




www.ijres.net

Evaluation of the Motivation Levels of Physical Education Teachers

Murat Kasimoğlu 
Arven Pharmaceuticals, Turkey

To cite this article:

Kasimoglu, M. (2021). Evaluation of the motivation levels of physical education teachers. *International Journal of Research in Education and Science (IJRES)*, 7(2), 412-425. <https://doi.org/10.46328/ijres.2087>

The International Journal of Research in Education and Science (IJRES) is a peer-reviewed scholarly online journal. This article may be used for research, teaching, and private study purposes. Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material. All authors are requested to disclose any actual or potential conflict of interest including any financial, personal or other relationships with other people or organizations regarding the submitted work.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



International Journal of Research in Education and Science (IJRES) is affiliated with the [International Society for Technology, Education, and Science \(ISTES\): www.istes.org](http://www.istes.org)

Evaluation of the Motivation Levels of Physical Education Teachers

Murat Kasimoğlu

Article Info

Article History

Received:

29 June 2020

Accepted:

15 January 2021

Keywords

Physical education teacher

Motivation

Gender

Age

Type of school

Abstract

A number of psychosocial determinants have been associated with a significant proportion of teachers with adjustment problems and low levels of motivation. The motivation of physical education teachers is a critical factor in their approach to students and in achieving lesson outcomes. In this study, it was aimed to evaluate the motivation levels of physical education teachers in terms of some variables. In the study, based on the descriptive survey model, physical education teachers were compared according to the variables of gender, age, marital status and type of school. The sample of the study consists of 206 physical education teachers working in secondary schools and high schools in Aksaray, Karaman and Konya provinces of our country. Intrinsic and extrinsic motivation scales were used to collect research data. According to the results of the study, the extrinsic motivation levels of the teachers were found to be partially low. The extrinsic and general motivation of physical education teachers working in private schools is very low. According to the findings of the study, the motivation levels of physical education teachers differ according to the variables of gender, age, marital status and type of school.

Introduction

The physiological, psychological and social needs of the individual create tension in the person. The person takes action to relieve this tension and engages in some purposeful behaviors. Therefore, motivation refers to the person's behavior towards a certain goal to meet her/his needs and to make an effort to reach the goal (Arslantaş et al., 2011; Asigigan & Samur, 2021; Karagöz & Sünbül, 1996; Ülgen, 1995). After this general information about motives and motivation, we can ask the following question "Do we satisfy each motive separately?" The answer to this question is "no". Because, while we satiate one of our motives, also saturate our other motives. In other words, a certain activity can satisfy different motives at different times. For example, the person works and earns money in order to survive. With the money it earns, it meets the needs of nutrition, shelter, etc. The work done satisfies the motivation of activity as it enables the person to remain active and the curiosity is saturated by asking questions and making observations in order to learn about the work done and to get information about the environment (Kaleli, 2020; Kara, 2020a; Kara, 2020b; Koyuncuoğlu, 2021; Yavuz & Sünbül, 2004). Because it is necessary to communicate with other people while working, the motive of compassion and being together (the motive for intimacy) is saturated. By overcoming the difficulties of the job, the motive to be competent is satisfied. Earning life by working is also respected and accepted by the environment and thus some social motivations are satisfied. The individual may not be aware of many of these.

When asked, the person can say that she/he is working to earn money.

How can the establishment of unification of motives be explained in the educational setting? To answer this question, many factors such as the student's development, social-cultural origin, intelligence, ability, gender, age, and peer group must be known. In addition, it is necessary to know which motives primarily seek satisfaction and which goals they aim for. On the other hand, are there any conflicts between these motivations? Because positive motivation and diametrically opposite motivation can occur at the same time. This situation significantly affects behavior. Motivation can be perceived as a phenomenon that tries to answer the question of how and why people behave the way they do. There is definitely a driving force at the basis of the behaviors that people display in their daily activities. This driving force can be characterized as motive, impulse, desire or need. Based on this, motivation can be defined as the stimulation, direction and reinforcement of human behavior (Landicho , 2020; Shelley & Purzer, 2015; Yurt & Sünbül, 2012).

The desire to quantify changes in motivation and partially understand motivational factors explains the significant growth in published research reporting results of education worker surveys that measure motivation (Borghi et al., 2018; Fernet et al., 2016; Lazar , 2019; Panisoara et al., 2020; Schaefer, Long & Clandinin, 2012). However, because motivation is not directly observable, measurement and analysis of motivation is not simple (Pinder 2008). A large experimental literature has examined work motivation and factors that provide motivation (Pinder 2008) and it has been shown to have a predictive value in determining the efforts and performance of employees in the education sector (Bandura 1982; Budiharso & Tarman, 2020).

Motivation is often conceptualized as a one-dimensional structure, where the focus is on the overall amount of motivation available to direct behavior (Gow et. al 2013; Hagopian *et al.*, 2009). Sometimes motivation is conceptualized as a multidimensional construct, with an additional focus on the combination of qualitatively different types of motivation, such as intrinsic and extrinsic motivation (Lohmann *et al.*, 2016). According to SDT, intrinsic motivation can be perceived as the determinant of the action a person is involved in because of their interest (Ryan & Deci, 2000). In the field of education, intrinsic motivation is highly respected for its consequences and this has an immediate effect: it "produces motivation"(Lazar, 2019). Intrinsic motivation is often associated with positive employee outcomes, and extrinsic motivation expressed by external regulation is negatively correlated or unrelated to positive outcomes (Lazar, 2019). A pragmatic suggestion is that organizations should focus on internal and external motivations as separate predictors that affect different outcomes (Beutler, Beutler & McCoy, 2008; Mata-Domingo, 2018; Olefirenko & Galuschenko, 2018).

Motivation is the psychological regulatory mechanism that expresses “behavioral dynamics, the initiation process of an individual's activities, support and direction” (Panisoara & Panisoara, 2016). Extrinsic motivation is met when a person simultaneously avoids sanctions and takes an action to meet social expectations while complying with external control (Schmuck, Kasser & Ryan, 2000). Extrinsic motivation, involving external regulation, occurs when “behaviors are controlled to obtain a reward or avoid a restriction” (Fernet et al., 2008) and are positively influenced by individual and contextual premises (Roca, Chiu & Martínez, 2006).

Limited studies on teacher motivation within a particular discipline include teacher motivation in physical education (Carson & Chase, 2009; Hein et al., 2012), mathematics (Kunter et al., 2008) and language learning (Karavas, 2010; Kassabgy, Boraie, & Schmidt, 2001). As studies on physical education teacher motivation have received increasing attention in different contexts over the past decade, it is expected that a review of related studies will provide important guidance for future research in a particular discipline.

A number of psychosocial determinants have been associated with a significant proportion of teachers with adjustment problems and low levels of motivation. These determinants generally fall into two categories: school environment factors (e.g. administrative and peer support, excessive workload, lack of autonomy, and professional development) and individual factors of teachers (e.g. demographics and family characteristics; Schaefer, Long, & Clandinin, 2012). However, of the individual factors evaluated, the role of work motivation or the reasons that push teachers to join (or quit) their jobs have not been clearly identified to date. Although we acknowledge the important contribution of many studies, both historical and contemporary, trying to understand teachers' motivation (Watt & Richardson, 2012, Watt et al., 2012), most of these are based on motivation theories that focus primarily on intensity. Thus, few studies have examined the different types of motivation (intrinsic and extrinsic) in physical education teachers, and even fewer have investigated the relationship between these motivation styles and school type, environment factors, and individual characteristics.

On the other hand, it can be said that the factors that can affect the motivation of a physical education teacher are slightly different than those of other branch teachers. This is because the course differs structurally from other courses (Ünlü, Aydos & Sünbül, 2008). There are many reasons such as being a practical lesson, student's interest in the lesson, positive attitudes, working conditions of the teacher, facilities of the school (Şişko & Demirhan, 2002; Tarman, 2016;2017), teaching the lesson outdoors or in the sports hall. In the literature, The number of studies related to the motivation of physical education teachers in Turkey appears to be minimal (Acar, 2011; Gençay & Gençay, 2007). In this context, the intrinsic, extrinsic and general motivation levels of physical education teachers were examined in terms of demographic factors and school variables.

- What is the motivation level of the participants?
- Is there a significant difference in the motivation of the participants by gender?
- Is there a significant difference in the motivation of the participants by age?
- Is there a significant difference in the motivation of the participants by marital status?
- Is there a significant difference in the motivation of the participants by type of school?

Methods

In this study, the scores obtained from motivation scales by using the descriptive survey design, one of the quantitative research approaches, were examined by comparing these according to the variables of gender, age, marital status, and type of school. The quantitative approach was served as an important technique for identifying factors influencing teacher motivation from a contemporary perspective and exploring the relationships between teacher motivation structures and a range of related issues. The effectiveness of the existing theoretical frameworks (Lepkowski & Couper 2002; Groves et al., 2000) and especially the vehicle

design features (Keeter et al., 2006; Klein et al., 2011) of the scanning models especially in educational sciences is particularly noteworthy.

The study group of this research consists of 206 physical education teachers. The convenience sampling method was used to determine the sample of the study. Teachers work in secondary schools and high schools in Aksaray, Karaman and Konya. Some of the physical education teachers work in private schools and some in public schools. The teachers were chosen from individuals who voluntarily wanted to participate in the research. The demographic distribution of the teachers included in the study is shown in Table 1.

Table 1. Demographic Characteristics of Participants

Group	Subgroup	Frequency (n)	Percentage (%)
Gender	Female	85	41.26%
	Male	121	58.74%
Age	20-29	34	16.50%
	30-39	67	32.52%
	40-49	78	37.86%
	50 years and older	27	13.11%
Marital status	Married	134	65.05%
	Single	72	34.95%
School Type	Private	92	44.66%
	Public	114	55.34%
Total		206	100.0%

Data Collection Tools

Motivation Scale items were included to measure teachers' motivation. Motivation Scale was adapted to Turkish by Dündar, Özutku and Taşpınar (2007) and consists of 24 items. The scale, which is 5-Point Likert type, has two dimensions: intrinsic motivation tools (first 9 items) and extrinsic motivation tools (last 15 items). The structure validity of the scale was examined by factor analysis. High scores from the scale mean that motivation due to intrinsic and extrinsic tools is high. The structure validity of the Motivation Scale used in the study was examined by confirmatory factor analysis (CFA). CFA can be used in scale development and validity analysis, or to test whether a predetermined structure has been validated (Yurt & Sünbül, 2014) In this study, it was observed that the two-factor structure of the CFA, Motivation Scale, which was stated in previous studies, was preserved ($\chi^2=490,01$; $sd=201$; $p<0,01$). The two-factor structure of the work motivation scale is generally well compatible with the available data. The factor load values of the items in intrinsic motivation and extrinsic motivation factors were between 0.46-0.78 and 0.43-0.81, respectively. All path coefficients shown in the model were found to be statistically significant ($p<0.01$). As a result, it was understood that the two-factor structure of the work motivation scale was compatible with the data collected in this study, and the two-factor structure of

the scale, which was stated in the original structure, was preserved. In a study, the reliability coefficient of the scale is expected to be greater than 0.7. Coefficients lower than this value indicates that the reliability of the scale is weak. If the internal consistency coefficient is greater than 0.8, it shows that the scale has a high reliability. The coefficient values obtained in this study showed that the reliability of the scale due to internal consistency was high.

Results

In this section of the study, the motivations of physical education teachers are given comparatively according to the variables of gender, age, marital status and school type (see Table 1).

Table 2. Descriptive Analysis of the Scores of Physical Education Teachers Received from Motivation Scales

Motivation	N	Minimum	Maximum	Mean	Std. Deviation
Intrinsic Motivation	206	2.44	4.33	3.88	.35
Extrinsic Motivation	206	1.27	5.00	3.09	.58
General Motivation	206	1.71	4.71	3.39	.43

According to Table 2, the mean intrinsic motivation, extrinsic motivation and general motivation scores of physical education teachers were 3.88 (± 0.35), 3.09 (± 0.58) and 3.39 (± 0.43), respectively. According to the mean values, the intrinsic motivation of physical education teachers was found to be high, and their extrinsic motivation and general motivation were found to be moderate.

Another question of the study is “Does the motivation of physical education teachers differ significantly according to their gender?” In order to find an answer to this question, the scores of physical education teachers from the Motivation Scales were analyzed by comparing according to their gender using the Independent Samples t test. The results obtained are shown in Table 3.

Table 3. Motivation Levels of Physical Education Teachers According to their Gender

Motivation	Gender	N	Mean	Std. Deviation	t	p
Intrinsic motivation	Female	85	3.93	0.31	2.15	0.03
	Male	121	3.82	0.41		
Extrinsic motivation	Female	85	3.07	0.59	-0.91	0.36
	Male	121	3.14	0.58		
General motivation	Female	85	3.39	0.44	-0.12	0.91
	Male	121	3.40	0.44		

According to Table 3, the extrinsic motivation and general motivation mean scores of physical education teachers did not differ significantly by gender ($p>0.05$). It was determined that the extrinsic motivation and general motivation of the female and male physical education teachers participating in the study were at the

same level. However, a significant difference was found according to gender in the internal motivation scale. It was found that female physical education teachers had significantly higher intrinsic motivation than their male colleagues.

Another question of the study is "Does the motivation of physical education teachers shows a significant difference according to their ages?" In order to find an answer to this question, the scores of physical education teachers from the Motivation Scales were compared with the One Way ANOVA Test according to the age variable. The results obtained are shown in Table 4.

Table 4. Motivation Levels of Physical Education Teachers According to their Ages

Motivation	Age	N	Mean	Sd	t	p
Intrinsic motivation	20-29	34	4.03	0.23	2.42	0.07
	30-39	67	3.84	0.36		
	40-49	78	3.88	0.35		
	50 years and older	27	3.84	0.45		
Extrinsic motivation	20-29	34	3.41	0.54	4.97	0.00
	30-39	67	3.08	0.62		
	40-49	78	2.96	0.54		
	50 years and older	27	3.16	0.58		
General motivation	20-29	34	3.64	0.38	5.06	0.00
	30-39	67	3.37	0.45		
	40-49	78	3.31	0.42		
	50 years and older	27	3.41	0.43		

According to Table 4, the intrinsic motivation mean scores of physical education teachers do not show a significant difference according to age ($p > 0.05$). On the other hand, the extrinsic motivation and general motivation mean scores of the participants showed a significant difference according to age ($p < 0.05$). The extrinsic motivation and general motivation mean scores of physical education teachers who participated in the study and were in the 20-29 age group were significantly higher than those of teachers in the higher age group.

In another question of the study, "Does the motivation of physical education teachers show a significant difference according to their marital status?" In order to find an answer to this question, the scores of physical education teachers from the Motivation Scales were compared with the Independent Samples t Test. The results obtained are shown in Table 5. According to Table 5, the intrinsic motivation and general motivation mean scores of physical education teachers showed a significant difference according to marital status ($p < 0.05$). It was determined that the intrinsic motivation and general motivation of the married physical education teachers participating in the study were higher.

Table 5. Comparison of the Teachers Scores Obtained from the Motivation Scale by Age

Motivation	Marital status	N	Mean	Std. Deviation	t	p
Intrinsic motivation	Married	134	4.00	0.26	2.02	0.04
	Single	72	3.86	0.37		
Extrinsic motivation	Married	134	3.25	0.74	1.65	0.10
	Single	72	3.07	0.55		
General motivation	Married	134	3.53	0.51	2.01	0.049
	Single	72	3.37	0.42		

In another question of the study, "Does the motivation of physical education teachers differ significantly according to the type of school?" In order to solve this question, the scores of the physical education teachers working in private and public schools obtained from the Motivation Scales were compared. The results obtained are shown in Table 6.

Table 6. Comparison of the Scores Obtained from the Teacher Motivation Scale According to the School Variable

Motivation	Type of school	N	Mean	Std. Deviation	t	p
Intrinsic motivation	Private school	92	3.85	0.38	1.40	.160
	Public school	114	3.92	0.33		
Extrinsic motivation	Private school	92	2.97	0.56	2.99	.003
	Public school	114	3.21	0.59		
General motivation	Private school	92	3.30	0.42	2.95	.004
	Public school	114	3.47	0.43		

According to Table 6, the extrinsic motivation mean scores of physical education teachers did not differ significantly according to the type of school ($p > 0.05$). It was determined that the extrinsic motivations of the state and private school teachers participating in the study were at a similar level. However, a significant difference was found in the mean scores of intrinsic motivation and general motivation according to the type of school variable. In the study, it was found that physical education teachers working in public schools have significantly higher intrinsic and general motivation compared to their colleagues in private schools.

Discussion

In this study, motivation levels of physical education teachers working in secondary and high schools in the Central Anatolia region of Turkey were studied in terms of demographic characteristics and type of school variable. According to the findings of the study, it was observed that the extrinsic and general motivation of the participants was moderate, and their intrinsic motivation level was high. These findings are similar to those of Carson and Chase (2009), Dündar et al. (2007), Ertürk (2014), Panisoara et al. (2020), Morrow (2011) and Polat

(2010) in the literature. According to Morrow (2011), the emotions of employees in organizations, especially in educational institutions, are much stronger and internal factors for their job are an important determinant. In the study conducted by Dündar et al. (2007) on employees, intrinsic motivation tools are more effective on employee motivation than extrinsic motivation tools. Because the external aspects of the job such as salary, title and promotion opportunities were considered less important, the researchers suggested that teachers as a group had more intrinsic motivation towards extrinsic rewards. Empirical studies have repeatedly confirmed the dominance of intrinsic teacher motivation over extrinsic motivation (Doyle and Kim, 1999; Kassabgy et al., 2001; Wild et al., 1997).

Another finding of the study is that physical education teachers' motivations differ significantly according to gender. It was found that female physical education teachers have significantly higher intrinsic motivation than their male colleagues. Studies conducted by Çelik (2015), Çalış (2012), Dixon, Turner, Cunningham and Sagas (2005) and Kurt (2013) also show similarities with these findings in terms of gender. Çiçek (2002) found a significant difference in the psycho-social dimension of motivation in terms of the gender variable. In a study conducted in Handayani (2016) in Indonesia, it has been suggested that male teachers' externally oriented motivation and female teachers' motivation with strong internal dynamics are significantly high. Similar to the findings of this research article, in the study conducted by Çakır (2009), intrinsic motivational tools such as working in a job that is reliable for women and fair and dignified behavior by employers were more prominent. Another finding of the study is that marital status is an important factor in teachers' motivation. It was observed that the intrinsic motivation and general motivation of married physical education teachers in the study sample were higher than their single colleagues.

According to the results of the study, the motivations of the participants differ significantly by age. Physical education teachers' intrinsic motivation, extrinsic motivation and general motivation mean scores showed a significant difference by age. In the study, the extrinsic motivation and general motivation mean scores of physical education teachers in the 20-29 age group were significantly higher than those of teachers in the higher age group. These findings are similar to the findings of the research conducted by Gürsel, Sünbül and Sarı (2002), Karavas (2010), Richardson & Watt (2006); Sinclair (2008); Sünbül (2014), Watt et al. (2012). According to the literature, with the age and the time spent in the profession, people's insensitivity to their job increases and their motivation decreases. Kalleberg and Lascocca (1983) stated that there is an important relationship between age and job satisfaction and motivation. They emphasized that the job satisfaction of the young employees who first started work is high, the satisfaction decreases rapidly after a few years and then starts to increase as long as they continue to work. Friedman (1995) stated that experienced and elderly teachers show particularly low motivation and high desensitization tendencies. Especially bureaucratic and routine processes, insufficient wages and school-related adaptation problems increase teachers' insensitivity and thus decrease their motivation and job satisfaction.

Another finding of the study is that the motivations of the participants differ significantly according to the type of school. It has been found that physical education teachers working in public schools have significantly higher levels of external and general motivation compared to their colleagues in private schools. In the research

conducted by Thakur on private and public sector employees, social security, wage and income status are the leading factors affecting job satisfaction and motivation of individuals. According to the researcher, employees in the same sector who earn higher salaries, premiums and wages and have social rights have higher levels of job satisfaction and motivation than their colleagues in the same business line. In a study conducted by Thakur (2007) on employees working in private and state banks, it was seen that job satisfaction of employees working in both sectors was at a similar level. However, in the study of Groot and Maassen Van Den Brink (1999), the motivation of the employees is highly affected by the social security and income in their work, regardless of their line of business and field of work. On the other hand, according to the results of a study conducted by Feather and Rauter (2004), contract workers experience more job insecurity compared to permanent employees. Teachers who work in private schools in Turkey on a contract basis and with low wages show low extrinsic motivation in this respect.

Conclusion

According to the results of the study, the extrinsic motivation levels of the teachers were found to be partially low. The extrinsic and general motivation of physical education teachers working in private schools is very low. Practically, this study will have some implications for increasing the motivation of physical education teachers. It is particularly useful to create practical strategies to encourage the motivation of education administrators and teachers, as teacher motivation has been identified as key determinants of student motivation and teaching effectiveness. In addition, socio-economic regulations and arrangements on social security rights can be made to increase the motivation of private school physical education teachers. According to the findings of the research, it was found that the motivation of physical education teachers who are male and older was low. The reasons for the low level of motivation in these groups should be examined with different research methods and techniques. The findings of this study are limited only to the self-reports of physical education teachers. Other stakeholders of education and different research models (qualitative etc.) can be investigated to reveal physical education teacher motivation and related variables.

References

- Acar, G. (2011). *Okul yöneticilerinin etik liderlik davranışlarının beden eğitimi öğretmenlerinin örgütsel adalet ve motivasyon düzeyleriyle ilişkisi*. Unpublished doctoral thesis,, Sağlık Bilimleri Enstitüsü, Ankara: Gazi Üniversitesi,,
- Arslantaş, S., Yurt, E. & Sünbül, A. M. (2011). İlköğretim ikinci kademe öğrencilerinin çoklu zeka alanları ve kullandıkları motivasyonel stratejileri ile eleştirel düşünme becerileri arasındaki ilişkinin belirlenmesi. *1. Uluslararası Eğitim Programları ve Öğretim Kongresinde Sunulan Bildiri*. Eskişehir- Türkiye, 05-08 Ekim.
- Asigigan, S. I. & Samur, Y. (2021). The Effect of Gamified STEM Practices on Students' Intrinsic Motivation, Critical Thinking Disposition Levels, and Perception of Problem-Solving Skills. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 9(2), 332-352. <https://doi.org/10.46328/ijemst.1157>

- Bandura A. (1982). Self-efficacy mechanism in human agency. *American Psychologist* 37: 122–47.
- Beutler, I., Beutler, L., McCoy, J.K. (2008). Money Aspirations about Living Well: Development of Adolescent Aspirations from Middle School to High School. *J. Financ. Couns. Plan.*, 19, 67–95.
- Borghgi, J., Lohmann, J., Dale, E., Meheus, F., Goudge, J., Oboirien, K., & Kuwawenaruwa, A. (2018). How to do (or not to do)... Measuring health worker motivation in surveys in low- and middle-income countries. *Health policy and planning*, 33(2), 192–203. <https://doi.org/10.1093/heapol/czx153>
- Budiharso, T. & Tarman, B. (2020). Improving Quality Education through Better Working Conditions of Academic Institutes, *Journal of Ethnic and Cultural Studies*, 7(1), 99-115. <http://dx.doi.org/10.29333/ejecs/306>
- Büyükkaragöz, S. & Sünbül, A.M. (1996). Öğretmen adayı öğrencilerinin öğretmenlik yeterlik düzeyleri, başarı düzeyleri, ve mesleki tutumları ile bunlar arasındaki ilişkiler. *Dokuz Eylül Üniversitesi Kongre Kitabı*.
- Carson, R. L., & Chase, M. A. (2009). An examination of physical education teacher motivation from a self-determination theoretical framework. *Physical Education and Sport Pedagogy*, 14, 335–353.
- Çakır, G. (2009). *İşgörenlerin demografik özelliklerine göre motivasyon araçları ve denetim odağı değişkeninin incelenmesi*. Unpublished master thesis, Celal Bayar Üniversitesi Sosyal Bilimler Enstitüsü.
- Çalış, H. (2012). *Öğretmen motivasyonunda yönetici yaklaşımlarının incelenmesi*. Unpublished master thesis, Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Yönetimi ve Denetimi, İstanbul.
- Çelik, M. (2015). *Okul müdürlerinin yönetim biçimleri ile öğretmen motivasyonu arasındaki ilişki: İdil İlçe Örneği*. Unpublished Doctoral Thesis, Zirve Üniversitesi, Eğitim Bilimleri Enstitüsü.
- Çiçek, A.(2002). *İkögretim okulu yöneticilerinin sınıf öğretmenlerini güdülemede kullandıkları yöntemlere ilişkin yönetici ve öğretmen görüşleri*. Unpublished master thesis, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Dixon, M. A., Turner, B.A., Cunningham, G.B., Sagas, M.& Kent, A. (2005). Challenge is key: An investigation of affective organizational commitment in undergraduate interns, *Journal of Education for Business*, 11, 252-266.
- Doyle, T., & Kim, Y. (1999). Teacher motivation and satisfaction in the United States and Korea. *Mextesol Journal*, 23, 35–48.
- Dündar, S., Özutku, H. & Taşpınar, F. (2007). İçsel ve dışsal motivasyon araçlarının işgörenlerin motivasyonları üzerindeki etkisi: Ampirik bir inceleme. *Ticaret ve Turizm Eğitim Fakültesi Dergisi*, 2, 107-119.
- Dündar, S., Özutku, H. & Taşpınar, F. (2007). İçsel ve dışsal motivasyon araçlarının işgörenlerin motivasyonu üzerindeki etkisi: ampirik bir inceleme. *Ticaret ve Turizm Eğitim Fakültesi Dergisi*, 2, 105-119
- Eren, E. (2004). *Örgütsel Davranış ve Yönetim Psikolojisi*. İstanbul: Beta Basım Yayım,
- Ertürk, R. (2014). *Öğretmenlerin iş motivasyonları ile örgütsel bağlılıkları arasındaki ilişki*. Unpublished master thesis, Abant İzzet Baysal Üniversitesi, Eğitim Bilimleri Enstitüsü, Bolu.
- Feather, N.T. & Rauter, K. A. (2004). Organizational citizenship behaviors in relation to job status, job insecurity, organizational commitment and identification, job satisfaction and work values. *Journal of Occupational and Organizational Psychology*, 77, 146-165.
- Fernet, C., Senécal, C., Guay, F., Marsh, H.& Dowson, M. (2008). The work tasks motivation scale for teachers (WTMST). *J. Career Assess.*, 16, 256–279.
- Fernet, C., Trépanier, S.-G., Austin, S.& Levesque-Côté, J. (2016). Committed, inspiring, and healthy teachers:

- How do school environment and motivational factors facilitate optimal functioning at career start? *Teach. Education*, 59, 481–491.
- Gençay, Ö. A. & Gençay, S. (2007). Beden eğitimi ve spor yüksekokulu öğrencilerinin öğretmenlik mesleğine ilişkin motivasyon düzeylerinin bazı değişkenler açısından incelenmesi. *Selçuk Üniv. Sosyal Bilimler Enstitüsü Dergisi*, 17, 241–53. 41.
- Gow, J., George, G., Mwamba, S., Ingombe, L., Mutinta, G.. (2013). An evaluation of the effectiveness of the Zambian health worker retention scheme (ZHWS) for rural areas. *African Health Science*, 13, 800–7.
- Groot, W. and Maassen van den Brink, H. (1999). Job satisfaction of older workers. *International Journal of Manpower*, 20(6), 343-360.
- Groves, R.M., Singer, E., Corning, A. (2000). Leverage-Saliency Theory of Survey Participation. Description and Illustration. *Public Opinion Quarterly*, 64, 299–308.
- Gürsel, M., Sünbül, A.M. & Sarı, H. (2002). An analysis of burnout and job satisfaction between Turkish headteachers and teachers: A Quantitative Approach. *European Journal of Psychology of Education*, XVII, 1, 35-45.
- Hagopian, A., Zuyderduin, A., Kyobutungi, N., Yumkella, F. (2009). Job satisfaction and morale in the Ugandan health workforce. *Health Aff (Millwood)*, 28, 863–75.
- Handayani, T. R. D. (2016). Teacher Motivation Based on Gender, Tenure and Level of Education. *The New Educational Review*, 1, 199-207.
- Hein, V., Ries, F., Pires, F., Caune, A., Emeljanovas, A., Ekler, J. H., & Valantiniene, I. (2012). The relationship between teaching styles and motivation to teach among physical education teachers. *Journal of Sports Science and Medicine*, 11, 123–130.
- Kaleli, Y. S. (2020). Investigation of the relationship between pre-service music teachers' attitudes towards teaching profession and their self-efficacy beliefs. *International Journal of Research in Education and Science (IJRES)*, 6(4), 580-587
- Kalleberg, A.L. & Lascocka, K.A., (1983). *Aging values satisfaction*. *American Sociological Review*, 48, 78-90.
- Kara, S. (2020). Investigation of job satisfaction and burnout of visual arts teachers. *International Journal of Research in Education and Science (IJRES)*, 6(1), 160-171.
- Kara, S. (2020). Prospective visual arts teachers' innovation skills and attitudes towards computer assisted instruction. *International Journal of Technology in Education and Science (IJTES)*, 4(2), 98-107
- Karavas, E. (2010). How satisfied are Greek EFL teachers with their work?: Investigating the motivation and job satisfaction levels of Greek EFL teachers. *Porta Linguarum*, 14, 59–78.
- Kassabgy, O., Boraie, D., & Schmidt, R. (2001). Values, rewards, and job satisfaction in ESL/EFL. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 213–237). Honolulu: University of Hawaii second language teaching and curriculum center.
- Keeter, S., Kennedy, C., Dimock, M., Best, J., & Craighill, P. (2006). Gauging the impact of growing nonresponse on estimates from a National RDD Telephone Survey. *Public Opinion Quarterly*, 70(5), 759–779.
- Klein, D.J., Elliott, M.N., Haviland, A.M., Saliba, D, Burkhart, Q., & Edwards, C, (2011). Understanding Nonresponse to the 2007 Medicare CAHPS Survey. *The Gerontologist*, 51(6), 843–855.
- Koyuncuoğlu, Ö. (2021). An investigation of academic motivation and career decidedness among university


- students. *International Journal of Research in Education and Science (IJRES)*, 7(1), 125-143.
- Kunter, M., Tsai, Y. M., Klusmann, U., Brunner, M., Krauss, S., & Baumert, J. (2008). Students' and mathematics teachers' perceptions of teacher enthusiasm and instruction. *Learning and Instruction*, 18, 468–482.
- Kurt, B. (2013). *İlkokul ve ortaokul yöneticilerinin öğretim liderliği davranışlarının öğretmen motivasyonuna etkisi*. Unpublished master thesis,, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.
- Kuvaas, B., Buch, R., Weibel, A., Dysvik, A.& Nerstad, C.G.L.(2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes? *J. Econ. Psychology*, 61, 244–258.
- Lazar, I. (2019). Investigation on the Relationship between the Aspirational Learners and the Acceptance of Modern Technology in Education. (Investigații Privind Relația Dintre Nivelului Aspirațional al Cursanților și Acceptarea Tehnologiilor Moderne în Procesul de Învățământ, in Romanian) . Ph.D. Thesis. Bucharest University; Bucharest, Romania:
- Landicho, C.J.B. (2020). Research Attitudes, Motivations, and Challenges of STEM Education Researchers. *International Journal of Technology in Education (IJTE)*, 3(1), 49-61.
- Lepkowski, J.M., Couper, M.P. (2002). Nonresponse in the Second Wave of Longitudinal Household Surveys. In: Groves RM, Dillman DA, Eltinge J, Little RJA, editors. *Survey Non-response*. New York: John Wiley & Sons; pp. 259–272.
- Lohmann, J., Houfort, N., De Allegri, M.. (2016). Crowding out or no crowding out? A Self-Determination Theory approach to health worker motivation in performance-based financing. *Social Science and Medicine*, 169, 1–8.
- Mata-Domingo, S. (2018). Evaluation on the Effectiveness and Usability of the Developed Collaborative Interaction Management System. *Research in Social Sciences and Technology*, 3(1), 122-133. <https://doi.org/10.46303/ressat.03.01.8>
- Morrow, Paula. (2011). Managing organizational commitment: Insights from longitudinal research. *Journal of Vocational Behavior*, 79. 18-35.
- Olefirenko, A., & Galuschenko, A. (2018). Major Features, Benefits, and Prerequisites for Intelligent Enterprise Managing System. *Research in Social Sciences and Technology*, 3(3), 68-91. <https://doi.org/10.46303/ressat.03.03.5>
- Panisoara, I. O., Lazar, I., Panisoara, G., Chirca, R., & Ursu, A. S. (2020). Motivation and Continuance Intention towards Online Instruction among Teachers during the COVID-19 Pandemic: The Mediating Effect of Burnout and Technostress. *International Journal Of Environmental Research And Public Health*, 17(21), 8002. <https://doi.org/10.3390/ijerph17218002>
- Panisoara, I.O., Panisoara, G. (2010). *Motivation for teaching career* (Motivarea Pentru Cariera Didactica, in Romanian) Bucharest University; Bucharest, Romania
- Pinder, C.C. (2008). *Work motivation in organizational behavior*. Psychology Press: British Columbia.
- Polat, S. (2010). *Okul öncesi yöneticilerinin kullandıkları yönetsel güç kaynaklarına ilişkin öğretmen algıları ile öğretmen motivasyonu arasındaki ilişki*. Unpublished doctoral thesis, Yeditepe Üniversitesi / Sosyal Bilimler Enstitüsü.
- Richardson, P. W., & Watt, H. M. G. (2010). Current and future directions in teacher motivation research. In T. C. Urdan & S. A. Karabenick (Eds.), *The decade ahead: Applications and contexts of motivation and*

- achievement* (pp. 139–173). Bingley: Emerald.
- Roca, J.C., Chiu, C.M. & Martínez, F.J. (2006). Understanding e-learning continuance intention: An extension of the Technology Acceptance Model. *Int. J. Hum. Comput. Stud.* 64, 683–696.
- Ryan, R.M. & Deci, E.L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemp. Educ. Psychol.*, 25, 54–67.
- Schaefer, L., Long, J.S. & Clandinin, D.J. (2012). Questioning the research on early career teacher attrition and retention. *Alberta Journal of Educational Research*, 58 (1), 106-121
- Schmuck, P., Kasser, T. & Ryan, M.R. (2000). Intrinsic and extrinsic goals: Their structure and relationship to well-being in German and U.S. college students. *Soc. Indic. Res.*, 50, 225–241.
- Shelley, M., & Purzer, S. (2018). Culture, identity, and motivation in engineering education. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 6(3), I-IV. DOI: 10.18404/ijemst.428160
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36, 79–104.
- Sunbul, A.M. (2003). An analysis of relations among locus of control, burnout and job satisfaction in Turkish high school teachers. *Australian Journal of Education*, 47 (1), 58-72.
- Şişko, M., Demirhan, G. (2002). İlköğretim okulları ve liselerde öğrenim gören kız ve erkek öğrencilerin beden eğitimi ve spor dersine ilişkin tutumları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 23: 205–10.
- Tarman, B. (2016). Innovation and Education. *Research in Social Sciences and Technology*, 1(1). <https://doi.org/10.46303/ressat.01.01.4>
- Tarman, B. (2017). Editorial: The Future of Social Sciences. *Research in Social Sciences and Technology*, 2(2). <https://doi.org/10.46303/ressat.02.02.ed>
- Thakur, M. (2007). Job satisfaction in banking: A Study of Private And Public Sector Banks. *The Icfai Journal of Bank Management*, 6(4), 60-68.
- Ünlü, H., Aydos, L., & Sünbül, A. (2008). Beden eğitimi öğretmenleri yeterlilik ölçeği geçerlilik ve güvenirlik çalışması. *Kırşehir Eğitim Fakültesi Dergisi*, 9, (2) 23-33.
- Watt, H. M. G., Richardson, P. W., Klusmann, U., Kunter, M., Beyers, B., Trautwein, U., & Baumert, J. (2012). Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. *Teaching and Teacher Education*, 28, 791–805.
- Watt, H.M. & Richardson, P.W. (2012). Teacher motivation and student achievement outcomes J. Hattie, E. Anderman (Eds.), *International guide to student achievement*, Routledge, New York, 271-273
- Wild, T. C., Enzle, M. E., Nix, G., & Deci, E. L. (1997). Perceiving others as intrinsically or extrinsically motivated: Effects on expectancy formation and task engagement. *Personality and Social Psychology Bulletin*, 23, 837–848.
- Yavuz, M. & Sünbül, A.M. (2004). İlköğretim okulu yönetici ve öğretmenlerinde iş doyumunu, denetim odağı ve demografik faktörlerin zaman yönetimiyle ilişkisi. *Selçuk Üniversitesi, Eğitim Fakültesi Dergisi*, 16, (18) 367-380.
- Yurt, E., & Sünbül, A. M. (2014). A Structural Equation Model Explaining the Mathematics Achievements of the 8th Grade Students. *Educational Sciences: Theory & Practice*, 14(4), 1629-1653

Yurt, E. ve Sünbül, A. M. (2012). Motivational strategies secondary students use according to learning styles.
London International Conference on Education, İngiltere- Londra.

Author Information

Murat Kasimoğlu

 <https://orcid.org/0000-0002-8795-9171>

Ph.D.-Selcuk University

Arven Pharmaceuticals

Regional Director

Turkey

Contact e-mail: *kasimoglumurat81@gmail.com*
