teachers did not vary in terms of their education status. Recepoğlu (2013) stated that the motivations of teachers did not vary in terms of their education status.

The attitudes of primary school teachers toward distance education were determined to be moderate, and their scores related to the subscales, namely, the advantages of distance education and the limitations of distance education, were moderate as well. In literature, Ağır (2007) found the attitudes of teachers toward distance education as moderate. Ülkü (2018) determined teachers' attitudes toward distance education as moderate, noting, however, that they were bordering on the low-level mark. In addition, in Ülkü's study (2018), the attitude scores for the advantages of distance education subscale were found to be close to the moderate level but above it, whereas the attitude scores for the limitations of distance education subscale were found to be close to the moderate level but below it.

In this study, no significant difference was found in the attitudes of the teachers toward distance education in terms of the variables gender, and education status, while a significant difference was found in the attitudes of the teachers toward distance education depending on their professional experiences.

It was determined that the scores from the advantages of distance education subscale did not differ significantly in terms of professional experience, but the scores from the limitations of distance education did. Thus, the teachers with professional experience of 11–15 years had higher levels of attitude limitations than teachers with professional experience of 16–20 years. In literature, Horzum et al. (2012) determined that the beliefs of teachers in distance education differed based on their professional experience. Likewise, Ağır (2007) found that teachers with professional experience of 0–5 years had positive attitudes toward distance education. Ülkü (2018) concluded that there was no significant difference between teachers' professional experience and their attitudes toward distance education.

According to the results of this study, no significant difference was found between the attitudes of the teachers participating in the study toward distance education and the variables of gender and education status. It is believed that this is due to the technology currently holding a significant place in every field, and its importance is understood by everyone and new generations are highly familiar with the technology. A significant difference was determined in

the attitudes of the teachers toward distance education in terms of professional experience. It can be suggested that people who actively use technology nurture positive perspectives on distance education.

There was no significant correlation between the attitudes of primary school teachers toward distance education and their motivation to teach. In literature, a study that examined the correlation between the attitudes toward distance education and motivation to teach could not be found. Taşlıbeyaz et al. (2014) explored the experiences of teachers regarding in-service training on distance education and found that distance education increased motivation by providing temporal and spatial flexibilities and it was preferred for these reasons.

Based on the analysis of the results obtained from the scale administered to teachers for this study, the following recommendations can be made. The extrinsic motivation levels of primary school teachers were lower compared with their intrinsic motivation levels. To increase the extrinsic motivation levels of teachers, it is important that their successful work be appreciated by managers and a fair rewarding system be developed. This study's results demonstrated that there was a decrease in the level of motivation as the age increased. To eliminate this situation, teamwork can be arranged for beginning teachers and experienced teachers so that they can transfer their knowledge and experience to each other.

Research can be conducted to determine why motivation levels of teachers decrease over time. Psychological counseling services can be provided for teachers who experience low motivation in the professional sense. As teachers are implementers of education, their motivation for distance education is highly important. Therefore, it can be ensured that teachers can master the subject by receiving in-service training for the use of technology and distance education.

The naive young teachers are more equipped than other teachers because their technological and academic knowledge is fresher. To increase their motivation and keep their knowledge fresh, schools should be well-equipped in terms of technology and materials. Teachers should closely follow new software and techniques as technology changes rapidly, and they should effectively use technology to facilitate their daily lives and make educational activities more effective.

There are some limitations to this research. The first and the most crucial one was that the sampling procedure was not random sampling. By broadening the diversity of participants, representing the broader population, would provide more significant results. The second limitation, due to an extraordinary era, Covid-19 pandemic, the participants answered the surveys with a reluctant mode. Therefore, participants' answers shared may not represent their thoughts in an ordinary environment. The last and maybe the more strict limitation was that the researchers could not explain the aim of the study in more detail because all data had been collected via electronic forms.

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**Ethic**

The ethical standards of the institutional and/or national research committee were considered when this research was conducted.

**Conflict of Interest**

No conflict of interest was provided by the authors.

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