

Factors that Increase and Decrease Teachers' Motivation: The example of Gaza

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Research Article
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ABSTRACT

The goal of this study is to find out the situations that motivate and demotivate teachers in their job. In this study, phenomenology, one of the qualitative research method designs, was used to reveal the factors affecting teachers' motivation. Content analysis, one of the qualitative data analysis techniques, was used to examine the acquired data. The study group consisted of (25) teachers working in primary schools in Gaza Governorate-Occupied Palestine in the academic year 2019-2020. They were selected according to the convenience sampling method. (15) extrinsic motivators, (26) intrinsic motivators, (32) extrinsic demotivators, and (3) intrinsic demotivators emerged from the analysis and interviews. The findings of the study are in line with the attribution theory of motivation, especially the dimension of locus of causality, as teachers' motivators and demotivational factors are classified according to internal and external motivation factors. In addition, some factors can be attributed to the stability dimension, specifically the demotivational factors including the school physical environment, administrative bureaucracy, the routine of governmental organizations, weak incentives, and unstable political conditions. These factors are stable causes that influence teachers' behaviours consistently over time. Internal motivating factors are effective in increasing motivation more than exterior motivating factors; however, the external factors are effective in decreasing the motivation of teachers more than the internal factors.

Keywords: Motivation, teacher, primary school, attribution theory

Öğretmenlerin Motivasyonunu Arttıran ve Azaltan Faktörler: Gazze Örneği

ÖZ

Bu çalışmanın amacı, öğretmenleri mesleklerinde motive eden ve motivasyonlarını azaltan iç ve dış motivasyon etkenlerini ortaya çıkarmaktır. Çalışmada öğretmenlerin mesleki motivasyonlarını etkileyen faktörleri ortaya çıkarmak için nitel araştırma yöntemi, fenomenoloji deseni kullanılmıştır. Elde edilen verilerin çözümlenmesinde nitel veri analiz tekniklerinden içerik analizi kullanılmıştır. Çalışma grubunu 2019-2020 eğitim öğretim yılında Gazze Valiliği-İşgal Altındaki Filistin'deki ilköğretim okullarında görev yapan ve kolay ulaşılabilir durum örneklemesi yöntemiyle seçilen 25 öğretmen oluşturmuştur. Elde edilen verilerin analiz edilmesi sonucu 15 dışsal motive edici etken, 26 içsel motive edici etken, 32 dışsal motivasyonu azaltan etken ve (3) içsel motivasyonu azaltan etken ortaya çıkmıştır. Araştırmanın bulguları, öğretmenlerin motive edici ve motivasyonu azaltan faktörlerin içsel ve dışsal motivasyon faktörlerine göre sınıflandırılması nedeniyle, özellikle nedensellik odağı boyutu olmak üzere, motivasyonun yüklenme teorisi ile uyumludur. Buna ek olarak, istikrar boyutuna, özellikle okulun fiziksel ortamı, idari bürokrasi, devlet kurumlarının rutini, zayıf teşvikler ve istikrarsız siyasi koşullar dahil olmak üzere motivasyon bozucu faktörler gibi bazı faktörler atfedilebilir. Bu faktörler, öğretmenlerin davranışlarını zaman içinde tutarlı bir şekilde etkileyen sabit nedenlerdir. Motivasyonu arttırmada içsel motive edici faktörler, dışsal motive edici faktörlerden daha fazla etkilidir; ancak dış etkenler öğretmenlerin motivasyonunu azaltmada iç etkenlerden daha fazla etkilidir.

Anahtar kelimeler: Motivasyon, öğretmen, ilköğretim, yüklenme kuramı

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INTRODUCTION

There is a growing urgency to adopt Education for Sustainable Development (ESD) in national education systems, given the accelerating global challenges of unsustainability on multiple levels (Singer-Brodowski et al., 2019). Education seems to be in the news almost every day. Governments place a high priority on education. Teachers and schools have had to deal with a slew of new developments in recent years, with many more to come (Dean & Dean, 2002). Schools and teachers are currently dealing with a slew of new allegations (Rauch, 2002).

Schools are non-profit educational institutions dedicated to teaching and learning. The school's ultimate purpose is teaching students; in fact, the school's basic existence is based on this role (Hoy & Miskel, 2012). A classroom can be a learning lab, a social centre, a peer group, a lunch group, and so on. A teacher's immediate priority is to gain and maintain student cooperation in classroom activities (Doyle, 1980). Every teacher is in charge of the children's education. In many ways, a teacher has an impact on the students he or she educates. Many students will discover things that will stay with them for the rest of their lives as a result of the teacher's efforts. It entails a significant amount of responsibility (Dean & Dean, 2002).

If the schools' primary function is to focus on attempts to improve quality, the teacher is unquestionably the most essential factor in promoting student learning within the school (Leu, 2005). According to the research, there is a substantial correlation between school effectiveness and teacher performance (Özgenel & Mert, 2019). When teachers created a positive and safe relationship with students, their academic achievement increased (Hartzell, 2018).

Administrators face difficulty in developing motivated teachers who are actively involved in teaching and learning, open to new ideas and techniques, and committed to students, as well as teachers who change throughout their careers (Hoy & Miskel, 2012). Teachers' professional attitudes, enthusiasm, and motivation, in combination with their teaching skills, are crucial in ensuring high-quality learning (Leu, 2005). Thus, the motivation of teachers plays an important role in the education process. Motivation is the process of mobilizing and maintaining behaviour in a specific direction. Determining a person's purpose is impossible until he behaves or acts (Agarwal, 2005).

In occupied Palestine, studies about motivation are of fundamental importance to researchers and educational leaders. The study of Kalloub (2017) has concluded that the level of enhancing motivation for secondary school teachers in the Ministry of Education in Gaza Governorates was appreciated highly. The study also concluded that there is a statically significant relationship between creative leadership and enhancing motivation. Furthermore, Abu-Shanab (2020) examined the relationship between job security and work motivation for teachers and found that there is a high estimation level of teachers' motivation to work. According to the study, there is a positive correlation of statistical significance between the degree of teachers' sense of job security and motivation to work in governmental schools in the Gaza provinces. In addition, the study of Abu-Samrah and Hamarshah (2014) revealed a high positive correlation of statistically significant between the estimation of leadership practices and achievement motivation. However, the mentioned studies used the quantitative relational approach rather than using the qualitative one. Qualitative research can offer in-depth descriptions and assessments of certain practices, processes, or incidences. Some studies record events, while others help participants get a better knowledge of a technique to enhance it (McMillan & Schumacher, 2010).

Meanwhile, there is no dearth of international studies about motivation. The study of Mashaqbah (2018) showed that to achieve high performance among teachers, educational officials should consider developing rules, and instructions for incentive systems. In addition, the study of Johnson (2000) discovered that (390) of the (747) comments were categorized as motivating elements (52%) and (357) as demotivating factors (48%) by the researchers. Curricular Matters (16%), Classroom Matters (29%), and Administrative Matters (16%) were the three categories that were ranked from lowest to highest in terms of the number of comments (55 %). Exams, textbooks, and curriculum were among the curricular subcategories; teachers and students were among the classroom subcategories; and training, salary, equipment, extra materials, mandated policies, physical space, academic freedom, colleagues, supervisors, and "other" subcategory were among the administrative subcategories. Furthermore, the study of Börü, (2018) aimed at giving an in-depth examination of the internal and external factors that influenced teacher job motivation, while the study of Ada et al. aimed at finding out intrinsic and extrinsic motivators that motivate or demotivate classroom teachers. The results of the current study will open new perceptions to academic researchers about intrinsic and extrinsic factors of teachers' motivation. The researchers

believe that determining the factors that increase and decrease teachers' motivation is a critical topic (Börü, 2018). As a result, this study aims at adding to the literature by incorporating teacher perspectives on motivation.

According to Hoy and Miskel (2012), we all have experienced what it is like to be motivated. What motivates and guides our actions? Some theories claim that motivation is personal and internal and that it is based on needs, interests, curiosity, and pleasure. Other possibilities include incentives, rewards, pressure, punishment, and other external and contextual influences. Various theories exist to explain how needs, beliefs, and objectives motivate people. Concerning the attribution theory, the perceived causes of success and failure have three characteristics in common: locus, stability, and controllability, with intentionality and globality as additional potential causal structures (Weiner, 1985). The needs theory, as summarized by McLeod (2007) proposes that (a) human beings are motivated by a hierarchy of needs, (b) needs are arranged in a hierarchy of prepotency, with more basic needs supplied in some way (rather than all or nothing) before higher needs can be met, (c) the order of needs is not rigid but can change depending on external circumstances or individual differences, (d) most behaviour is multi-motivated, that is, it is driven by multiple basic needs at the same time.

Gawel (1996) and Herzberg (1959) devised a two-dimensional model of the factors that influence people's attitudes toward employment. He argued company policy, supervision, interpersonal relations, working circumstances, and salary are hygiene factors rather than motivators. According to the theory, job dissatisfaction might be caused by a lack of hygienic aspects. The dissatisfiers are related to the circumstances in which the person performs his or her duties. In contrast, he deduced from the data that the motivators were elements that enhanced a person's job; he discovered five factors in particular to be strong predictors of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. These motivators (satisfiers) were linked to improvements in work performance over time.

The third version of the motivation-hygiene theory Herzberg (1976) emphasizes more on job enrichment applications. It does, however, extend the theory in various ways. One application of the two-factor principle is the creation of worker typologies. The following is a list of the normal types (Herzberg, 2005):

The person who has both hygiene and motivator fulfillment, who is not unhappy (hygiene) and is also very happy (motivation);

1. The person who is on both needs systems but has little fulfillment in the hygiene area even though motivator satisfaction is good. Such a "starving artist" is both unhappy and happy;
2. The person who is also on both need systems but whose satisfactions are reversed-hygiene are good but motivators are poor; such people are not unhappy but neither are they happy;
3. The down and out person who is lacking fulfillment generally and is both unhappy and lacking happiness.

According to research on the Goal-Setting Theory of motivation, the most effective performance appears to come when goals are detailed and challenging when they are utilized to measure performance and relate feedback to results when they inspire commitment and acceptance (Lunenburg, 2011). Other theories include equity theory, expectation theory, and self-efficacy theory.

Poverty, high unemployment rates, and diminishing salaries are hindrances to living standards in the oPt, having detrimental effects on several facets of welfare. Military occupation's political backdrop is revealed to be a significant influence on people's mental health and quality of life. Palestinians have cited a number of factors that significantly impact their personal quality of life, including closures, sieges, checkpoints, roadblocks, the separation wall, instability, and insecurity (Veronese et al., 2018). The emotional wellbeing of students and instructors has been impacted in the Gaza Strip as a result of ongoing violence and the resulting harm and destruction of educational institutions. (OCHA, 2016). In light of these circumstances the researchers felt the importance of conducting this study.

The goal of this study is to reveal the situations that increase and decrease the motivation of teachers in their job. Motivating people is a crucial managerial talent that you will need to be able to master in most work scenarios, whether you are leading a team to reach a corporate goal or motivating coworkers to deliver something that your team requires to meet its objectives (Youell & Youell, 2013). Based on this, this study offers insights for policymakers on how to support teachers' motivation to achieve high-quality learning. In addition, to provide school supervisors and principals with clear keys about the motivational factors behind teachers' behaviour.

METHOD

Research Design

This study employs a qualitative research method to find out the factors that increase and decrease teachers' motivation. Phenomenology is a qualitative research method that tries to turn lived experience into a description of its "essence," allowing them for study and reflection. The researcher uses the normal method to conduct lengthy interviews with the informants to gain a better grasp of their opinions on the phenomenon in their everyday lives (McMillan & Schumacher, 2010). Content analysis, one of the qualitative data analysis techniques, was used to examine the acquired data.

Study Group

The study group consisted of (25) teachers working in primary schools in Gaza Governorate-Occupied Palestine in the academic year 2019-2020. They were selected according to the convenience sampling method, also referred to as accidental sampling or haphazard sampling, which is the process of including whoever happens to be available at the time (Gay et al., 2012) The researcher visited (5) primary schools in the Directorate of Education/west Gaza where the interviews took place. In each school nearly (5) teachers were interviewed. The visited schools were divided into three female primary schools and two male primary schools. Their demographic information was presented in table 1.

Table 1. Demographic Information of the study group and coding

codes	gender	Social status	Age	Working duration	Department	Academic level
T1	female	married	50	23	Math	bachelor
T2	female	married	45	12	Class teacher	Bachelor
T3	female	widow	40	15	Class teacher	Master
T4	female	married	34	12	Science	Bachelor
T5	female	married	29	3	Class teacher	Bachelor
T6	female	married	52	21	Class teacher	Bachelor
T7	female	married	32	10	Math	Bachelor
T8	female	married	50	23	Arabic lang.	Bachelor
T9	female	married	55	10	Class teacher	Bachelor
T10	male	married	35	10	Class teacher	Bachelor
T11	male	married	36	11	Class teacher	Bachelor
T12	male	single	27	5	Arabic	Bachelor
T13	male	single	25	3	English	Bachelor
T14	male	married	29	4	Educational management	Doctorate
T15	male	single	28	4	English	Bachelor
T16	male	married	38	16	Technology	Bachelor
T17	female	married	38	13	Technology	Bachelor
T18	Male	married	38	15	Technology	Bachelor
T19	male	married	38	10	Technology	Bachelor
T20	female	married	33	10	Social science	Bachelor
T21	female	married	40	20	Arabic	Bachelor
T22	Female	married	49	25	Arabic	Bachelor
T23	Female	married	45	20	Math	Bachelor
T24	female	Married	43	15	Arabic	Bachelor
T25	Female	Married	54	30	Arabic	Bachelor

Data Collection

The goal of the study led to the development of a semi-structured interview form that consisted of two questions. Teachers from primary schools were interviewed. According to Maykut and Morehouse (1994)The interview was conducted because it is the most effective way of learning about a phenomenon. The literature on the subject was researched and studies were examined before the interview form was created. Professionals in the fields of educational administration, inspection, planning, and economics, as well as experts in the field of education, have altered the semi-structured interview form. To guarantees the accuracy of the questions, the professionals in the educational management field who altered the semi-structured interview form master both languages Arabic and English. Then, the researcher modified the form following the expert notes. After that, a pilot study with five teachers was done to check that the questions in the form were understandable. According to expert opinions and the pilot research, the interview form was fine-tuned one last time. Two questions on the

interview form were aimed at determining the internal and external factors that increase teachers' motivation, as well as the impediments that decrease their motivation while performing their duties. In the interview form, the teachers were asked two questions.

(1) What are the situations that encourage you in your employment, taking into account all elements both inside and outside the school?

(2) When all elements inside and outside the school are taken into account, what factors demotivate you in your job?

Required permissions were secured for the interviews with the teachers working in primary schools. The interviews were scheduled around the availability of the teachers at the time of the interview. The interviewee teachers were met individually at the school. In addition, the school principals supplied a suitable room in each school where the interviews with the teachers were done. Each interview lasted between six and ten minutes. After obtaining the approval of the participants, ten interview sessions were voice recorded; however, the remaining teachers refused to allow the sessions to be recorded. Meanwhile, the researcher jotted down the conversations on a sheet of paper. The researcher introduced herself and discussed the study's purpose to the teachers throughout the first part of the interview.

Data Analysis

According to the fact that qualitative data analysis is an ongoing process of describing, classifying (categorizing), and connecting data, 'linking data entails recognizing substantive rather than formal links between objects' (Flick, 2014). The transcripts of the conducted interviews were written in Arabic, then translated into English by the researcher. After that, two Arabic-English translators revised the translated transcripts. Each transcript is around (1/4) - (1.25) pages. The main themes were determined based on the questions asked during the interviews. Next, the researcher attempted to classify the data using deep reading, and then the researcher attempted to connect data using codes, as Bogdan and Biklen (2002) stated that coding categories are a way of categorizing descriptive data so that material relevant to a specific topic can be physically segregated from other data. The themes were divided into internal and external motivating and demotivating factors according to the attribution theory of motivation.

Information on the Credibility, Transferability, Reliability, and Confirmability of the Research

After the study was completed to a large extent, the opinions of the participants regarding the findings, comments and results were taken. All participants accepted the findings, comments, and conclusions. The participants' quotes were used to demonstrate the evidence for each theme that arose from the data analysis. The raw data were retained so that they may be used for further studies by other researchers. This contributed to the credibility of the study. For the transferability of the study, detailed information about the research sample was given, and all stages of the study were tried to be expressed clearly and thoroughly. Before the interviews, each participant was chatted to meet and build trust. (Lincoln & Guba, 1986).

Consistency, among coders of datasets, is an indicator of reliability in such studies (Creswell, 2016). The reliability of the study was determined by using Miles and Huberman's (1994) Reliability Formula = $\frac{\text{Consensus}}{\text{Consensus} + \text{Disagreement}}$. Another expert from the field of educational sciences reclassified the data set under the determined themes. A 72% similarity was found between the classification made by the educational sciences specialist and the researchers. When this rate is over 70%, it can be considered as evidence for the reliability of the research (Miles & Huberman, 1994). The codes that were not agreed upon were placed in the themes by consensus as a result of the evaluation of the experts and researchers. Before the interviews, the consent of the participants was obtained and the interviews were conducted voluntarily. Participants were informed about the use of the data for scientific purposes and the confidentiality of their personal information.

Research Ethics

During the study, ethical considerations were taken into account, and no intervention that could be harmful to participants was used. This study simply required primary school teachers' perspectives on motivation and demotivation factors by keeping in line with its goal. As a result, all participants signed a consent form before giving their opinion on the research issue, indicating that they agreed to engage in the study voluntarily.

FINDINGS

The research's findings are divided into four sections, according to the themes and subthemes. They were created based on the opinions of the primary teachers and based on theoretical perspectives. The external motivation factors of teachers are examined in the first section. The internal motivation factors of teachers are examined in the second section. The external factors that decrease teachers' motivation are examined in the third section, and the internal factors that decrease teachers' motivation are examined in the fourth section.

Extrinsic Motivation Factors of Teachers

Table 2. shows that the teachers who were interviewed have (15) classified external motivation sources. The following are examples of extrinsic motivation sources in terms of frequency of expression: "Salary (3), Management's appreciation (3), Concerned parents (2), Teaching team and effective management (3), Students' interest (2), Encouragement of parents (1), Communication with the Directorate and the Ministry(1), Economic stability(1), collaboration (1), Provision of needed tools (1), School environment: the psychosocial atmosphere at school (1), Job security(1), The rapid development of technology (1), Students' academic high level (1)".

The following are some of the statements made by the teachers who were interviewed about external motivation sources.

Table 2. Extrinsic Motivation Factors of Teachers

#	Codes	Participants
1	Salary, make a profit	T5, T10, T13, T25
2	Management's appreciation	T10, T11, T14
3	Concerned parents	T10, T14
4	The teaching team and effective management (Administration and teaching staff)	T11, T13, T4
5	Students' interest	T13, T14
6	Encouragement of parents	T6
7	Communication with the Directorate and the Ministry	T6
8	Economic stability	T9
9	Collaboration	T10
10	Provision of needed tools	T13
11	School environment: the psychosocial atmosphere at school	T4
12	Job security	T14
13	The rapid development of technology.	T17
14	Students' academic high level	T13, T25
15	Students' motivation	T20

"Students' interest and the follow up of the parents motivate me." (T13), "besides make a profit is good because I feel motivated when I make a living from teaching." (T5), "the principal appreciation, when he appreciates my effort, I feel motivated." (T14), "what motivates me is that the principal is a director and a human, ultimate responsibility, however, lies further up the chain of command." (T11). "The encouragement of parents affects the motivation positively, as well as the Directorate and the Ministry encourage and reinforce us." (T6). "Concerning the factors that encourage me are documenting what I achieve from teaching and reaping the benefits of my teaching, and improve the materialistic situation. In addition to the good treatment of the leader who is responsible in the school, the good relation in the school, passion for career and academic honesty are reasons for encouragement". (T25) "The motivation factors for me are the teaching profession and the religious morals, as the human who offers benevolence, got rewarded on it, it's our prophets' profession. In addition, the distinguished teamwork and good effective management, principals and supervisor appraisal" (T11) "Regarding the factors that increase my motivation is that teaching is a cause for living, I mean the material side, What demotivates me is the incomplete salary as I just receive 40% of the salary" (T10)

Intrinsic Motivation Factors of Teachers

Table 3. demonstrates that the interviewed teachers have (26) different types of internal motivation sources. In terms of frequency of expression, the following are examples of internal incentive sources: "Passion of career (10), Academic honesty (7), Psychological comfort in the school (6), Students' love (5), Religious morals (5), Allah's sake (4), Serve the community (4), Self- fulfillment (4), Satisfaction (3), Professional belongingness (2), Love to

give (2), Love of Teaching material (2), Devotion (2), Achieving social status (1)". The following are some of the teachers' statements about intrinsic motivation sources.

"Passion for career, love to teach first-grade students, love to work, devotion, as I have also been afforded many opportunities, but I refused." (T6), "what motivates me is the passion for career, academic honesty, the specific nature of the profession, thoroughness, students love and religious morals." (T8), "I feel motivated by promoting the society and bringing up a conscious and educated generation, stimulating students' motivation to research and learn, and desire to see the positive change I am making in changing students' behaviour." (T18). "I feel encouraged because I work to achieve self-fulfillment, achieve social status, achieve the status of women in society, we have a footprint in society to make". (T1) "Passion for career and specialization motivated me to work and that it is a task, I want to convey to the students". (T19). "The things that encourage me in my employment are commitment and passion for my career, and self-affirmation besides achieving the goals that I planned for". (T17) "In my opinion, the conscience, the religious moral, the societal moral as providing something to the people of my country, honesty, the principal appreciation, when he appreciates my effort, I feel motivated, job security, love and familiarity in the school family, desire to give and love to school, the concerns of parents and following up the homework, ... all of these motivates me" (T14)

Table 3. Intrinsic Motivation Factors of Teachers

#	Codes	Participants
1	Passion for career	T3, T6, T7, T8, T9, T15, T17, T19, T24, T25, T10
2	Academic honesty	T8, T12, T14, T15, T16, T19, T25
3	Psychological comfort in the school	T4, T13, T14, T22, T24, T25
4	Students love	T2, T3, T7, T8, T15
5	Religious morals	T7, T8, T10, T11, T14
6	Allah's sake	T2, T6, T11, T12
7	Serve the community	T10, T14, T17, T18
8	Self-fulfillment	T1, T2, T10
9	Satisfaction	T11, T12, T16
10	Professional belongingness	T2, T17
11	Love to give	T3, T14
12	Love of teaching material	T3, T19
13	Devotion	T4, T6
14	Achieving social status	T1
15	Achieving the status of women in society	T1
16	Intention	T4
17	Self-development	T5
18	Self-affirmation	T5, T17
19	The specific nature of the profession	T8
20	Respect Learning and teaching	T7
21	Mastery	T8
22	Conscience	T16
23	Instilling the importance of education before teaching in the minds of young people	T18
24	Stimulating students' motivation to research and learn	T18
25	Desire to see the positive change I am making in changing students' behaviour	T18
26	Carry out official duties	T12

Extrinsic Factors Disrupting the Motivation of Teachers

When looking at Table 4., it can be seen that the interviewed teachers have classified extrinsic motivation factors that decrease motivation into (32) codes. The following are extrinsic demotivation factors in terms of frequency of expression: "Incomplete salary (14), Lack of educational tools (6), Information overload in curricula (6), Parents' lack of attention to students (5), Competitiveness among teachers (5), Many school activities and competitions (5), The poor economic situation of the students' families (3), Electricity blackout (3), Society's view

of the Teaching Profession (2), Jealousy of colleagues (2), Formalism (2), Lack of compatibility of qualification with the field of work (2)". Below are a few of the teachers' statements regarding the extrinsic motivation sources that detract motivation.

Table 4. Extrinsic Factors Disrupting the Motivation of Teachers

#	Codes	Participants
1	Incomplete salary	T1, T2, T7, T8, T9, T10, T12, T14, T15, T19, T20, T22, T23, T25
2	Lack of educational tools	T5, T6, T10, T12, T14, T24, T18
3	Information overload in curricula	T6, T9, T10, T18, T22, T23
4	Parents' lack of attention to students	T1, T5, T9, T10, T14, T19
5	Competitiveness among teachers	T2, T14, T20, T22, T23
6	Many school activities and competitions	T4, T8, T21, T22, T23
7	The poor economic situation of the students' families	T6, T7, T8
8	Electricity blackout	T17, T18, T19
9	Society's View of the Teaching Profession	T1, T15
10	Jealousy of colleagues	T2, T20
11	Formalism	T2, T8
12	Lack of compatibility of qualification with the field of work	T3, T14
13	Pressure to complete the program content in a limited time	T4, T10
14	The difference between teacher's social class and that of the student	T5, T6
15	Negligent management approach	T14, T20
16	Students' lack of attention	T15, T23
17	The director distinguishing among teachers	T21, T22
18	Students' low academic level	T24
19	School management violence	T25
20	Many problems in the school	T25
21	School physical environment	T25
22	The unfairness of school administration in performance appraisal	T20
23	Administrative bureaucracy	T16
24	Reluctance to accept active learning methods	T16
25	The routine of governmental organizations.	T17
26	Nepotism "Cronyism "and favoritism	T17
27	An excess number of students in the class	T6
28	Weak incentives	T9
29	excessive workload	T9
30	Unstable political conditions	T9
31	Lack of teacher encouragement by the Directorate of Education	T3
32	Teacher's lack of appreciation after years of long service	T1, T2, T21, T24

"Incomplete salary, competitiveness among teachers, jealousy of colleagues, and focusing more on formalism as teaching becomes as a form of documentation through recording videos" (T2), "Incomplete salary, competitiveness among teachers based on jealousy of teachers, Negligent management approach, and the unfairness of school administration in performance appraisal are the demotivation factors for me." (T20), "the obstacles that hinder my motivation are the incomplete salary and weak incentives, excessive workload, parents' lack of attention to their students, the unstable political conditions, and the overload curricula." (T9), "what hinders my motivation is the routine of governmental organizations, nepotism, and favouritism, and electricity blackout" "I feel demotivated when I recognize that parents are not concerned with their children. Teaching is the most difficult job among all other jobs, teaching is the job that produces all other jobs. However, its evaluation in society does not give it what it deserves, I feel frustrated because after all, I have done, I just receive 35% of my salary. That is, there is no appreciation after too long years of work". (T1) "The absence of electricity, the materialistic sides affect me as a teacher negatively, the great number of unconcerned parents with their students, just a few numbers of them who cared". (T19) "I face the following demotivators, there are not sufficient educational tools because of the economic situation. Previously I provided all the needed educational tools such as printing

worksheets, which we used to organize trips. Now, we ask the students to print the paper form, but they cannot afford it, and parents can't take all that burden. Besides, there's a lot of information in new curricula. But frankly, nothing can hinder the motivation such as the excess number of students in the class. Not every student can get involved in the activity, as we have around (45) students in the class” (T6) “Incomplete salary, competitiveness among teachers based on jealousy of teachers, negligent management approach, and the unfairness of school administration in performance appraisal are the demotivation factors for me.” (T20)

Internal Factors Disrupting Teachers' Motivation

Table 5. shows that three categorized internal motivation factors lower the motivation of the interviewed teachers in the classroom. In terms of frequency of expression, extrinsic motivational factors are Tiredness (1), Psychological status (2), Frustration (1)”. The primary teachers' statements about the sources of intrinsic motivation that hinder motivation are included below.

Table 5. Internal Factors Decreasing the Motivation of Classroom Teachers

#	Codes	Participants
1	Tiredness	T4
2	Psychological status	T15, T23
3	Frustration	T1

“Psychological status is affected by the incomplete salary” (T23).

DISCUSSION & CONCLUSION

There were (15) exterior motivating factors, (26) internal motivating factors, (32) demotivating external factors, and (3) demotivating internal factors identified in this study, which were undertaken to discover the motivational components of teachers. Extrinsic motivation is produced by rewards or punishments based on task performance or failure. Intrinsic motivation occurs when the task is enjoyable or rewarding in and of itself (Lin et al., 2003). It has been observed that teachers are more influenced by intrinsic motivation than extrinsic motivation in fulfilling their duties. This can be interpreted as an indication that teachers do their jobs willingly and lovingly. On the other hand, it has been understood that the internal factors that reduce the motivation of the teachers are quite a few while that the external factors that reduce the motivation are more and more diverse. This finding suggests that teachers are deprived of an environment that supports their intrinsic motivation resources.

Regarding the attribution theory, the dimension of locus of causality, which describes the internality or externality of an attribution, can be used to classify it (Harvey & Martinko, 2009; Gundlach et al., 2002; Weiner, 1985). The stability dimension can also be used to categorize causal attribution. Stable causes are those that have a constant impact on outcomes and behaviours over time and in different settings (Harvey & Martinko, 2009).

The findings of the study are in line with the attribution theory of motivation, especially the dimension of locus of causality, as teachers' motivators and demotivational factors are classified according to internal and external motivation factors. In addition, some factors can be attributed to the stability dimension, specifically the demotivational factors including the school physical environment, administrative bureaucracy, the routine of governmental organizations, weak incentives, and unstable political conditions. These factors are stable causes that influence teachers' behaviours consistently over time.

According to the results of the research, internal motivating factors are effective in increasing motivation more than exterior motivating factors; however, the external factors are effective in decreasing the motivation of teachers more than the internal factors. The internal motivating factors include a passion for career, academic honesty, psychological comfort in the school, love for children, and students, religious morals, Allah's sake, serve the community, etc... that assert the findings of (Hussein, 2016), which targeted Arab teachers from (9) Arab countries including Occupied Palestine. The internal motivating factors included the belief in the message delivered by teachers and its main reward by God, a passion for a career, and the feeling of teachers' role in society. On the other hand, the external demotivating factors included the incomplete salary, lack of educational tools, competitiveness among teachers, many school activities and competitions, etc...emphasize the findings of (Altahayneh & Hatamleh, 2011). Concerning the findings of their study, the biggest job source of stress that affects physical education teachers are the salary, dealing with students, dealing with the management, relations with colleagues, physical environment, and educational supervision.

People are motivated to meet particular needs, and some needs take precedence over others. Physiological needs, safety needs, love and belongingness requirements, esteem needs, and self-actualization needs are the five stages of the original hierarchy of needs paradigm (McLeod, 2007; Maslow, 1943, 1954). McLeod (2007) and Maslow (1987) also mentioned that most behaviour is multi-motivated, stating that “any activity tends to be determined by several or all of the basic needs at the same time rather than by just one of them.”

Concerning the findings of the study, some of the teacher’s motivation factors are related to the needs of the five-stage model. Regarding the physiological needs, three teachers have mentioned the salary as a motivating reason that offers them food, drink, and shelter. Regarding safety needs, one teacher referred to economic stability, and the other mentioned job security. About the love and belongingness, two teachers pointed out the concerned parents, teaching team, and effective management. One teacher referred to the encouragement of parents, and the other stated the communication with the Directorate and the Ministry. Also, six teachers referred to students' love. In terms of esteem needs, ten teachers said passion for career, while three teachers asserted on management’s appreciation, and one emphasized on students’ academic high level, another one referred to achieving social status and the other to mastery. With self-actualization needs, three teachers stressed self-fulfillment, while two teachers noted self-affirmation, and one said self-development. It should not be forgotten that lower-level needs must be met for teachers to feel the higher levels of Maslow's hierarchy of needs, such as respect, success, and recognition, as well as setting compelling goals such as self-actualization in their work.

In the current study, the internal motivating factors that involved passion for career, academic honesty, psychological comfort in the school, love for students, etc... are in line with the findings of (Börü, 2018). In the study, the researcher stated that the codes, which are related to success, immaterial aims, and personal characteristics, stand out as internal factors affecting teacher motivation. Immaterial aims include ‘conscience’, ‘professional love’, ‘country love’, ‘teaching love’, ‘human love’, ‘self-sacrifice’ and ‘idealism’. While ‘wanting to succeed’, ‘do not like monotonous’, ‘having goals’, ‘national and international awards’ and ‘the desire to become a popular teacher’ determine the "success" are the sub-themes of the study. In this study, the success sub-themes are in parallel with self-development, self-affirmation, and self-fulfillment. The study of Ada et al. also asserts these findings as they stated that factors arising from one's thoughts, such as the desire not to feel conscientious discomfort, enjoying the teaching profession, love of students, are seen as internal motivating factors. Though, they concluded that the motivators and demotivators were mostly concerned with human relations and traits. Teachers in classrooms in areas with low socioeconomic indicators were shown to require the assistance of a strong and confidence-inspiring supervisor to be motivated. They also needed social experiences like fulfilling human relationships and a sense of accomplishment.

According to the findings of the study, “incomplete salary, lack of educational tools, information overload in curricula, parents' lack of attention to students, competitiveness among teachers, many school activities and competitions, the poor economic situation of the students’ families, electricity blackout, society's view of the teaching profession, jealousy of colleagues, formalism, lack of compatibility of qualification with the field of work” are extrinsic motivation factors. They stand out as external factors that demotivate teachers. Thus, these factors are considered hygiene factors. Furthermore, formalism and lack of compatibility of qualification with the field of work are related to company policy. Negligent management approach, the director distinguishing among teachers, and the unfairness of school administration in performance appraisal are linked to supervision. Lack of educational tools, information overload in curricula, many school activities, and electricity blackouts are related to working conditions. Parents’ lack of attention and competitiveness among teachers are interpersonal relations, while incomplete salary is related to the salary.

The study found that “passion of career, academic honesty, religious morals, Allah’s sake, serve the community, self-realization, satisfaction, professional belongingness, love to give, love of teaching material, devotion, achieving social status, achieving the status of women in society, intention, self-development, and self-affirmation, etc...” are intrinsic motivating factors. They stand out as internal motivators for teachers. Extrinsic motivating factors include “salary, management’s appreciation, concerned parents, students’ interest, encouragement of parents, communication with the Directorate and the Ministry, economic stability, job security, and students’ academic high level”. They stand out as external motivators for teachers.

As a result, these factors are regarded as motivators (satisfiers), for example, love to give, stimulating students' motivation to research and learn, desire to see the positive change I am making in changing students' behaviour, and students’ academic high level are associated to achievement. Management’s appreciation, encouragement of parents, and communication with the Directorate and the Ministry are related to recognition. Also, the passion for

a career, professional belongingness, love of teaching material, the specific nature of the profession, respect for learning and teaching, mastery, and carry out official duties are related to the work itself. While academic honesty, religious morals, Allah's sake, serve the community, conscience, and instilling the importance of education before teaching in the minds of young people are linked to responsibility. Self-realization, achieving social status, achieving the status of women in society, self-development, self-affirmation, salary, economic stability, and job security are linked to advancement.

These findings suggest that the motivators (satisfiers) are nearly expressed in an equal manner to the hygiene factors in terms of frequency of expression and the number of codes related to hygiene or satisfier factors. This means that teachers had motivators that enhanced their jobs and were associated with long-term improvements in job performance, whereas hygiene factors consistently caused only short-term changes in job attitudes and performance, which quickly returned to their former levels.

These findings are in parallel with the first worker typology proposed by Herzberg in the third presentation of the motivation-hygiene theory, in which the person has both hygiene and motivator fulfillment.

Research findings are in contrast with the findings of Büyükses's (2010) that the teachers think that the status of their profession in the society is not in the place it deserves and that the administrators' lack of appreciation for the work done by the teachers does not negatively affect the motivation of the teachers. As "Teacher's lack of appreciation after years of long service" has been reported by four teachers as they agree that lack of appreciation decreases their motivation.

Negligent management approach, the director distinguishing among teachers, school management violence, the unfairness of school administration in performance appraisal, nepotism " cronyism" and favouritism, weak incentives, and lack of encouragement of the teacher by the Directorate of Education are found among the teachers' demotivational factors that are in line with the equity theory in which motivation is affected by the individual perception of being treated fairly in comparison to others (Al-Zawahreh & Al-Madi, 2012; Miner, 1980).

These results show the impact of the economic blockade on the motivation of teachers. It is seen that the factors expressed are mostly related to the Palestinian situation more specifically the situation of Gazans. They continue to enjoy their job, despite the unstable political and economic situation. They still feel the passion for their career, love to give, belongingness to their profession, and have academic honesty, which is considered as satisfiers according to Herzberg. They are also considered internal factors of teachers' motivation in the attribution theory. Meanwhile, they suffer from the unstable economic situation caused the hygiene-related factors such as incomplete salary, lack of educational tools, electricity blackout, and weak incentives. These factors are considered as hygiene factors that caused a temporary change in teachers' performance, also considered as external factors of teachers' demotivation according to attribution theory.

This teacher is an example of the situation in Gaza, where most of the teachers have the internal strong motivation that makes them satisfied, meanwhile, they suffer from the external environment that did not support this strong internal motivation.

Affounh (2014) stated that the decline in teachers' salaries resulting from the decline in the Palestinian economic situation in general, and the decline in the social status of the teaching profession as a whole reduce the teacher's motivation and the demand for talents in this profession. As for the other factors that put pressure on the teachers and affect their performance, the most important of which are overcrowded classes, poor students' interest in studying, and the lack of devices and means for the teacher such as computers, books, and teaching aids.

In conclusion, the findings of the study can be credited to various motivation theories, most importantly the Attribution Theory, especially the dimension of locus of causality in which the teachers' motivation and demotivation factors are classified to internal and external factors. Meanwhile, the findings of the study ascribed to the Needs Theory where the codes related to the original hierarchy of needs paradigm. Equity theory also explains the teachers' external demotivating factors. Nevertheless, the Motivation-Hygiene Theory likewise clarifies both the teachers' demotivating factors which are considered as hygiene factors. As well, the teachers' motivators factors are considered as satisfiers.

Based on these results:

The educational system's leaders must consider the material, moral, and professional needs of teachers by incorporating them in choices on teaching growth, as well as revising educational policies that the teachers believe

are unfair. They also should prepare social media awareness initiatives on the teaching profession and the role of the teacher in society development.

Statements of Publication Ethics

Ethical permission of the research was approved by Ataturk University Social and Human Sciences Ethics Committee. Ethics committee (date 23.09.2021, meeting number 10, decision number 06).

Researchers' Contribution Rate

All authors contributed equally rate to the research.

Conflict of Interest

We confirm that there are no conflicts of interest associated with this study.

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