

TEACHERS' OPINIONS ON THE FACTORS AFFECTING THEIR PROFESSIONAL MOTIVATION

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Abstract

This research is a phenomenological study conducted to examine the factors affecting the professional motivation of 10 teachers working at different levels and in different branches. The participants were selected using maximum diversity sampling method, one of the purposeful sampling methods. The data were obtained through a semi-structured interview form prepared by the researcher. The data obtained were analyzed by content analysis. According to the results obtained from the study, while teachers have higher intrinsic motivation in a positive direction, they are more affected by external and negative factors.

Key words: Motivation, teacher, professional motivation

ÖĞRETMENLERİN MESLEKİ MOTİVASYONLARINI ETKİLEYEN UNSURLARA YÖNELİK GÖRÜŞLERİ

Özet

Bu araştırma öğretmenlerin mesleki motivasyonlarını etkileyen unsurları incelemek amacıyla gerçekleştirilmiş fenomenolojik bir çalışmadır. Katılımcılar, amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme yöntemi kullanılarak belirlenmiş olan, farklı kademelerde ve farklı branşlarda görev yapan 10 öğretmenden oluşmaktadır. Veriler araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme formu aracılığıyla elde edilmiştir. Elde edilen veriler içerik analizi ile analiz edilmiştir. Araştırmadan elde edilen sonuçlara göre öğretmenler içsel olarak olumlu yönde daha yüksek motivasyona sahipken, dışsal ve olumsuz etkenlerden daha çok etkilenmektedirler.

Anahtar kelimeler : Motivasyon, öğretmen, mesleki motivasyon

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INTRODUCTION

Education is a lifelong process that commences when an individual takes their first step in life and continues both formally and informally. At a certain point in this process, an individual elects to pursue a particular profession. Every individual desires to engage in a profession that aligns with their passions, to grow personally, to achieve success, and to experience contentment. The process that shapes individuals' feelings and thoughts about their professions is motivation.

According to Bentley (2006), motivation is a multidimensional and complex phenomenon defined as a process reflecting a person's desire and enthusiasm for their job, as well as the emotions they associate with it. Han, Yin and Boylan (2016) define motivation as the concept explaining why people decide to do something, their willingness to pursue a job, and how passionately they will engage in it. Hauser (2014) highlights motivation as a key source of positive energy in both professional and personal contexts. According to these perspectives, motivation can be conceptualized as a positive sentiment and cognitive framework that energizes individuals, enhancing their resilience and perseverance. In the contemporary business landscape, employers and organizations prioritize workforce efficiency and success. This emphasis is particularly pronounced in a rapidly evolving world, where the demands on employees are mounting and expectations are escalating. This dynamic environment has led employees to explore strategies to enhance their job satisfaction and cope with challenges. Employee motivation is a critical factor influencing performance (Çiloğlu, 2023).

The concept of motivation in individuals can be categorized into two categories: intrinsic and extrinsic motivation. Intrinsic motivation is characterized by an inherent interest or enjoyment in the task itself, stemming from internal factors rather than external pressures or incentives. In contrast, extrinsic motivation is driven by the desire to accomplish a task to attain a specific outcome, such as financial rewards, promotions, or improved working conditions. Extrinsic motivation is influenced by factors such as financial incentives, working conditions, external pressure (including the threat of punishment), and interpersonal relationships (Adjei and Amofa, 2014). Motivation has been studied from two key perspectives: scope and process theories, considering both intrinsic and extrinsic factors.

Content theories are based on the idea that human behavior is driven by individual needs. These theories emphasize that motivation is an internal

process governing an individual's actions and decisions. The conceptual foundations of content theories are closely linked to Maslow's hierarchy of needs, the dual-factor theory, the achievement need theory, and the ERG theory.

- Maslow's hierarchy of needs theory posits that needs such as security, belonging, respect, and self-actualization arise once individuals meet their basic physiological needs (Sarıhasan, 2014)
- Herzberg's dual-factor theory emphasizes hygiene factors, such as salary, leave, rewards, and job security, as well as job satisfaction and motivation factors, such as recognition, responsibility, and achievement (Adair, 2006).
- McClelland's need for achievement theory highlights individuals' need for achievement, power, and relationship-building, exploring how motivation develops in relation to these needs (Paşaahmetoğlu and Yeloğlu, 2017).
- According to Alderfer's ERG theory, individuals possess physiological, social, and personal growth needs, whose priority and significance differ among individuals (Sarıhasan, 2014).

In contrast, process theories of motivation address the factors individuals encounter in the workplace and examine their relationship with motivation. Although individuals have different thoughts and values, the motivation process follows a consistent pattern across individuals (Koçel, 2014). Process theories are categorized into expectancy, conditioning and reinforcement, equity, and goal theories.

- According to Vroom's expectancy theory, individuals are capable of achieving a desired goal upon completing a task. The value attributed to this achievement depends on the individual's level of motivation. The theory suggests that when expectations are high, individuals tend to exert more effort, leading to a positive outcome (Paşaahmetoğlu and Yeloğlu, 2017).
- In Skinner's conditioning and reinforcement theory, positive reinforcers are effective because they encourage the repetition of targeted behavior, while negative reinforcers work by discouraging unwanted behavior. Accordingly, rewards reinforce behavior, while punishments serve as deterrents (Koçel, 2014).
- In Adams's equity theory, individuals' primary motivation stems from their desire for equitable treatment. The pursuit of equity and justice serves as a driving force, compelling individuals to exert effort and perform in response to perceived fairness (Önen and Kanayran, 2015).

- According to Locke's goal-setting theory, an individual's motivation level depends on the goals they establish. It suggests that individuals with challenging, meaningful, and specific goals exhibit higher motivation levels than those with vague goals (Erdem, 1998).

Teacher motivation has a direct impact on their professional performance (Gölezlioğlu, 2023). High levels of teacher motivation are critically important for achieving institutional objectives, fostering more effective learning environments, cultivating a positive and harmonious school climate, promoting constructive interpersonal relationships among staff, enhancing teachers' commitment to both their profession and their institutions, and ultimately improving student achievement (Özdemir et al., 2014). Teachers who exhibit high motivation tend to demonstrate an idealistic approach to their professional responsibilities. They undertake their duties voluntarily and with exceptional dedication. Such individuals possess future-oriented goals for both themselves and their students and actively endeavor to realize these aspirations. Conversely, teachers with low levels of motivation typically display a lack of enthusiasm and interest in their work. They are often resistant to change, encounter difficulties in maintaining focus, and lack any strategic plans for professional or student development (Skinner & Belmont, 1991; as cited in Çiloğlu, 2023). Furthermore, low motivation among teachers is closely associated with diminished job satisfaction and an increased risk of experiencing burnout syndrome (Yazıcı, 2009).

Motivation is a personal reflection and does not exhibit continuity. Therefore, it is not entirely feasible to generalize the factors that influence motivation, as human behavior is inherently variable. Given the critical role of teachers as guides in the educational process, examining the factors that influence their motivation becomes essential for ensuring effective teaching and learning. In this context, the present study aims to identify the factors that positively or negatively affect teachers' work motivation. In line with this overarching objective, the study seeks to address the following research questions:

1. What are the intrinsic factors affecting teachers' motivation?
2. What are the extrinsic factors affecting teachers' motivation?

METHOD

The Research Model

In this study, a phenomenological research model was chosen to examine what experiences teachers have that affect their professional motivation and how

they make sense of these experiences. In phenomenological research, the primary data source consists of individuals who have directly experienced the phenomenon and can articulate their insights (Yıldırım and Şimşek, 2018). Phenomenology is a highly suitable qualitative research design for researchers aiming to understand how individuals interpret their lived experiences (Patton, 2018). It allows researchers to uncover relationships between events and individuals' perceptions of them, explore the essence of a particular phenomenon, and examine shared experiences among individuals.

Working Group

The study's sample group consists of 10 teachers teaching in different schools and departments across Osmaniye province during the 2024-2025 academic year. The maximum diversity sampling method, a type of purposeful sampling, was employed in this study. This method involves the deliberate selection of participants based on multiple criteria. The fundamental objective of this approach is to incorporate diverse perspectives to enhance the credibility of the findings (Creswell, 2021). In the present study, this sampling method was chosen with the expectation that including teachers with different experience levels, working in diverse educational settings, and in schools with varying resources would enable a deeper and multidimensional understanding of the studied phenomenon.

The purpose of qualitative research is not to generalize findings to a population but to gain an in-depth understanding of participants' experiences and perspectives. The sample size was deemed sufficient based on the principle of data saturation, which was reached when recurring themes began to emerge, and no new significant insights were identified in subsequent interviews. The demographic characteristics of the study group are presented in Table 1.

Table 1. Demographic information about the working group

Participants	Gender	Subject	Age	Seniority	Grade
T1	Male	English	26	5	Elementary
T2	Female	Philosophy	35	8	High
T3	Female	Mathematics	28	6	Secondary
T4	Female	Pre-school	40	19	Pre-School
T5	Male	Class Teacher	42	19	Elementary
T6	Female	Class Teacher	41	18	Elementary
T7	Female	Music	44	22	Secondary
T8	Male	Geography	48	26	High
T9	Male	Religious and Ethics	38	15	Secondary
T10	Female	Turkish Language	45	23	High

An analysis of the participants' demographic data, as presented in Table 1, reveals a total of 10 teachers, consisting of an equal distribution of five female and five male teachers. Regarding their academic specializations, the participants included one philosophy teacher, one mathematics teacher, two classroom teachers, one preschool teacher, one English teacher, one Turkish language and literature teacher, one geography teacher, one music teacher, and one religious culture and ethics teacher. The participants' age ranged between 26 and 48 years, while their teaching experience varied between five and 26 years. Regarding their institutions, one teacher works in a preschool, three in primary schools, three in secondary schools, and three in high schools.

Data Collection Tools

In the study, interview method was preferred in order to determine the factors affecting teachers' motivation. The main data collection tool in phenomenological studies is interview (Yıldırım and Şimşek, 2018). The interviews were conducted individually. A semi-structured interview form was used in the study. Before the interview form was created, a literature review was conducted and basic issues related to motivation were identified. The interview form consists of 10 questions. The questions were designed in a way to reveal the views of the teachers in order to reveal the factors affecting their motivation in detail. Before starting the interviews, a pilot interview was conducted with a teacher to understand whether the questions were understandable and to restructure them. In line with the suggestions, some adjustments were made to the questions and the interview questions were finalized. Some of the questions are as follows;

1. How would you describe your current state of professional motivation?
2. What would you say about the factors affect your professional motivation?
3. How do your relationships with your students affect your motivation?

Ethical Measures

Cukurova University Social and Human Sciences Scientific Research and Publication Ethics Committee has decided that the study is ethically appropriate with the protocol number 1269011 dated 22.03.2025. Then, research and application permission was obtained from Osmaniye Provincial Directorate of National Education for data collection with the application number 21929 dated 25.03.2025.

Prior to the interviews, all participants were informed that the interviews would be audio-recorded and assured that their names or identities would remain anonymous in the study, with their informed consent obtained prior to

participation. All participants consented to the audio recording of their interviews. The identity of the participants was kept anonymous name as T1, T2, T3, etc.

Data Collection Process

During the data collection process, face-to-face interviews were held with three teachers, whereas telephone interviews were carried out with seven teachers. The interview questions were shared with participants in advance, and they were provided with comprehensive information regarding the interview process. The interviews were conducted as per the teachers' preferred date and time. The interviews were conducted by the researcher personally, with each interview lasting between 14 and 26 minutes. All interviews were completed within three days.

Data Analysis

The data obtained from the research were analyzed using the content analysis method. Qualitative content analysis is a method that involves an in-depth examination of textual meanings. This method does not aim to measure the frequency of words. Instead, its primary objective is to analyze the narratives in the text by examining their meanings and context, identify explicit and implicit themes, and categorize and interpret concepts (Patton, 2018). Initially, the interview recordings were transcribed using the Google Dictation tool. The transcribed texts were meticulously reviewed, the audio recordings were replayed to check for transcription errors, and necessary corrections were made for spelling mistakes and expression inconsistencies. In the qualitative data analysis process, a systematic procedure was followed, data organization, interpretation, and the extraction of meaningful findings. After the data coding process, a code list was created, similar codes were grouped together, and categories were formed and grouped under themes. The 4 themes, 12 sub-themes, and 58 codes that emerged from the analysis of the research data are presented in detail in the findings section. Finally, the data were interpreted using a purposeful and methodologically grounded analysis plan, avoiding arbitrary judgments. The findings were then compared with existing literature and presented in a comprehensive report.

Validity and Reliability

The transcribed interviews were reviewed multiple times by the researchers, and a context-related pre-coding process was conducted. The pre-coded sentences were repeatedly analyzed, and the content analysis was carried out independently by each researcher. One of the ways to ensure internal validity in qualitative studies is to reach a consensus. For this reason, opinions were

shared with an independent expert, and coding was requested. The consistency of the coding was calculated using Miles and Huberman's (1994) formula 'Consensus / (Consensus + Disagreement) × 100,' resulting in a value of 0.90. The codes were reviewed again in line with the provided suggestions, ensuring consensus. Another way to ensure validity and reliability in the research is through participant confirmation. The answers given during the interview were reflected back to the participants by the researcher, and participants were asked to confirm verbally to ensure accurate understanding. To ensure credibility, the opinions of the participants were quoted directly in the findings section.

FINDINGS

The research findings were revealed by subjecting participant views to content analysis and their subsequent organization into themes and categories. The content analysis yielded two main sections of findings. The initial section focuses on teachers' intrinsic motivation factors, while the subsequent section examines teachers' extrinsic motivation factors. The codes generated based on the research questions were grouped under the themes of increasing motivation and decreasing motivation. The intrinsic motivation sources were divided into four sub-themes, resulting in a total of 17 codes, while the extrinsic motivation sources were categorized into eight sub-themes, resulting in 41 codes.

Sources of Intrinsic Motivation

The following section provides a review of the existing literature on intrinsic motivation and its relationship to professional motivation. This review aims to address the first research question regarding the factors influencing professional motivation. The findings from this review will be summarized in Table 2.

Table 2. Distribution of Themes, Sub-Themes, and Codes Regarding Teachers' Perspectives on Sources of Intrinsic Motivation

Themes	Sub-themes	Codes	N
Intrinsic Sources for Increasing Motivation	Emotional Sources	Love for Profession	6
		Love for Students	5
		Desire to be successful	4
		Sense of belonging to the school	4
		Professional satisfaction	4
		Inner peace and a clear conscience	3
		Desire for personal development	2
	Professional Development Source	To participate in various projects	5
		Participating in professional development training programs	4

		Keeping up with changes in education	3
		Exploring new teaching techniques	3
		Sharing knowledge and experience with colleagues	3
		Joining out-of-school programs and activities	2
Intrinsic Sources of Demotivation	Professional Source	Dissatisfaction with the organization	4
		Professional burnout	3
		Professional dissatisfaction	2
	Personal Sources	Personal life challenges	3

When Table 2 is examined, the factors affecting teachers' intrinsic motivation consist of two themes: factors that enhance motivation and factors that hinder motivation, encompassing a total of 17 codes. In this context, the emotional resources sub-theme includes love for the profession, love for students, desire to be successful, sense of belonging to the school, professional satisfaction, inner peace and a clear conscience regarding the profession, and a desire for personal development. On the other hand, professional development resources were coded as to participate in various projects, participating in professional development trainings programmes, keeping up with educational trends, exploring new teaching techniques, sharing knowledge and experience with colleagues, and joining out-of-school programs and activities. The factors diminishing intrinsic motivation were categorized under two sub-themes: professional factors and personal factors. The findings related to intrinsic motivation factors among teachers are presented below in line with the sub-themes.

Intrinsic Sources for Increasing Motivation

Emotional Sources

The most significant emotional factors enhancing teachers' professional motivation appear to be their passion for the teaching profession and the emotional connection they establish with their students. The perspectives shared by classroom teacher T6 and music teacher T7 on this matter are presented below.

"The change in the student maximizes my motivation. I mean, I am happy when I am rewarded for my efforts, I am motivated, I have a goal. For example, the criterion is seventy percent of the class. When I reach seventy percent of the class and above, I feel motivated in the success of an outcome, in other words, I feel that I have achieved success." (T6)

"I have been a teacher for 22 years, and throughout this time, my passion for my profession has remained unchanged. I deeply love my school and my students. This love itself serves as a significant source of motivation. My unwavering dedication stems from the affection I feel for my students and my school." (T7)

Professional Development Sources

Teachers stated that engaging in various projects, participating in professional development training, keeping up with current developments, embracing innovations, and sharing their knowledge and experiences with colleagues collectively contributed to enhancing their professional motivation and rejuvenating themselves. The perspectives of classroom teacher T5 and preschool teacher T4 on this matter are presented below.

"... Sharing my knowledge with my colleagues and transferring what I know to them enhances my professional motivation. In fact, I can boost my motivation through sharing." (T5)

"I always keep up with the educational agenda. What's new? What more can I offer these children? I need to stay aligned with the age of technology. New developments excite and motivate me." (T4)

Intrinsic Sources of Demotivation

Professional Sources

Teachers indicated that the intrinsic professional resources that diminish their professional motivation include a lack of job satisfaction and a sense of professional burnout. In this regard, the opinions of the English teacher (T1) and the geography teacher (T8) are provided below.

"The school where I work is substandard. My academic performance declines daily. My students are migrants. Despite my efforts, I see no tangible results. This makes me question the reasons for my struggles, leaving me unsatisfied with my work." (T1)

"To be candid, it's been the same thing for 26 years—always the same—and the students don't care. To tell you the truth, over time, one grows weary of this monotony. I must admit that teaching has become tiresome for me." (T8)

Personal Sources

Teachers stated that the challenges they face in their personal lives negatively affect their professional motivation, reducing their enthusiasm for their work.

The following section presents the perspectives of philosophy group teacher T2 and classroom teacher T5.

“As a Pisces, I often experience ups and downs in my personal life. Although I love my job, care deeply about my students, and consider myself an idealist, these emotional tides occasionally affect my profession. During such times, my motivation decreases, and I struggle to be productive. Of course, I try not to let it last too long, but after all, I am only human.” (T2)

“I am a parent of two children. I have a class that requires daily preparation, along with the responsibility of caring for 24 other children. Balancing these demands is often a challenge. When I find myself neglecting my own children, I feel a deep sense of guilt. This, in turn, negatively impacts my motivation at work.” (T5)

Extrinsic Motivation Sources

The extrinsic factors influencing teachers' motivation, which constitute the second research question of the study, were categorized into two main themes: factors that enhance motivation and factors that diminish motivation. These extrinsic motivation sources were further classified into four sub-themes: student-related, management-related, colleague-related, and parent-related factors.

Table 3. Distribution of Themes, Sub-Themes, and Codes Regarding Teachers' Perspectives on Sources of Extrinsic Motivation

Themes	Sub-themes	Codes	N
Increasing Motivation External Sources	Student- induced	Students' eagerness to learn	4
		Students' curiosity and questioning behavior	4
		Being remembered by former students	3
		Being valued and appreciated by students	2
		Students' academic and personal growth	2
		Effective teacher-student communication	2
	Administrators -induced	Lesson preparedness	1
		Being appreciated by school administrators	2
		Support from administrators	2
		Empathetic attitudes of school administrators	2
	Colleague- induced	Being involved in the management process	1
		Collegial collaboration	4
		Sharing knowledge and experience	3
	Parent- induced	Positive communication among colleagues	3
		Parent-teacher collaboration	3
		Parental support for the student	3
		Being appreciated by parents	1

Demotivating Extrinsic Sources	Administrators -induced	Not appreciated by administrators	5
		Administrators' overbearing attitude	4
		Administrative injustice	4
		Additional responsibilities beyond primary duties	3
		Administrators' lack of leadership qualities	2
		Lack of support from administrators	2
		High expectations for academic success	2
		Administrators' resistance to innovation	2
		Management instability	2
	Parent- induced	Economically disadvantaged parents	3
		Parents intervening in classroom management	3
		Negative attitudes of parents	3
		High expectation of academic success	3
		Lack of academic support	3
		Communication problems with parents	2
		Being unappreciated by parents	1
	Student induced	Low levels of readiness	4
		Lack of responsibility of students	4
		Students' behavioral problems	3
		Students' unwillingness to learn	3
		Problems with absence	1
	Colleagues induced	Lack of collegial support	5
		Competitive and envious colleagues	5
		Burnout attitudes of colleagues	2

Table 3 reveals that the factors influencing teachers' extrinsic motivation fall into two overarching themes: extrinsic sources that enhance motivation and those that diminish it. A total of 41 codes were identified and subsequently categorized under four sub-themes: administration, colleagues, students, and parents. The findings related to teachers' extrinsic sources of motivation are presented below in alignment with these sub-themes.

Increasing Motivation External Sources

It is seen that the external sources that increase teachers' motivation are mostly from students and administration.

Student- induced

Teachers stated that extrinsic factors enhancing their motivation include students' eagerness to learn, being remembered by former students, being appreciated and liked by students, students' academic and personal growth, students' curiosity and questioning behavior, effective teacher-student

communication and lesson preparedness. In this regard, the perspectives of philosophy group teacher T2 and literature teacher T10 are presented below.

"... I have students who have become teachers, doctors, and pharmacists. I have left a lasting impact on them, to the extent that I still keep in touch with many of them. Seeing them establish successful careers renews my hope and boosts my motivation. It makes me say, -Yes, I'm glad to be a teacher. -" (T10)

"As soon as I step into the classroom in the morning, I carry with me the kind words I've heard from my students. I believe I am a well-liked teacher, as their words of appreciation and affectionate remarks feel like a shower of stars raining down on me as I walk to class. Seeing their books open and ready in front of them, and knowing they are eager to listen attentively, greatly boosts my motivation." (T2)

Administrators - induced

Teachers stated that their professional motivation increased when they were appreciated by school administrators, received support from them, experienced their empathetic attitudes and were involved in the management process. The perspectives of pre-school teacher T4 and music teacher T7 on this matter are presented below.

"... Because my administrator is a diligent person who loves his job, he recognizes my efforts, and I am always appreciated. As a result, I have no issues now. Every day, I go to school with a positive mindset and high motivation." (T4)

"As a music teacher, I am constantly creating visible works. In this regard, my administrators always support me in whatever I need. In fact, my greatest wish was to establish a music workshop, and thanks to their efforts, they did their best to help me achieve this." (T7)

Colleagues- induced

Teachers highlighted the significance of collaboration with colleagues, sharing knowledge and experience, and positive communication among colleagues as extrinsic factors that enhance their motivation. The following section presents the views of mathematics teacher T3 and classroom teacher T6 on this subject.

"My relationships with my colleagues are very good; we don't have any problems. We can ask each other questions and engage in discussions. I believe that having a supportive work environment is important. Most of my colleagues are my peers, and this atmosphere makes me feel at ease." (T3)

"As colleagues, we collaborate to create an environment where all children feel happy and engaged. For instance, we have no sense of rivalry or competition between us. There is no attitude of 'I am ahead in this subject' or 'My class is more hardworking.' I have realized that working together is not only more enjoyable but also fosters a more positive atmosphere." (T6)

Parents- induced

Teachers reported that their motivation increased through parent-teacher collaboration, parental support for students, and being appreciated by parents. The following section presents the views of Religious Culture and Ethics teacher T9 and classroom teacher T6.

"In general, my motivation improves when parents support me. I feel better and more motivated when parents stand by me and acknowledge that the teacher is right." (T9)

"I work at a village school, and I believe village teachers receive more appreciation and respect from parents compared to those working in the city center. I am always in touch with the parents, and it makes me very happy when they say, 'You are the teacher, you know better,' not only about their child but also about themselves. Hearing 'Thank you, teacher' after an activity is especially gratifying." (T6)

Demotivating Extrinsic Sources

It is seen that the external sources that decrease teachers' motivation are mostly due to factors originating from the administration and parents.

Administrators-induced

An analysis of the factors that diminish teachers' motivation reveals that school management plays the most significant role. Teachers have indicated that a lack of support and appreciation from administrators, overbearing and inequitable attitudes, the imposition of responsibilities beyond their designated roles, obstacles to innovative initiatives, and a lack of leadership qualities negatively impact their motivation. The following section presents the perspectives of English teacher T1 and geography teacher T8 on this issue.

"Another issue is that they lack knowledge about the activities we carry out or plan to implement, as well as the necessary expertise regarding regulations, laws, and legislation. Frankly, they don't seem to care much. There is a distinction between leadership and management. In reality, not everyone should be an administrator. In our country, one can become a manager by adhering to laws and regulations, but not

everyone can be a true leader. I believe what we need in the education and training process is leadership.” (T9)

“My biggest issue is with the administrators. Our administrator treats teachers as if they were their employees. I would especially like the administrative staff to recognize each of us as educators and value our opinions and ideas. This would greatly motivate me. However, unfortunately, I do not work in such a school.” (T1)

Parent- induced

The second most frequently cited factor that decreases teachers' motivation is the effects of parents. Teachers have indicated that parents' interference in classroom functioning, problems in parent-teacher communication, parents' lack of support in students' academic studies, their high expectations, their lack of appreciation, and problems in doing the things they want to do due to their economic situation reduce teachers' motivation. The following section presents the perspectives of T2, a philosophy group teacher, and T4, a preschool teacher.

“Parents should not be in a position to question a teacher’s professional competence. For example, I cannot dictate to a doctor how to perform an operation or which instrument to use because I lack medical expertise. In this regard, I can say that negative remarks from parents that interfere with classroom functioning are among the factors that diminish my motivation.” (T2)

“As a teacher, you put in your best effort and do everything perfectly, yet parents fail to appreciate it. Students have never demotivated me because they are inherently innocent and pure. However, as I mentioned, the most significant factor affecting my motivation is the negative remarks and lack of appreciation from adults while I am working.” (T4)

Student- induced

Teachers stated that students' lack of willingness to learn, academic deficiencies, lack of responsibility, as well as issues related to behavior and attendance, are factors that reduce their motivation. The views of English teacher T1 and Turkish language and literature teacher T10 on this matter are presented below.

“Swearing is especially high among adolescent students. I say, “My child, you are going to take the exam, pack up.” But where is anyone listening? It is as if I am talking to the wall. Naturally, I lose my enthusiasm.” (T10)

“My school is located in a suburb, and we face many attendance and discipline issues with our students. Much of our time is spent teaching them proper behavior, rather

than focusing on lessons or lectures. In terms of academic achievement, we are not making much progress.” (T1)

Colleagues- induced

Teachers indicated that a lack of support from colleagues within the same institution, the reluctance of other teachers to take responsibility for school-related work, and the competitive attitudes and envy among colleagues were factors that diminished their motivation. The following section presents the perspectives of philosophy group teacher T2 and music teacher T7 on this issue.

“Most of my colleagues, who are in the final years of their careers and close to retirement, are usually in a ‘let’s just get through this and leave’ mindset. I believe they see teaching as an ordinary job and don’t appreciate it. Sometimes, this makes me question, ‘Why am I working if they are not?’” (T2)

“In general, our school is not a particularly restless environment. However, as a teacher, I don’t receive much support from my colleagues in other subject areas. They often undervalue my class, seeing it as something secondary. Occasionally, I am forced to call on students to work on special days, which creates interpersonal challenges between us. Needless to say, I find this situation unsatisfactory.” (T7)

CONCLUSION AND DISCUSSION

As a result of the research, the factors affecting teachers' motivation were analyzed under the themes of intrinsic motivation and extrinsic motivation. In this context, 13 positive intrinsic motivation sources and 18 positive extrinsic motivation sources, totaling 31 positive sources; 4 negative intrinsic motivation sources and 24 negative extrinsic sources, totaling 28 negative motivation sources, were identified. Looking at the codes, it is understood that the most important factors that increase or decrease teachers' motivation are more important than extrinsic motivation sources. This can be interpreted as teachers are more affected by extrinsic motivation sources. The findings obtained in the studies conducted by Ada et al. (2013), Arslantaş et al. (2018) and Büyükses (2010) are in this direction. There are also findings that extrinsic motivation is higher than intrinsic motivation in motivation studies conducted with quantitative method (Gülmez and Özdemir, 2023; Uzundal, 2021; Vatansever Bayraktar, 2019). In intrinsic motivation sources, positive sources are higher than negative sources. This can be interpreted as that although teachers are intrinsically motivated for their profession, they care more about extrinsic sources. In fact, although motivation is an intrinsic state, passion, and power to act (Bentley, 2006; Han et al., 2016), as Maslow (Maslow, 1943; as cited in Seker,

2014) mentioned in the pyramid of needs, people also need love, belonging, appreciation, and respect. This explains the reason for attaching importance to extrinsic resources.

It is evident that the intrinsic sources of motivation for teachers include their love for the profession and students, a desire to be successful, a sense of belonging to the institution they work for, professional satisfaction, peace of mind and conscience regarding their work, a desire for personal development, participation in different projects, involvement in professional development training, staying updated with changes in the field, researching new techniques, sharing knowledge and experiences with colleagues, and engaging in extracurricular activities. Similarly, Ada et al. (2013) and Deniz (2021) examined the motivation sources of classroom teachers and found that teachers' love for students and teaching, passion for achievement, and sense of conscience all contributed to increased motivation. Argon and Ertürk (2013) also identified a desire for success, a sense of responsibility, and professional prestige as key motivators. Shishigu (2015) highlighted that the need for appreciation plays a significant role in professional motivation. These findings are consistent with the results of the current study.

The findings of the research indicate that intrinsic sources that diminish teachers' motivation include a lack of job satisfaction, burnout related to the profession, and professional dissatisfaction, as well as challenges in their personal lives. Notably, the loss of motivation is closely associated with burnout, emotional exhaustion, intense stress, and dissatisfaction (İş and Güçlü, 2024). In such environments, individuals may experience discontent, leading to feelings of exhaustion, stress, and professional dissatisfaction. A study by Deniz (2021) identified intrinsic factors that diminish teachers' motivation, such as disdain for the profession, a perceived inability to contribute, professional inadequacy, feelings of worthlessness, professional idealism, economic challenges, psychological distress, anxiety, stress, and a lack of self-confidence. İpek and Çatlı (2024) argued that the primary factor contributing to teachers' diminished motivation is the challenges they face in their personal lives. While the results of other studies align with the findings of this research, the predominant factors differ due to variations in the study groups. This variation may be attributed to differences in personal priorities.

The findings of the research indicate that teachers' motivation is influenced by various factors, including student behavior, administration, relationships with colleagues, and parent relations. Notably, students emerge as a pivotal factor in positively impacting teachers' motivation. Teachers indicated that their

motivation is influenced by factors such as students' desire to learn, the desire to be remembered by former students, the wish to be loved and appreciated by students, the observation of students' progress, students' inquisitive attitudes, students' excitement about coming to school, positive communication between teachers and students, and students' preparation for class. Kayuni and Tambaşı (2007) assert that teachers' motivation affects their commitment to work, which in turn influences students' learning processes. The reciprocal relationship between teacher motivation and student achievement is well-documented, with teachers' motivation often directly impacting student success (Vural, 2016; Shishigu, 2015). Additionally, Deniz (2021) asserts that student behaviors, particularly their level of interest and success, can have an effect on teacher motivation. Cenkseven and Sarı (2009) emphasize the significance of student achievement in determining teacher motivation, highlighting it as a crucial factor.

Teachers indicated that administrators' expressions of appreciation, provision of support, empathy, inclusion of teachers in management processes, and openness to development were positively motivating factors. Conversely, they identified a lack of appreciation, overbearing administrator attitudes, administrative injustices, imposition of responsibilities beyond teachers' roles, failure to support teachers' decisions, reluctance to embrace innovations, absence of leadership qualities, unstable attitudes, and high academic achievement expectations as factors that negatively impacted their motivation. Administrators have been shown to play an active role in motivating teachers toward their work (Uzun and Ayık, 2016). Moreover, the quality of communication between managers and employees has been demonstrated to significantly impact motivation (Çatlı and İpek, 2024). According to the study by Çatlı and İpek (2024), the school administration is the most significant external factor affecting teachers' motivation. Zeynel and Çarıkçı's (2015) study underscores the importance of providing feedback to employees about their work, enabling them to assess their own performance and fostering the development of self-improvement strategies. In contrast, Vural (2016) and Shishigu (2015) posit that teachers' motivation is influenced by factors such as autonomy to pursue personal aspirations, the efficacy of the managerial process, and recognition. However, these researchers also identified that factors like salary, working hours, working conditions, vacations, rewards, and job security also impact motivation. In this study, however, these factors were not mentioned by the participants. This discrepancy may be attributed to individual perspectives or a perceived lack of concern regarding issues such as working hours and salary.

The results of the study indicated that teachers are motivated by cooperation with colleagues, sharing knowledge and experience, and maintaining positive communication. Conversely, they reported being negatively affected by a lack of support from colleagues, competitive behavior, jealousy, and reluctance to take responsibility. These findings suggest that while teachers' motivation is influenced by both positive and negative factors related to their colleagues, the overall impact of these factors may not present significant challenges. In line with the findings, previous studies have shown that teachers who receive support from colleagues, maintain positive relationships, and share similar perspectives tend to experience higher levels of job satisfaction (Yılmaz, 2007).

In the study, teachers reported that positive cooperation with parents, parental support for students, and appreciation of the teacher's work had a motivating effect. Conversely, factors such as parents' economic struggles, interference in classroom functioning, high academic achievement expectations, lack of academic support for students, communication problems, and lack of appreciation for teachers negatively affected teachers' motivation. These challenges with parents often reflect on students, potentially impacting their success at school. Teachers who collaborate with parents gain a better understanding of the child's daily life, which can help guide the student more effectively. When teachers establish strong relationships with parents, they encourage greater parental involvement in the child's education, further supporting the child's learning. Moreover, parents who respond positively to the teacher's requests help the teacher work more efficiently. An effective and successful school is built on the collaboration between teachers, students, administration, and parents. Problems in teacher-parent communication can negatively impact student achievement and motivation by affecting the classroom environment and the student. Therefore, parental support and alignment with the teacher are critical for creating an effective learning environment (Teksin et al., 2024).

RECOMMENDATIONS FOR FUTURE RESEARCH

In light of the findings from the aforementioned study, it is crucial to harness teachers' intrinsic motivation by providing them with external resources. School administrators should be encouraged to implement strategies that foster democratic attitudes, such as involving teachers in decision-making processes, promoting empathetic communication, and supporting innovations to enhance teacher motivation. School administrators can take a more effective and flexible approach to create a positive impact on teacher-teacher relationships. Additionally, fostering effective communication between parents and teachers

can be achieved by organizing extracurricular activities and home visits. School management can organize social activities to improve parent-teacher communication.

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Genişletilmiş Türkçe Özet

Giriş

Her birey sevdiği işi yapmak, yaptığı işte kendini geliştirmek, başarılı olmak ve mutlu olmak ister. Bireylerin yaptıkları işe yönelik duygu ve düşüncelerini şekillendiren süreç ise motivasyondur. Çok boyutlu ve karmaşık bir olgu olan motivasyon için Bentley (2006) kişinin bir işi yapma sürecindeki istek ve hevesi, o işe yönelik hissettiği duyguları ifade eden süreç olduğu yönünde bir tanımlama yapmıştır. Bireylerin motivasyonu içsel ve dışsal motivasyon olarak nitelendirilebilir. İçsel motivasyon, yapılan işe duyulan ilgi veya keyif ile ifade edilen, dış baskılardan ziyade bireyin içinden gelen, kendi sahip olduğu unsurlardır. Dışsal motivasyon ise daha çok bir sonuç elde etmek için bir işi gerçekleştirme isteğidir. Okulların hedeflerine ulaşması, daha verimli öğrenme ortamlarının oluşması, okul ikliminin mutlu ve huzurlu olması, çalışanlar arası ilişkilerin pozitif olması, öğretmenlerin mesleklerine ve okula bağlılıklarının artması ve öğrenci başarısı için öğretmen motivasyonunun yüksek olması oldukça önemlidir (Özdemir vd., 2014). Motivasyonu yüksek öğretmenler görevlerinde idealisttir. Yaptıkları işleri gönüllü olarak ve üstün bir gayretle gerçekleştirirler. Motivasyonu düşük öğretmenler ise yaptıkları işe karşı isteksiz ve ilgisizdir. Yeniliklere kapalı, odaklanma sorunu yaşayan bu öğretmenlerin ne kendileri için ne de öğrencileri için herhangi bir gelişim planı yoktur (Skinner ve Belmont, 1991; akt. Çiloğlu, 2023). Motivasyonu düşük olan öğretmenlerin iş doyumunu yoktur ve tükenmişlik sendromu yaşarlar (Yazıcı, 2009). Özellikle eğitim sürecinin rehberi olan öğretmenlerin motivasyonlarının yüksek olmasının etkili bir eğitim için önemi göz önünde bulundurulduğunda öğretmenlerin motivasyonunu etkileyen unsurları incelemek önemlidir. Bu bağlamda çalışma, öğretmenlerin iş motivasyonunu olumlu veya olumsuz yönde etkileyen faktörleri belirlemeyi amaçlamaktadır. Bu genel amaç doğrultusunda şu sorulara yanıt aranmaya çalışılmıştır:

- 1-Öğretmenlerin motivasyonlarını etkileyen içsel motivasyon unsurları nelerdir?
- 2-Öğretmenlerin motivasyonlarını etkileyen dışsal motivasyon unsurları nelerdir?

Yöntem

Araştırmanın Deseni

Bu araştırmada öğretmenlerin mesleki motivasyonlarını etkileyen deneyimlerini, bu deneyimleri nasıl anlamlandırdıklarını ortaya koyabilmek amacıyla olgubilim deseni tercih edilmiştir.

Çalışma Grubu

Araştırmamanın çalışma grubunu 2023-2024 eğitim-öğretim yılında Osmaniye ilinde farklı okullarda ve farklı branşlarda görev yapan 10 öğretmen oluşturmaktadır. Araştırmada amaçlı örneklem yöntemlerinden maksimum çeşitlilik örnekleme yöntemi tercih edilmiştir.

Veri Toplama Araçları

Araştırmada öğretmenlerin motivasyonlarını etkileyen unsurları belirleyebilmek amacıyla görüşme yöntemi tercih edilmiştir. Olgubilim çalışmalarında temel veri toplama aracı görüşmedir (Yıldırım ve Şimşek, 2018). Çalışmada yarı yapılandırılmış görüşme formu kullanılmıştır.

Veri Toplama Süreci

Veri toplam sürecinde 3 öğretmen ile yüz yüze, 7 öğretmen ile telefon aracılığıyla görüşmeler gerçekleştirilmiştir. Görüşmeler öğretmenlerin kendilerinin belirlediği gün ve saat dahilinde gerçekleştirilmiştir. Tüm katılımcılar ses kaydı alınmasına izin vermişlerdir. Görüşmeler bizzat araştırmacının kendisi tarafından gerçekleştirilmiş olup her bir görüşme 14 ila 26 dakika arasında sürmüştür.

Veri Analizi

Araştırmadan elde edilen veriler içerik analizi yöntemi ile analiz edilmiştir. Nitel içerik analizinde temel amaç metindeki anlatıları anlamlar ve bağlam yolu ile analiz edip açık ve örtük temalar belirlemek; kavramları kategorilere ayırarak yorumlamaktır (Patton, 2018).

Alınan ses kayıtları Google dikte aracı ile deşifre edilmiştir. Katılımcıların kimliği açıkça belirtilmemiş ve Ö1, Ö2, Ö3,..., şeklinde kodlamalar yapılmıştır. Deşifre edilen görüşmeler araştırmacılar tarafından defalarca okunmuş ve bağlamla ilgili ön kodlama işlemi gerçekleştirilmiştir. Ön kodlama yapılan cümleler tekrar tekrar okunarak içerik analizi her bir araştırmacı tarafından ayrı ayrı gerçekleştirilmiştir. Nitel çalışmalarda iç geçerliliği sağlamanın yollarından biri görüş birliği sağlanmasıdır. Miles ve Huberman'ın (1994) "Görüş Birliği/ (Görüş Birliği + Görüş Ayrılığı) x 100" formülüyle kodlamaların tutarlılığı hesaplanmış ve .90 değeri elde edilmiştir. Araştırma verilerinin analizi sonucunda ortaya çıkan 4 tema, 12 alt tema ve 58 kod bulgular bölümünde ayrıntılı olarak sunulmuştur.

Bulgular

İçerik analizi sonucunda elde edilen bulgular iki bölüm halinde sunulmuştur. Birinci bölümde öğretmenlerin içsel motivasyon etkenleri, ikinci bölümde ise öğretmenlerin dışsal motivasyon etkenlerine yönelik elde edilen bulgulara yer

verilmiştir. Her iki araştırma sorusu çerçevesinde oluşturulan kodlar artan motivasyon ve azalan motivasyon temalarında toplanmıştır.

Öğretmenlerin içsel motivasyonlarını etkileyen unsurlar motivasyonu artıran kaynaklar ve motivasyonu azaltan kaynaklar olmak üzere iki tema, 4 alt tema ve toplam 17 koddan oluşmaktadır. Öğretmenlerin dışsal motivasyonlarını etkileyen unsurlar motivasyonu artıran dışsal kaynaklar ve motivasyonu azaltan dışsal kaynaklar olmak üzere iki tema, sekiz alt tema ve toplam 41 koddan oluşmaktadır.

Bu bağlamda duygusal kaynaklar alt teması meslek sevgisi, öğrenci sevgisi, başarılı olma arzusu, okula yönelik duyulan aidiyet, mesleki tatmin duygusu, mesleğine yönelik huzur ve vicdan rahatlığı, kişisel gelişim arzusu olarak belirtilmiştir. Mesleki gelişim kaynakları ise farklı projelerde görev almak, mesleki gelişim eğitimlerine katılmak, gündemdeki değişiklikleri takip etmek, yeni öğretim teknikleri araştırmak, meslektaşlarına bilgi ve deneyim aktarımı yapmak ve okul dışı etkinliklere katılmak kodları ile belirtilmiştir. İçsel motivasyonu azaltan kaynaklar ise mesleki kaynaklar ve kişisel kaynaklar olmak üzere iki alt temada kodlanmıştır.

Sonuç & Tartışma

Öğretmenlerin motivasyonunu etkileyen en önemli faktörlerin dışsal unsurlar olduğu görülmektedir. İçsel motivasyon kaynakları olumlu olsa da, öğretmenler dışsal faktörlere daha fazla önem vermektedir. İçsel motivasyonu artıran unsurlar arasında mesleğe duyulan sevgi, başarılı olma arzusu, aidiyet duygusu, mesleki tatmin, huzur ve vicdan rahatlığı yer alırken; olumsuz içsel faktörler arasında mesleki tükenmişlik, tatminsizlik ve özel hayat sorunları bulunmaktadır.

Dışsal faktörler açısından, öğretmenleri en çok etkileyen unsur öğrenciler olarak belirlenmiştir. Öğretmenler, yöneticilerin takdir ve desteğini motive edici bulurken, adaletsizlik, yüksek beklentiler ve üstenci tutumlar motivasyonu olumsuz etkilemektedir. Meslektaş ilişkileri ise diğer faktörlere kıyasla daha az belirleyici olmaktadır.

Velilerle olan ilişkiler de motivasyonu etkileyen kritik bir dışsal faktördür. Velilerin öğretmenle iş birliği yapması ve takdir göstermesi olumlu etki yaratırken, akademik baskı, ilgisizlik, şikâyet odaklı tutumlar ve ekonomik yetersizlikler motivasyonu düşürmektedir. Sonuç olarak, öğretmenlerin motivasyonu büyük ölçüde çevresel faktörlerden etkilenmektedir ve yönetim, veli ve öğrenci ilişkilerinin iyileştirilmesi önemlidir.

Öneriler

Öğretmenlerin içsel olarak sahip oldukları motivasyonun dışsal kaynaklar ile beslenerek harekete geçirilmesi önemlidir. Okul yöneticilerinin, öğretmenleri de karar süreçlerine dâhil ederek demokratik tutum geliştirme noktasında tedbirler almaları, öğretmenler ile iletişim noktasında empatik davranmaya gayret göstermeleri, yenilikleri teşvik etmeleri öğretmen motivasyonunun artırılması için önerilebilir. Veli iletişimini artırmak amacıyla okul dışı etkinlikler düzenlenebilir, ev ziyaretleri gerçekleştirilebilir.