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The Importance of Motivation in the Profession of Opticianry: Professional Development and Job Satisfaction

Optisyenlik Mesleğinde Motivasyonun Önemi: Profesyonel Gelişim ve İş Tatmini

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ÖZET

Bu çalışma, sağlık sektöründe hayati bir alan olmasına rağmen yeterince tanınmayan optisyenlik mesleğinde bireyleri etkileyen motivasyonel faktörleri araştırmaktadır. Optisyenlik, göz sağlığını koruyarak ve kişiye özel görsel çözümler sunarak halk sağlığına önemli katkılarda bulunmakta ve bireylerin yaşam kalitesini artırmaktadır. Betimleyici bir araştırma tasarımı kullanılan çalışmada, başkalarına yardım etme isteği, teknolojik yenilikler, kariyer gelişim fırsatları ve iş güvencesi gibi içsel ve dışsal motivasyon unsurları değerlendirilmiştir. Bulgular, motivasyon düzeylerinin yaş ve deneyim yıllarından etkilendiğini ortaya koymaktadır. 31-36 yaş grubu ile 11-15 yıl deneyime sahip bireyler daha düşük motivasyon bildirirken, 21 yıl ve üzeri deneyime sahip bireyler en yüksek motivasyon düzeylerini göstermiştir. Bu durum, uzun vadeli mesleki bağlılığın olumlu etkilerini yansıtmaktadır. Cinsiyet, medeni durum ve eğitim düzeyinin motivasyon üzerinde sınırlı etkileri olmasına rağmen, çalışma, profesyonel gelişim programlarının ve hedefe yönelik müdahalelerin motivasyon ve iş tatminini artırmadaki rolüne dikkat çekmektedir. Elde edilen sonuçlar, optisyenlikte kariyer motivasyonunun dinamikleri hakkında değerli bilgiler sunmakta ve mesleki tatmin ile çalışan bağlılığını artırmaya yönelik pratik öneriler sağlamaktadır.

Keywords:

Opticianry,

Motivation,

Job Satisfaction,

Healthcare Sector,

ABSTRACT

This study investigates the motivational factors affecting individuals working in the opticianry profession, a vital yet underrecognized field within the healthcare sector. Opticianry contributes significantly to public health by preserving eye health and enhancing individuals' quality of life through tailored visual solutions. Using a descriptive research design, the study evaluates intrinsic and extrinsic motivations, including the desire to assist others, technological advancements, career development opportunities, and job security. The findings reveal that motivation levels are influenced by age and years of experience, with the 31–36 age group and individuals with 11–15 years of experience reporting lower motivation. Conversely, individuals with over 21 years of experience exhibit the highest motivation levels, reflecting the positive impact of long-term professional commitment. While gender, marital status, and education level have limited effects on motivation, the study emphasizes the role of professional development programs and targeted interventions to enhance motivation and job satisfaction. These results offer valuable insights into the dynamics of career motivation in opticianry and provide practical recommendations for improving professional satisfaction and retention.

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1. INTRODUCTION

The profession of opticianry holds a vital place within the healthcare system by supporting the protection of visual health and contributing significantly to the enhancement of individuals' quality of life. Although the profession does not always receive societal recognition equivalent to other prominent healthcare fields such as medicine or nursing, its indispensable role in improving visual performance and daily functionality through vision correction remains evident (Kılıç and Keklik, 2012:78; Kara, 2020:14).

In this context, the sustainability of professional commitment and job satisfaction among individuals practicing the profession of opticianry is largely related to their level of motivation. Understanding the sources and continuity of professional motivation not only supports individual development but also directly influences the overall functioning of the profession and the quality of service provided. At this point, psychological theories that explain the structure of motivation offer a valuable theoretical framework for developing a deeper understanding specific to the field of opticianry.

Motivation functions as a central psychological force that compels individuals to initiate, regulate, and sustain behaviors directed toward meeting their needs and expectations (Gopalan et al., 2017:4). In the context of opticianry, motivation is shaped by the dynamic interplay between intrinsic and extrinsic factors. One of the most robust theoretical frameworks for examining these motivational processes is Self-Determination Theory (SDT), developed by Ryan and Deci (2000:65). This theory proposes that individuals are more likely to develop and maintain self-directed, meaningful engagement in activities when three basic psychological needs—autonomy, competence, and relatedness-are satisfied (Niemiec and Ryan, 2009). SDT classifies motivation into three core types: intrinsic motivation (IM), extrinsic motivation (EM), and amotivation (Maurer et al., 2013:694). Intrinsic motivation refers to engaging in an activity due to inherent interest, enjoyment, curiosity, or personal satisfaction (Ryan and Deci, 2000:60). It comprises three subtypes;

- *IM-Know:* motivation derived from the satisfaction of learning or understanding something new;
- *IM-Accomplish:* motivation arising from the pleasure of completing a task or creating something;
- *IM-Stimulation:* motivation driven by the desire for stimulating or exciting experiences (Maurer et al., 2013:80).

Extrinsic motivation involves behaviors performed to obtain external rewards or avoid punishment. It also includes three subtypes;

- *EM-Identified:* when individuals consciously accept the importance of a behavior and adopt it willingly (Guay et al., 2010:647);
- *EM-Introjected:* when behaviors are driven by internalized pressures, such as avoiding guilt or preserving self-esteem (Vallerand et al., 1992:1006);
- *EM-External:* when behaviors are entirely governed by external factors such as rewards, penalties, or social expectations (Guay et al., 2010:647).

An important dimension within SDT is autonomous motivation, which refers to high levels of self-determined behavior. This concept includes both intrinsic motivation and well-internalized forms of extrinsic motivation, particularly EM-Identified (Sisley, 2010:31). It is essential to note that intrinsic and extrinsic motivations are not mutually exclusive; individuals often demonstrate a combination of both, depending on the situational context. In contrast, amotivation is characterized by a complete absence of motivation. Individuals experiencing amotivation often feel incapable, lack perceived competence, or fail to recognize value in the activity or its outcomes (Ryan and Deci, 2000:61).

According to Souza and Silva (2021), SDT views motivation as a continuum, ranging from amotivation to intrinsic motivation. Along this continuum, the degree of autonomy progressively increases, and individuals may shift along this spectrum depending on personal and contextual factors.

This theoretical approach highlights that individuals' levels of motivation are not fixed but can vary over time depending on different circumstances. Therefore, identifying the specific sources of motivation that attract individuals to and retain them within professional fields such as opticianry gains both theoretical and practical significance. In this regard, the empirical identification of intrinsic and extrinsic motivational factors specific to the profession of opticianry offers a deeper understanding of why individuals choose to enter this field.

Within the specific context of opticianry, empirical studies have identified a variety of motivational drivers. The desire to help others, contribute to social well-being, and improve patients' visual performance are among the most influential intrinsic motivators encouraging individuals to enter the profession (Kobia-Acquah et al., 2020:2; Sayer, 2014:163). The profession thereby reflects the ethical foundations of the broader healthcare field, allowing practitioners to fulfill altruistic values while employing technical expertise and interpersonal competencies.

In addition to intrinsic elements, long-term job security, career development opportunities, and technological advancements enhance the extrinsic appeal of the profession (David, 1974:755; Kobia-Acquah et al., 2020:2). These developments have elevated opticianry beyond a traditional service role, positioning it as an intellectually engaging and economically stable career option.

The sustainability of motivation in opticianry is further reinforced by the profession's educational framework and professional development practices. Curricula that integrate theoretical learning with practical experience equip opticians to adapt effectively to changing industry demands. Additionally, technology-driven learning environments promote competence and relevance, strengthening motivation among practitioners (Kara, 2020:14).

Despite these favourable conditions, motivational levels may vary based on demographic and experiential factors. Research indicates that individuals in the 31–36 age group may report lower motivation due to evolving career expectations and challenges related to work-life balance (Lyons and Schweitzer, 2016:222; Speer, 2021:3). In contrast, extensive professional experience is often positively associated with motivation and job satisfaction, as it contributes to the development of a strong professional identity, autonomy, and emotional commitment to the occupation (Schaufeli, 2021:170; Ryan and Deci, 2000:66).

The relationship between motivation and job satisfaction is bidirectional: higher motivation contributes to increased satisfaction, while a satisfying professional environment reinforces sustained motivation. This connection is particularly evident among experienced opticians, who often report stronger engagement, loyalty, and professional pride.

Nevertheless, persistent challenges such as monotony, limited upward mobility, and difficulties in maintaining work-life balance remain significant obstacles, especially for mid-career professionals. However, tasks that require specialized technical expertise can mitigate these challenges by fostering renewed competence and purpose (Bakker and Demerouti, 2014:312).

In summary, opticianry is a profession that harmonises altruistic intentions with technical skills and a commitment to lifelong learning. Motivated by both personal aspirations and societal contributions, individuals find meaning and fulfillment in the field. Therefore, identifying and addressing motivational dynamics in opticianry is essential for strengthening job satisfaction, supporting long-term career commitment, and guiding strategic development within the profession.

- *RQ1*: What are the most common sources of motivation for individuals who choose the profession of opticianry?
- *RQ2*: How do various demographic factors (age, gender, education level, etc.) influence the professional motivation levels of opticians?
- *RQ3*: What is the relationship between motivation and job satisfaction in opticianry?
- *RQ4*: How do the main challenges opticians face in their profession impact their motivation and job satisfaction?

2. CONCEPTUAL FRAMEWORK

The profession of opticianry plays a crucial role in preserving eye health, which is one of the fundamental components of public health. Opticianries, as specialised healthcare professionals, provide eyewear or contact lenses and offer consulting services to optimise individuals' visual health. Although opticianry may not appear as well-recognized as other professions in the healthcare sector, its contributions to public health are undeniable. In this context, understanding the motivational factors that make opticianry an attractive career choice is essential for advancing the profession and enhancing its positive impact on society.

Factors encouraging individuals to pursue the profession and its contributions to personal and professional development will promote greater recognition of opticianry in society. People tend to work more efficiently as long as they are satisfied with their profession, work environment, income, the status of the profession, and society's perception of their career (Ergül, 2005). A common challenge many businesses or organizations face is low motivation, which directly affects performance quality and leads to adverse outcomes for business owners and employees (Tunçer, 2013:89). Such challenges are frequently encountered in workplaces.

However, viewing opticianry not merely as a technical profession but as a career path that positively transforms individuals' lives is believed to mitigate these negative factors. According to findings by Özmutaf and Aytekin (2016:414), optical store employees in Türkiye generally exhibit high levels of job motivation. The motivational factors that make the profession of opticianry appealing can be summarized as follows;

- ***Altruistic Motivation and Contribution to Public Health*:** Another significant factor making opticianry more attractive is the prestige brought to the profession by technological innovations. Technologies such as Free Form lenses and automated refraction devices enhance the professional reputation of opticians and strengthen their position as healthcare specialists (Kara, 2020:17; Sayer, 2014:163). Additionally, areas of specialization like low-vision care and customized eyewear production provide opportunities for professional growth (Küreli, 2024; Fassel, 2022:101).
- ***Professional Prestige and Growth Opportunities*:** Technological advancements have contributed to opticianry becoming an increasingly prestigious and specialized field. Innovative technologies, such as Free Form lenses and automated refraction tools, elevate the professional reputation of opticians, establishing them as skilled healthcare professionals rather than mere technicians (Kara, 2020:17; Sayer, 2014:163). Furthermore, opportunities in specialized fields such as low-vision care and advanced eyewear customization contribute to the growing appeal of the profession (Küreli, 2024; Fassel, 2022:101).
- ***Educational Motivation and Lifelong Learning*:** Opticianry can be described as a dynamic profession that requires constant innovation and learning. Opticianry programs in Türkiye aim to enhance professional competencies by balancing optical physics and practical applications (Türkoğlu et al., 2013:80). This makes the profession more attractive to individuals seeking an intellectually satisfying career. Job Security and Work-Life Balance. The increasing demand for eye health services, driven by an aging population and rising chronic illnesses, positions opticianry as a field offering long-term job security (Health Statistics Yearbook, 2014). Predictable working hours and flexible working conditions enable the profession to provide a healthy work-life balance (Sayer, 2014:164).
- ***Practical Work and Human Interaction*:** Opticianry stands out as a profession rich in social interaction. By offering personalized solutions tailored to patients' needs, opticians significantly boost patients' confidence and improve their quality of life (Ansari, 2019; Türkoğlu et al., 2013:80). Moreover, opticians often serve as patients' first point of contact regarding eyewear selection and vision correction needs (Fassel, 2022:101). In conclusion, opticianry emerges as a career dedicated to making meaningful changes in individuals' lives. With its individual and societal benefits, the profession has the potential to become more recognized and appreciated in the future.

3. METHOD OF RESEARCH

This study was conducted using a descriptive research method and aimed to investigate the motivational factors influencing career choices among opticians (Karasar, 2012). A structured questionnaire consisting of two sections was administered to opticians across Türkiye. The first section collected demographic data such as participants' age, educational background, and years of experience in the profession.

The second section utilized the 24-item "*Career Motivation Scale (CMS)*" developed by Day and Allen (2004:74) and adapted into Turkish by Taşçı et al. (2017:1100). This scale evaluates both intrinsic and extrinsic dimensions of career motivation. Responses were measured using a 5-point Likert scale (*1: Never, 5: Always*). The validity and reliability of the scale were rigorously assessed, and Cronbach's Alpha coefficient was calculated for reliability analysis. The high value obtained confirmed the reliability of the scale. The research provides a comprehensive framework for understanding the motivational factors of individuals who choose the profession of opticianry (Day and Allen, 2004:74; Taşçı et al., 2017:1100). Participants' demographic characteristics, the scale's reliability, and the data's normality were evaluated. In line with the study's objectives, demographic data were analyzed first, followed by reliability and normality tests of the scale.

3.1. Demographic Characteristics of Participants

Table 1 presents data on participants' gender, age, marital status, educational background, position, and years of experience in the field of opticianry.

Table 1. Frequency and Percentage Values for Demographic Information of All Participants

Variable	**No**	**Group**	f	%	$\%_{val}$	$\%_{cum}$
Gender	1	Female	113	46.3	46.3	46.3
	2	Male	131	53.7	53.7	100
Age	1	Below 30	96	39,3	52,5	52,5
	2	31-36	32	13.1	17.5	69.9
	3	37-42	24	9.8	13.1	83.1
	4	43-49	17	7.0	9.3	92.3
	5	50 and above	14	5.7	7.7	100
Marital Status	1	Married	111	45.5	45.5	45.5
	2	Single	133	54.5	54.5	100
Educational Level	1	High School or Below	19	7.8	7.8	7.8
	2	Associate Degree in Opticianry	164	67.2	67.2	75
	3	Associate Degree in Other Fields	18	7.4	7.4	82.4
	4	Bachelor's Degree	32	13.1	13.1	95.5
	5	Licensed Opticianry (Bachelor's or Associate Degree)	11	4.5	4.5	100
Position	1	"Responsible Manager" (Diploma or Licensed Optician)	96	39.3	39.3	39.3
	2	Opticianry (Sales Representative)	23	9.4	9.4	48.8
	3	Opticianry (Workshop Staff)	3	1.2	1.2	50
	4	Opticianry (Sales + Workshop Staff)	58	23.8	23.8	73.8
	5	Sales Representative (Non-Opticianry Graduate)	11	4.5	4.5	78.3
	6	Workshop Staff (Non-Opticianry Graduate)	5	2.0	2.0	80.3
	7	Sales + Workshop Staff (Non-Opticianry Graduate)	12	4.9	4.9	85.2
	8	Other	36	14.8	14.8	100
Years of Experience	1	0-5 years	148	60.7	60.7	60.7
	2	6-10 years	29	11.9	11.9	72.5
	3	11-15 years	12	4.9	4.9	77.5
	4	Years or More	55	22.5	22.5	100
Total	5	244	100		100	

According to Table 1, the gender distribution of the participants indicates that the proportion of males (53.7%) is slightly higher than that of females (46.3%). Regarding age groups, most participants (39.3%) are under 30, with the proportions decreasing as age increases. This suggests that younger individuals more commonly choose the profession.

Regarding educational level, most of the participants are graduates of associate degree programs in opticianry (67.2%), highlighting the prominent influence of vocational education in this field. Regarding position distribution, the most prominent groups are those working as "*Responsible Managers*" (39.3%) and "*Opticians (Sales Representative + Workshop Staff)*" (23.8%). At the same time, the proportion of individuals who are not graduates of opticianry programs is notably low.

When examining the distribution based on years of experience, most participants (60.7%) have between 0 and 5 years of professional experience. The decreasing proportions with longer experience suggest that the profession is either more appealing to younger individuals or experiences greater turnover in the early years of practice.

3.2. Data Collection Tool

In this study, the Career Motivation Scale (CMS) was selected and meticulously analyzed to measure the motivation levels of individuals practicing opticianry. The CMS's reliability was evaluated using Cronbach's Alpha coefficient, as presented in Table 2.

Table 2. Reliability of the Career Motivation Scale (CMS)

Cronbach's Alpha	Cronbach's Alpha Based On Standardized Items	N Of Items
0.861	0.863	24

According to Table 2, the Cronbach's Alpha value calculated for the scale's internal consistency was found to be 0.861, indicating that the scale is reliable and suitable for this study. For the normality analysis, the distribution of CMS scores was assessed using the Kolmogorov-Smirnov test, and the results are presented in Table 3.

Table 3. Results of One-Sample Kolmogorov-Smirnov Test for Checking the Normality of CMS Score Distribution

Value	**CMS**
f	244
Statistic	0.082
df	0.188
p	0.004

According to the test results, the p-value was found to be 0.004, indicating that the distribution of the scale scores is not normal. However, it was noted that in large sample groups (n > 50), such tests become sensitive and may report even minor deviations as non-normal (Büyüköztürk, 2022:64; Karip, 2013:89). Therefore, descriptive statistics were examined, such as skewness and kurtosis values.

Table 4. Skewness-Kurtosis Test Results of CMS Scores

Value	Statistic	Std. Error
Skewness	-0.465	0.177

Table 4 presents the CMS's skewness and kurtosis values. The skewness value was calculated as -0.465, and the kurtosis value as -0.013. Skewness and kurtosis values between +1 and -1 indicate that the data approximate a normal distribution (Büyüköztürk, 2022:66; Karip, 2013:89). Accordingly, it was concluded that the analyzed items are normally distributed and that parametric tests can be applied to the study.

3.3. Data Analysis

This section demonstrates that motivation levels may vary depending on individual and professional factors. Accordingly, the effects of demographic information on motivation levels were examined separately. Data regarding the impact of gender on motivation are presented in Table 5.

Table 5. Independent Samples t-Test Results for Determining Whether CMS Scores Differ by Gender Variable

Score	Gender	f	$\overline{X}$	S		t Test		%95 Confidence Interval Lower Bound	%95 Confidence Interval Upper Bound
					df	t	p		
	Female	113	80.90	15.86	242	1.218	0.381	-6.23	1.47
	Male	131	83.28	14.63				-6.25	1.49

Table 5 presents descriptive statistics related to the gender variable for CMS scores. The mean score for female participants was 80.90 (SD = 15.86), while the mean score for male participants was 83.28 (SD = 14.63). Although male participants' mean CMS scores were slightly higher than those of female participants, an independent samples t-test was conducted to assess the significance of this difference.

Levene's test results supported the assumption of equal variances (F= 0.770, p= 0.381). Based on the t-test performed under the assumption of equal variances, it was determined that the motivation levels of opticians toward their profession did not significantly differ between gender groups [t_{242}= 1.218, p>0.05]. The mean difference was calculated as -2.38, with a 95% confidence interval ranging from -6.23 to 1.47. Data regarding the impact of marital status on motivation are presented in Table 6.

Table 6. Independent Samples t-Test Results for Determining Whether CMS Scores Differ by Marital Status Variable

Score	*Marital Status*	*f*	$\overline{X}$	*S*		*t Test*		*%95 Confidence Interval Lower Bound*	*%95 Confidence Interval Upper Bound*
					df	t	*p*		
	Married	111	83.77	15.51	242	1.468	0.135		
	Single	133	80.85	14.92				-6.23	1.47

Table 6 presents descriptive statistics and independent samples t-test results related to the marital status variable for CMS scores. The mean score for married participants was 83.77 (SD = 15.51), while the mean score for single participants was 80.85 (SD = 14.92). Although married participants' scores were slightly higher than those of single participants, this difference was not found to be statistically significant [t_{242}= 1.498, p > 0.05].

The 95% confidence interval lower and upper bounds were calculated as -0.92 and 6.77, respectively, indicating that the mean difference could be due to chance. Data regarding the impact of educational level on motivation are presented in Table 7.

Table 7. One-Way ANOVA Results for Determining Whether CMS Scores Differ by Educational Level Variable

	f , $\overline{X}$ AND S values				Anova Results						
Score	Group	*f*	$\overline{X}$	S	Source of Variance	Sum of Squares	df	Mean Square	F	*p*	Significant Difference
	1	19	85.57	14.06	Between Groups	725.986	4	181.497	0.780	0.539	-
	2	164	81.52	15.15	Within Groups	55622.079	239	232.728			-
	3	18	81.50	16.05	Total	56348.066	243				-
	4	32	88.36	16.05							
	5	11	82.18	14.94							

Table 7 presents the mean values of Career Motivation Scores (CMS) concerning different educational levels and the results of the ANOVA analysis. The ANOVA results indicate that there is no statistically significant difference between the groups (F ((4-239))=0.780, p > 0.05).

Additionally, the homogeneity of variances was tested using Levene's Test. According to the results, the variances between the groups were found to be homogeneous (p>0.05). In the analysis of homogeneous groups, the mean values across groups were close to each other, and no significant divergence was observed. The highest mean score of 88.36 was attributed to participants with an opticianry license and either undergraduate or associate degree qualifications. In contrast, the lowest mean score of 81.50 belonged to participants with only a bachelor's degree. However, these differences were not statistically significant.

In conclusion, the educational level does not significantly impact Career Motivation Scores. The findings suggest that participants possess similar levels of motivation regardless of their educational background. Data regarding the impact of participants' age on motivation are presented in Table 8.

Table 8. One-Way ANOVA Results for Determining Whether CMS Scores Differ by Age Variable

	f , $\overline{X}$ and S values				Anova Results						
Score	**Group**	*f*	$\overline{X}$	S	Source of Variance	Sum of Squares	df	Mean Square	F	*p*	Significant Difference
	1	124	82.33	14.62	Between Groups	2696.048	4	674.012	3.002	0.19	2-1, 2-3, 2-4, 2-5
	2	37	75.08	17.45	Within Groups	53652.018	239	224.485			
	3	31	86.48	16.12	Total	56348.066	243				
	4	31	83.74	10.83							
	5	21	85.18	15.90							

*<30 (Group 1), 31–36 (Group 2), 37–42 (Group 3), 43–49 (Group 4), 50 and above (Group 5)

Table 8 presents the mean values and ANOVA results for CMS scores across different age groups. The ANOVA analysis revealed a significant difference between the groups [F ((4,239))= 3.002, p<0.05]. Post-hoc test results (Scheffe and Duncan methods) indicated statistically significant differences between the 31–36 age group and the other age groups. Specifically, the mean score of the 31–36 age group (75.08) was significantly lower than the other age groups. The remaining age groups (<30, 43–49, 50 and above, 37–42) showed similar values, with no significant differences.

Additionally, Levene's Test was used to test the homogeneity of variances. The results confirmed that variances were homogeneous across the groups (p>0.05), indicating that the homogeneity assumption for the ANOVA analysis was met. In conclusion, age groups significantly impact Career Motivation scores. The 31–36 age group stands out with a notably lower mean, distinguishing it from other age groups. Data regarding the impact of participants' roles in the business on motivation are presented in Table 9.

Table 9. One-Way ANOVA Results for Determining Whether CMS Scores Differ by Task Type Variable

	f, $\overline{X}$ and S values				Anova Results						
Score	**Group**	f	$\overline{X}$	S	Source of Variance	Sum of Squares	df	Mean Square	F	*p*	Significant Difference
	1	96	39.3	14.68	Between Groups	2360.312	7	337.187	1.474	0.177	-
	2	23	9.4	16.45	Within Groups	53987.754	236	228.762			
	3	3	1.2	10.50	Total	56348.066	243				
	4	58	23.8	16.49							
	5	11	4.5	16.77							
	6	5	2.0	13.01							
	7	12	4.9	13.80							
	8	36	14.8	13.35							

Table 9 presents the mean values and ANOVA results for CMS scores across different task types. According to the ANOVA analysis, no significant difference was found in CMS scores concerning the Task Type variable [$F_{(7,236)}$= 1.474, p>0.05]. Post-hoc test results (Scheffe) also indicated no significant differences between the groups.

When examining the mean values, the lowest mean score (73.09) was observed in the "*Sales representative (non-opticianry graduate)*" group. In contrast, the highest mean score (88.60) was found in the "*Workshop staff (non-opticianry graduate)*" group. However, these differences were not statistically significant.

Additionally, Levene's Test was used to test the homogeneity of variances. The results indicated that variances were homogeneous across the groups (p>0.05), confirming that the homogeneity assumption for the ANOVA analysis was met. Table 10 presents data regarding the impact of participants' years of experience in the business on motivation.

Table 10. One-Way ANOVA Results for Determining Whether CMS Scores Differ by Years of Work Experience Variable

	f, $\overline{X}$ and S values				Anova Results						
Score	**Group**	f	$\overline{X}$	S	Source of Variance	Sum of Squares	df	Mean Square	F	*p*	Significant Difference
	1	148	82.16	*14.4*	Between Groups	3965.180	4	991.295	4.523	0.002	3-1, 3-2, 3-4, 3-5, 5-1, 5-2, 5-4
	2	29	78.0	*18.5*							
	3	12	70.08	*17.92*	Within Groups	52383.885	239	219.175			
	4	16	82.93	*11.77*							
	5	39	88.76	*13.18*	Total	56348.066	243				

*0–5 years (Group 1), 6–10 years (Group 2), 11–15 years (Group 3), 16–20 years (Group 4), 21 years and above (Group 5)

Table 10 presents the mean values and ANOVA results for CMS scores across different years of work experience. According to the ANOVA analysis, a significant difference was found in CMS scores concerning the years of work experience variable [$F_{(4,239)}$ = 4.523, p<0.05].

Post-hoc results indicated that the group with 11–15 years of work experience had the lowest mean score (70.08) and significantly differed from the other groups. Additionally, the group with 6–10 years of experience showed similarities with both lower and higher experience groups, acting as a transition point among the

groups. The group with over 21 years of work experience had the highest mean score (88.77), distinguishing itself from the other groups. Levene's Test was used to assess the homogeneity of variances. The results indicated that variances were not homogeneous across groups ($p < 0.05$). However, due to the proximity of the p-value ($p = 0.08$), the analysis was continued.

4. FINDINGS

This study comprehensively examined the factors influencing the career motivation of individuals practicing the opticianry profession. The findings evaluate the demographic characteristics of participants, the reliability and normality analysis results of the CMS, and the effects of individual/professional variables on motivation.

Most participants (39.3%) were under 30, with their representation decreasing as age increased. This finding suggests that younger individuals prefer the opticianry profession or demonstrate a tendency toward youth. Regarding gender distribution, male participants (53.7%) slightly outnumbered female participants (46.3%). The marital status analysis revealed that single individuals (54.5%) exceeded married individuals (45.5%) in proportion.

Regarding education level, most participants (67.2%) were graduates of associate degree programs in opticianry, highlighting the critical role of associate degree programs in vocational education for the profession. Findings related to job roles indicated that "*responsible manager*" (39.3%) and "*sales representative + workshop staff*" (23.8%) were the most common roles. At the same time, individuals without an opticianry background were minimally represented in the profession. Regarding work experience, most participants (60.7%) had 0–5 years of experience, indicating that newcomers more commonly choose the profession or exhibit high mobility within the field.

The reliability of the CMS used in the study was evaluated using Cronbach's Alpha coefficient, calculated as 0.861. This value indicates the high internal consistency of the scale and its suitability for the study. Previous studies have supported the validity of the scale (Day and Allen, 2004:74; Taşçı et al., 2017:1100), and the results of this study corroborate these findings.

The distribution of CMS scores was assessed using the Kolmogorov-Smirnov test, yielding a p-value of 0.004, indicating a non-normal distribution. However, skewness (-0.465) and kurtosis (-0.013) values falling within -1 to +1 suggest that the data approximate a normal distribution, making parametric tests applicable. This underscores the importance of considering additional descriptive statistics in normality analysis rather than relying solely on the p-value.

The mean CMS score for female participants was 80.90, while for males it was 83.28. Although males scored slightly higher, the difference was insignificant ($p>0.05$). This suggests that gender is not a determining factor in career motivation. Married participants had a mean motivation score of 83.77, compared to 80.85 for single participants. Despite slightly higher scores among married individuals, the difference was not statistically significant ($p>0.05$), indicating that marital status does not significantly affect career motivation.

The ANOVA analysis of education levels showed no significant differences ($p>0.05$). The similar means across groups suggest that education level does not substantially impact career motivation, implying that motivation develops independently of education level.

Analyses by age groups revealed that the 31–36 age group had significantly lower motivation scores than other groups ($p<0.05$). This group's lower motivation may reflect a transitional or challenging period in their career. No significant differences were observed among other age groups.

Analyses by years of experience indicated that individuals with 11–15 years of experience had the lowest motivation scores (70.08), while those with over 21 years had the highest scores (88.77). These results suggest that motivation increases with more excellent experience but dips at mid-level experience, potentially reflecting challenges in achieving career satisfaction or progress during this period.

An analysis of motivation scores by job roles revealed no significant differences ($p>0.05$). However, sales representatives without an opticianry background had the lowest motivation scores (73.09), while workshop staff without an opticianry background had the highest scores (88.60). The lack of statistical significance indicates that job role has a limited effect on motivation.

The findings suggest that career motivation in the opticianry profession varies depending on age, years of experience, and professional factors. The lower motivation observed among the 31–36 age group and individuals with 11–15 years of experience highlights the importance of initiatives aimed at enhancing job satisfaction during these periods. Professional development programs, career counseling, and long-term planning strategies could improve motivation. This study provides significant insights into motivational factors in the opticianry profession and offers a comprehensive framework for future research.

5. DISCUSSION

The research findings indicate that individuals in the opticianry profession generally exhibit high levels of motivation. While the influence of demographic and professional variables such as gender, marital status, education level, and task type on motivation appears to be limited, age groups and years of work experience stand out as more significant. In particular, individuals aged 31–36 demonstrate lower levels of motivation compared to other age groups, which may be associated with evolving career expectations and difficulties in achieving work-life balance (Lyons and Schweitzer, 2016:222; Speer, 2021:3). Other demographic variables, such as gender and education level, do not appear to have a statistically significant impact on motivation.

Addressing the first research question—*What are the most common sources of motivation for individuals choosing the opticianry profession?*—the findings reveal that the main motivators include the desire to help others and the crucial societal role of the profession within the healthcare sector (Kara, 2020:14; Kobia-Acquah et al., 2020:3). Contributing to individuals' quality of life through the correction of visual impairments is identified as a key intrinsic motivator. Moreover, job stability and the possibility of continuous development through technological advancements are also noted as attractive features of the profession (Türkoğlu et al., 2013:80).

Regarding the relationship between motivation and job satisfaction, the results suggest a positive and direct association. Higher levels of motivation are found to be linked with increased job satisfaction. This is especially pronounced among individuals with long-term professional experience, who report stronger commitment and greater satisfaction in their roles (Ryan and Deci, 2000:69; Schaufeli, 2021:170). The accumulation of professional experience appears to reinforce a sense of identity, purpose, and belonging within the field.

In examining the challenges faced by professionals in this domain, the findings show that monotony, lack of advancement opportunities, and difficulty balancing personal and professional life are significant sources of demotivation, particularly among mid-career professionals (Lyons and Schweitzer, 2016:222; Speer, 2021:3). Nonetheless, tasks that demand technical skills are found to be motivating, as they enhance autonomy and provide clear, measurable outcomes (Bakker and Demerouti, 2014:312).

These findings align with the theoretical frameworks used. According to Ryan and Deci's (2000) Self-Determination Theory, intrinsic motivation is enhanced when autonomy, competence, and relatedness are satisfied. Similarly, the Job Demands-Resources Model (Bakker and Demerouti, 2007:278; Schaufeli, 2021:170) explains that long-term professional experience allows individuals to better utilize job resources, thereby maintaining higher motivation and job satisfaction.

6. CONCLUSION

In conclusion, this study demonstrates that the opticianry profession offers considerable potential to meet both personal and professional needs, thereby fostering high levels of motivation and job satisfaction among its practitioners. The desire to help others, career stability, and the opportunity to contribute meaningfully to public health are key motivators for individuals entering and remaining in the profession.

While most demographic variables exert limited influence, age and years of experience play a more central role in shaping motivation. Individuals with long-term experience report deeper professional identity, stronger emotional bonds with their occupation, and a greater sense of autonomy and competence—factors which are strongly linked to sustained motivation and job satisfaction.

The findings also provide valuable theoretical insights and practical implications. They underscore the importance of supporting professionals throughout different career stages—especially during mid-career periods when motivation may decline. Professional development programs, mentoring, and strategic career planning are identified as crucial tools to maintain and enhance motivation.

Furthermore, the study emphasizes the ethical and societal value of the opticianry profession. Beyond being an economic activity, it is a service-oriented field that contributes to societal well-being. This reinforces the idea that professional motivation in healthcare-related roles is not only tied to individual benefits but also to broader social contributions.

Overall, this research contributes to the literature by providing a comprehensive understanding of the motivational dynamics within the opticianry profession. It offers a solid foundation for future studies and policy development aimed at improving professional satisfaction, retention, and performance in this essential field.

7. RECOMMENDATIONS

These findings provide significant insights not only for individuals but also for the sustainable success of businesses. Businesses can enhance individual satisfaction and organizational efficiency by understanding their employees' needs and implementing appropriate support mechanisms. In this context, businesses and managers must focus specifically on the needs of employees in their mid-career stages. This study offers the following recommendations to increase individuals' motivation and support the sustainable success of businesses;

- Develop specific programs for individuals in their mid-career stages, including flexible working hours and work-life balance strategies.
- Provide employees with opportunities for professional skill development, innovative projects, and career counseling.
- Recognize the contributions of long-serving employees through reward programs or celebration events.
- Reduce monotony by diversifying job tasks, particularly by increasing projects that require technical skills.
- Establish regular feedback mechanisms to identify employee needs and implement support mechanisms accordingly.

In conclusion, this study highlights the positive impact of long-term professional experience on motivation. Businesses must recognize the contributions of experienced employees and develop specific policies for them, as this benefits both individual satisfaction and organizational success. Additionally, applying this study to a broader sample group to contribute new insights to the literature and conducting similar research in different sectors could provide more comprehensive data on motivation and job satisfaction.

YAZAR BEYANI / AUTHORS' DECLARATION:

Bu makale Araştırma ve Yayın Etiğine uygundur. Beyan edilecek herhangi bir çıkar çatışması yoktur. Araştırmanın ortaya konulmasında herhangi bir mali destek alınmamıştır. Makale yazım ve intihal/benzerlik açısından kontrol edilmiştir. Makale, "*en az iki dış hakem*" ve "*çift taraflı körleme*" yöntemi ile değerlendirilmiştir. Makalede kullanılan ölçek için yazar(lar) tarafından ölçeğin orjinal sahibinden izin alındığı beyan edilmiştir. Yazar(lar), dergiye imzalı "*Telif Devir Formu*" belgesi göndermişlerdir. Bu araştırmanın yapılması ile ilgili olarak Gümüşhane Üniveritesi Etik Komisyonundan 24/01/2025 tarih ve 2025/1 sayılı "*Etik İzni Belgesi*" alınmıştır. Yazar, çalışmanın tüm bölümlerine ve aşamalarına tek başına katkıda bulunmuştur. / This paper complies with Research and Publication Ethics, has no conflict of interest to declare, and has received no financial support. The article has been checked for spelling and plagiarism/similarity. The article was evaluated by "*at least two external referees*" and "*double blinding*" method. For the scale used in the article, it is declared by the authors that permission was obtained from the original owner of the scale. The author(s) sent a signed "*Copyright Transfer Form*" to the journal. Regarding the conduct of this research, an "*Ethics Permission Certificate*" dated 24/01/2025 and numbered 2025/1 was obtained from the Ethics Committee of the University of Gümüşhane. The author contributed to all sections and stages of the study alone.

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