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AN INVESTIGATION INTO THE MOTIVATIONAL FACTORS
AFFECTING TURKISH EFL TEACHERS

THESIS BY
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APPROVAL

II

REPUBLIC OF TURKEY**ÇAĞ UNIVERSITY****DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

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DEDICATION

To My Beloved Parents,

nieces Elif, Ayşe Sümeyye AKPINAR and

nephews Muhammet Emin, Ömer Asaf, Bilal Kadir AKATAY.

ETHICS DECLARATION

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Thesis Title: An Investigation Into The Motivational Factors
Affecting Turkish EFL

I hereby declare that;

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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

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22/ 01/ 2022

Sevil AKATAY

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ABSTRACT**AN INVESTIGATION INTO THE MOTIVATIONAL FACTORS AFFECTING
TURKISH EFL TEACHERS****Sevil AKATAY****M.A. Thesis, Department of English Language Education****Supervisor: Dr. Semiha KAHYALAR GÜRSOY****January 2022, 106 Pages**

There has been a limited number of studies about the motivation of EFL teachers in Turkey. This study aimed to determine the intrinsic and extrinsic factors that motivate Turkish EFL teachers in primary, secondary and high schools in public and private schools in Adıyaman, Turkey. Additionally, the study intended to identify perception of Turkish EFL teachers about sustaining their motivation. Within the stated aims of the study about the research questions, a mixed-methods that used both quantitative and qualitative methods was applied to collect the study's data. The questionnaire was designed by Kassabgy, Boraie and Schmidt (2001) in two sections. The questionnaire was applied to the 174 Turkish EFL teachers in primary, secondary and high schools in private and public in Adıyaman, Turkey. Besides, 10 Turkish EFL teachers replied to semi-structured interview questions and participants were selected conveniently Turkish EFL teachers who participated in the first phase of the study. The research was conducted in the Fall and Spring terms of the 2020-21 academic year. The quantitative data was analysed using SPSS 20.0 (Statistical Package for Social Sciences), and the qualitative data was applied using content analysis. According to the research finding, Turkish EFL teachers were motivated intrinsically rather than extrinsically. Moreover, 'Really helping my students to learn English' was an intrinsic motivation item, and it has the highest mean score among all items and 'Job security' and 'Freedom' were the most important extrinsic motivation factors for EFL teachers in the present study. Lastly; autonomy, salary, touching lives, teacher training, love of the job, development of society, going abroad were factors for sustaining the professional development of Turkish EFL teachers.

Keywords: Intrinsic motivation, Extrinsic motivation, Professional development

ÖZ
İNGİLİZCE Yİ YABANCI DİL OLARAK ÖĞRETEN TÜRK
ÖĞRETMENLERİNİ ETKİLEYEN MOTİVASYONEL FAKTÖRLER
ÜZERİNE BİR ARAŞTIRMA

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Türkiye'de İngilizce öğretmenlerinin motivasyonu ile ilgili sınırlı sayıda çalışma yapılmıştır. Bu çalışma, Türkiye'nin Adıyaman ilindeki devlet ve özel okullardaki ilkokul, ortaokul ve liselerdeki İngilizce dil öğretmenlerini motive eden içsel ve dışsal faktörleri belirlemeyi amaçlamıştır. Ayrıca, çalışma verimli öğretim sürecini etkileyebilecek mesleki gelişim faktörlerini belirlemeyi de amaçlamıştır. Araştırma soruları ile ilgili olarak belirtilen amaçlar çerçevesinde, araştırmanın verilerini toplamak için hem nicel hem de nitel yöntemlerin kullanıldığı karma bir yöntem uygulanmıştır. Anket Kassabgy, Boraie ve Schmidt (2001) tarafından iki bölüm halinde tasarlanmıştır. Anket, Türkiye'nin Adıyaman ilindeki özel ve devlet okullardaki ilkokul, ortaokul ve liselerde görev yapan 174 İngilizce dil öğretmenine uygulanmıştır. Ayrıca 10 İngilizce öğretmeni yarı yapılandırılmış röportaj sorularına cevap vermiş ve katılımcılar araştırmanın ilk aşamasına katılan İngilizce dil öğretmenleri uygun örnekleme yaklaşımıyla seçilmiştir. Araştırma 2021-22 eğitim öğretim yılının Güz ve Bahar dönemlerinde gerçekleştirilmiştir. Nicel veriler SPSS 20.0 (Sosyal Bilimler İstatistik Programı) programı kullanılarak analiz edildi ve nitel veriler içerik analizi kullanılarak uygulandı. Araştırma bulgusuna göre, İngilizce dil öğretmenlerin dışsal olmaktan çok içsel olarak motive oldular. Ayrıca, 'Öğrencilerimin İngilizce öğrenmesine gerçekten yardımcı olmak' içsel bir motivasyon ögesi idi ve motivasyon faktörleri arasında en yüksek ortalama puana sahiptir ve bu çalışmada İngilizce dil öğretmenleri için 'İş güvenliği' ve 'Özgürlük' en önemli dışsal motivasyon faktörleriydi. Son olarak; özerklik, maaş, hayatlara dokunmak, öğretmen yetiştirmek, iş sevgisi, toplumun gelişimi, yurtdışına çıkmak, İngilizce dil öğretmenlerinin mesleki gelişimlerini sürdürmelerindeki etkenlerdi.

Anahtar Kelimeler: İçsel motivasyon, Dışsal motivasyon, Mesleki gelişim

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ABBREVIATIONS

L2	: The Second Language
SDT	: Self Determination Theory
PD	: Professional development
ATIs	: Affect Triggering Incidents
EFL	: English Foreign Language
ESL	: English Second Language
SPSS	: Statistical Package for Social Sciences
EFL	: English as a Foreign Language
SLA	: Second Language Acquisition
ELT	: English Language Teaching

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1.INTRODUCTION

The present study investigated the intrinsic and extrinsic factors of Turkish EFL teachers in primary, secondary and high schools in public and private schools in Adıyaman, Turkey. Additionally, the study intended to identify perception of Turkish EFL teachers about sustaining their motivation. This chapter consists of five sections, including the study background, problem statement, purpose of the study, research questions, and significance of the study.

1.1. Background of the Study

Motivation in education has been a widely studied topic among researchers, especially in the area of learner motivation for several decades (Coleman, Galaczi & Astruc, 2007; Dörnyei & Chan, 2013; Dörnyei, Csizér & Németh, 2006 and Sun, 2010). Learner motivation has been regarded as a fundamental effect on the second language (L2) learning. Moreover, many articles have been written about students' motivation and the second language achievement from various perspectives (Dörnyei & Ushioda,2009; Gardner, 2001; Kim, 2009, 2011, 2012; Norton, 2000, Clément,1980 and Gardner, 1985). The studies in the field of teacher motivation are insufficient, so research on L2 teacher motivation from L2 motivation is an essential factor to be investigated.

Although learner motivation has been regarded as an essential part of motivation by the researcher, teacher motivation in education has become researched widely later. Researching teacher motivation in educational psychology and teacher education has shown a growth in the last decade by broadly addressing three main areas: (1) issues related to teachers' career choice, (2) teaching process and its complexities, and (3) significant components that influence teacher and student development (Dörnyei & Ushioda, 2011). More recently, According to MacIntyre et al. (2015), "motivation has adaptive and self-organizing properties, with feedback loops that continuously integrate internal and external contexts and act as reinforcing or counteracting forces, resulting in nonlinear changes in levels of motivated behavior" (p. 423). Contemporary researchers (Dörnyei, 2017; Hiver & Larsen-Freeman, 2020) have taken these three reasons, which can operate as strong motivators on their own, to a new level by emphasizing the complexities of motivation. They argue that motivation is multifaceted, dynamic, and adaptive. Complexity theorists are primarily concerned with comprehending the

interaction between the components of a complex system. Gardner's (2010) approach, which views motivation as a complex construct, provides a comparative perspective on motivation and how human and social worlds work.

1.2. Statement of the Problem

One of the most dynamic and complex challenges teachers face today is motivation. Indeed, Carrasquillo (1994) and Ellis (1994) have called it the most crucial variable in foreign language teaching. Even though much research has been carried out on student motivation in the past century (Dörnyei & Ushioda, 2009; Gardner, 2001; Kim, 2009, 2011, 2012; Norton, 2000, Clément, 1980 and Gardner, 1985). Thanks to the fact that teacher motivation has investigated in the field of education. Additionally, professional development of EFL teachers that might impact their productive teaching process have been investigated through this study. In light of this general research, this current research provides an important opportunity to advance the understanding of the the intrinsic and extrinsic factors that motivate Turkish EFL teachers in primary, secondary and high schools in public and private schools.

1.3. Purpose of the Study

This study aimed to determine the intrinsic and extrinsic motivational factors of the Turkish EFL teachers in primary, secondary and high schools in public and private schools in Adıyaman, Turkey. Besides, The study intends to find out the perception of Turkish EFL teachers about sustaining their motivation.

In line with this aim, the study intended to find answers to the following research questions:

1. What are the intrinsic motivational factors on Turkish EFL teachers?
2. What are the extrinsic motivational factors on Turkish EFL teachers?
3. What are the perception of EFL teachers about sustaining their motivation?

1.4. Significance of the Study

Throughout history, the world has been subjected to numerous wars, natural calamities, and diseases. Today, pneumonia cases of unknown origin were discovered in Wuhan, Hubei Province, China, around December 2019. The Coronavirus (Covid-19), which has afflicted the whole world, has created disruptions and changes in

practically every industry, especially in education. The Minister of Education noted that online education was applied by the teacher thanks to distance education on March 12, 2020. Motivational factors affecting Turkish EFL teachers in changing conditions may differ. Therefore, the study was meaningful for Turkish EFL teachers because of the changing educational conditions on motivational factors of EFL teachers during pandemic period.

First, motivation in academic contexts depends on students' motivation, with the majority of the studies investigating factors influencing learners' motivation or recommendations to improve their motivation. Nevertheless, teacher motivation has not attracted enough attention as a separate research area despite its significance in many aspects of educational practices (Kumazawa, 2011). More studies may be done in terms of the teaching-learning relationship and the importance of teacher motivation in this process, and the contribution to the field of teacher motivation. The motivation of teachers who are the primary constituent influencing student achievement should not be disregarded, and the factors influencing teacher motivation should be analysed well. This study may give a vision for provide a more comprehensive picture of EFL teachers motivation factors.

In recent years, efforts to improve educational quality have been debated concerns in Turkey, as they have been in other nations. According to OECD(2013) assessments, the essential feature of high-performing educational systems is to give competent education opportunities to all persons. According to the Gedikolu, the flaws in Turkey's education system during the country's accession to the European Union in 2005. Aside from the appraisal of the Turkish education system in general, issues with foreign language instruction were also noted. This study aimed to determine the intrinsic and extrinsic factors that motivate Turkish EFL teachers in primary, secondary and high schools in public and private schools in Adıyaman, Turkey. Additionally, the study intended to identify perception of Turkish EFL teachers about sustaining their motivation.

As for general teacher motivation, English language teachers' motivation has not been researched as much as learners' motivation. In this respect, Dörnyei (2001) points out that the number of studies whose main concern was language teacher motivation is small, but this research area deserves much more attention. In the Turkey context, few studies have investigated language teachers' motivation, too. The present study attempts

to address this gap in the literature by investigating the intrinsic and extrinsic motivational factors of EFL teachers in primary, secondary and high schools in public and private schools in Turkey and give the foresight to sustain the motivation of the Turkish EFL teachers in primary, secondary and high schools in public and private schools in Turkey.

Additionally, findings can give administrators insight into motivational factors of Turkish EFL teachers, enabling a more effective management system and better student performance that concerning the Turkish EFL teachers, the findings may offer insights for ESL teacher training and development in the Turkey context. Moreover, it contributes to the number of studies on ESL teacher motivation.

1.5. Key Definitions

Motivation: Motivation has frequently been defined as the natural energy or impulse that motivates someone to do something. Teacher motivation, in particular, attracts people to do something and how long they continue in the teaching profession. Motivation is the driving force people decide to do something to improve doing it for a long time (Dörnyei, 2001).

Professional Development: Professional development activities are characterized as activities that improve a teacher's abilities, knowledge, expertise, and other attributes.

The definition mentioned above were the current the key definitions of the study. Teachers' professional development is defined as "opportunities and activities available for teachers" (Freemen, 2020).

1.6. Literature Review

This section consists of six main titles, each with its collection of subsections. The meanings of Motivation and the historical background of the term are examined in the first part. The following section discusses Motivational Factors and Motivational Strategies. Work Motivation is discussed in the third part. Teacher motivation is discussed in depth in the fourth section. Foreign Language Teacher Motivation is discussed in the fifth section and several relevant studies. Finally, the chapter is concerned with professional development.

1.7. Motivation

Motivation is derived from the Latin verb *movere*, which means "to move or carry". In other words, motivation is described as 'the feeling of wanting to do something,

especially something that involves hard work and effort' in the dictionary of oxford online (<https://www.oxfordlearnersdictionaries.com/definition/english/motivation>). One of the most noticeable motivation researchers Dörnyei defines *motivation* as “the selection of a particular action, endurance with it and the effort expended on it” (2001, p.4). In the exact words, motivation is the driving force people decide to do something, the intention to improve doing it for a long time (Dörnyei, 2001). Ryan and Deci (2000) define motivation term as “to be motivated means to be moved to do something”. In addition to this definition, Dörnyei (2001, p.7) states that "motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity." Taking such definitions as starting points of motivation, several scholars in psychology proposed critical motivational theories that guided researchers in their investigations. It was understood that there are many definitions of motivation from a different perspective. However, the definition of motivation is complex or incomplete (Chambers, 1999; Convington, 1992).

Motivation has been one of the principal research fields throughout the last 60 years, since it is regarded as one of the most important components in the learning and teaching processes. For several decades, several researchers have investigated motivation in various contexts (Freud, 1936; Henry Murray, 1938; Maslow, 1954; Rogers, 1962; Maslow, 1954; Gardner & Lambert, 1972; Gardner, 1985; Deci & Ryan, 1985; Gardner & Tremblay, 1995; Dörnyei, 1994; Dörnyei & Ottó, 1998; Dörnyei, 1998; Dweck, 1986; Dörnyei & Ushioda, 2011; Bumann & Younkin, 2012; MacIntyre, 2015; Escobar, 2019)

Freud (1936) argued that the initial motivation studies was done in the 1930s, believed that the unconscious drivers of thinking and behavior were necessary to comprehend motivation then individual motivation research originated from the early need theory developed by Henry Murray in 1938 and Abraham Maslow. Maslow's research on motivation began in 1943. One of the most generally quoted and acknowledged motivation theories is his hierarchy of needs theory. Maslow (1954) argues that people are driven by a set of basic wants. He created a hierarchy of distinct degrees of demands, ranging from the most basic to the most complex in terms of relevance. He classified them as physiological requirements, security needs, affiliation needs, esteem needs, and self-actualization needs. Maslow asserts that if a person's

demand at one level of hierarchy is met, the desire at a higher level of hierarchy motivates employees.

McGregor remarked in his landmark book *Human Side of Enterprise* (1960) that managerial practice is built on two fundamental assumptions about human nature. He dubbed the two hypotheses "Theory X and Theory Y." In any workplace, there are two types of employees, according to him. Someone who lacks drive, opposes effort and change, avoids responsibility, and prefers to be told what to do is one of them. Theory X was the name he gave to this sort of individual. Theory Y, on the other hand, claims that individuals work because they enjoy it. This type of employee demonstrates self-awareness and self-motivation to execute the assignment effectively. Furthermore, Rogers (1962) maintained that motivation emerges from a desire to reach higher standards, and he felt that motivation is the product of external influences known as *stimuli*. Similarly, Maslow (1954) proposed that eight requirements activate *stimuli*. Piaget (1962), on the other hand, pointed out that people's reactions to events are determined by schemas, which reflect an individual's full knowledge developing through maturation.

Therefore, Victor Vroom created expectation theory, one of the process theories of motivation, in 1964. It holds that people intentionally select one conduct over another to maximize pleasure and minimize pain. According to this notion, individuals are frequently driven to try for their best in their work circumstances when they feel there is success and their performance will be rewarded. Similarly, Freud (1966) argued that Human behaviour is composed of inner energies that reflect physical energy, Adams created equity theory (1963). According to him, individuals are driven when appropriately compensated for their efforts and successes.

Gardner and Lambert (1972) established two sorts of motivational frameworks in a groundbreaking study: integrative motivation and instrumental motivation. Therefore, Gardner (1985), under the socio-educational language acquisition paradigm, regarded motivation as integrative motivation (want to integrate into the target culture) and instrumental motivation, similar to Deci and Ryan's (1985) difference between intrinsic and extrinsic motivation (desire for academic or work-related progress). Therefore, it is not difficult to deduce that motivation underlies much of human behaviour (Weiner, 1985). By the end of the 1990s, there had been a transition from the general motivational perspective to different dimensions of motivation, which had been

broadened with various new models and approaches (Dörnyei, 2010). Later, need accomplishment theory (developed by John Atkinson and David McClelland) considers the individual's desire for success as well as his or her fear of failure (Covington, 1992). Then, goal and goal setting theories summarize motivation as a goal-oriented action (Dörnyei, 1998; Dweck, 1986; Porter et al, 2003).

Self-determination theory has been the most prominent and researched motivation theory (Winn, Harley, Wilcox & Pemberton, 2006). According to the theory, extrinsic motivation (from outside settings) can become intrinsic motivation (from within) if there are experiences of autonomy (feeling of own control), competence (feeling of self-efficacy), and relatedness (feeling connected to the outside settings) (Deci & Ryan, 1985 as cited in Dörnyei, 2001). Similarly, Ryan and Deci (2000) classified motivation into two types based on self-determination theory: intrinsic motivation and extrinsic motivation. Moreover, Deci and Ryan (2000) categorize four types of extrinsic motivation: 1. *External regulation*, 2. *Introjected regulation*, 3. *Identified regulation*, and 4. *Integrated regulation*. External or environmental influences, such as positive or negative reinforcement, that direct activity toward an objective are referred to as extrinsic motivation. Similarly, Harmer (2001) argued that extrinsic motivation can be triggered by various external factors, such as the requirement to pass an exam, the prospect of financial reward, or the prospect of future travel. Intrinsic motivation, on the other hand, emerges within the person. Thus, a person may be motivated by a desire to improve one's self-esteem or by the love of the learning process itself. (Harmer, 2001, p.51). Deci and Ryan's (2000) self-determination theory has brought a new perspective into motivation studies in educational setting. Within this theory, a significant distinction between intrinsic and extrinsic motivation is made, and this distinction is regarded as applicable to understanding the differences among individuals pursuing their educational outcomes (Pae, 2008).

A considerable amount of research investigated the influence of motivation on second language acquisition in the last four decades (Sun, 2010). Moreover, motivation has been thoroughly investigated and several theories have been suggested. Towards the second half of the twentieth century, motivation theories were being led by the cognitive revolution in psychology (Dörnyei & Ushioda, 2011). Motivation is a dynamic psychological system that incorporates awareness, neural behavior, positive personality traits, and the emotional world, allowing people to interact with their

environment (Escobar et al. 2019). On the one hand, students are motivated to learn naturally because of their interest and enjoyment in the subject or task, which gives deep meaning to what they learned (Bain, 2004; Zhang, 2014).

Then, early theories of motivation were influenced by behaviorism, and the influence of outside influences on motivation such as punishment and incentives played a prominent part in behaviorist ideas (Dörnyei & Ushioda, 2011). Contemporary researchers (Dörnyei, 2017; Hiver & Larsen-Freeman, 2020) argued that the performance as strong motivators on their own to a different level by emphasizing the complexities of motivation. They argue that motivation is multifaceted, active, and adjustable. Influenced by process-oriented models and concepts, and notably by a better knowledge of how complex dynamic systems function, researchers have begun to focus more on the dynamic and changing aspect of the motivation process (Waninge et al., 2014).

The dynamic system framework of motivation investigates the aspects of language acquisition in a comprehensive manner. It posits that a nonlinear self-organizing system may produce both internal and exterior stimuli (Henry et al., 2015). Concerning all the above mentioned theories of motivation, one of the most general and well-known distinctions is that of intrinsic versus extrinsic motivation (Dörnyei & Ushioda, 2011). They demonstrate how both students and instructors may generate, sustain, and act on motivation.

1.8. Motivational Factors and Motivational Strategies

Man is undoubtedly motivated by a multiplicity of interests (Miranda, 2011). However, individuals differ in their primary motivational drive, and the level of motivation varies both among individuals and within individuals at different times (Robbins & De Cenzo, 2012). The presence of goals and the awareness of incentives to satisfy one's needs are potent motivational factors leading to effort release. So, we can say that motivation is the key to job performance (Robbins & De Cenzo, 2012).

As Dörnyei (1994) divides his framework of motivation into three main categories as language level, learner level and learning situation level, he places teacher-specific motivational components under learning situational levels such as affiliative drive, authority type, and direct socialization of motivation. Dörnyei published “Motivating Strategies in the Language Classroom”, a collection of 48 motivational teaching

strategies, in 2013. The technique is divided into four sections: building the fundamental motivational conditions, generating initial motivation, maintaining and protecting motivation, and fostering positive self-evaluation. Dörnyei's framework, depicted in figure 1, will be used to discuss these four motivational characteristics.



Figure 1 *The Components of Motivational Teaching Practice*

A study conducted by Karsli & Iskender, 2009 revealed that positively motivated administration become committed to the institution where they belong to. Also, teachers' level of motivation affects their institutional commitment and this institutional commitment changes according to motivation given by the administration. Moreover, according to the Cook (cited in Zulueta, 2011), motivating employees is one of any manager's most consistent challenges. According to Courus (2010), society today laments over the fast disappearing bread of teachers with a missionary spirit. According to Islam (2011), educational institutions consider human resources as their most vital asset, and they consider them the route toward success. Moreover, teacher behaviour and beliefs play a significant role in motivating students for learning a foreign language (Brown, 2001; Chambers, 1999).

1.9. Work Motivation

This part discusses and examines various approaches to studying and assessing workplace motivation. In organizational research, work motivation has been much more widely studied than any other topic (Baron, 1991); organizational researchers see employee motivation as a fundamental building block in developing influential theories

(Steers, Mowday, & Shapiro, 2004). Programs of research guided by expectancy-valence theory, self-regulation and goal-setting formulations, social exchange and justice approaches, and self-perspective (Deci & Ryan, 1985, 2000) have stimulated the development of organizational and managerial practices to promote positive worker attitudes (e.g., employee commitment) and enhance job performance (e.g., individual and team effort).

Pinder (1998) identifies *work motivation* as “a set of energetic forces that originates both within as well as beyond an individual’s being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration” (p. 11). Motivation is defined by attention to detail, enthusiasm, and commitment—measuring factors that energize, channel, and maintain job behaviour. (Steers et al., 2004). It is essential for understanding employee motivation and enhancing motivation. Thus, job satisfaction and performance can be affected. The majority of study on the influence of personal characteristics on work motivation has researched the distinction that Self-report assessments of personality, affect, ambitions, and values (Kanfer et al., 2008). There can be problems due to low baseline rates, strong influences by environmental factors, and criterion deficiency (Ployhart, 2008). The assessment of behavioural indicators of work motivation also makes it challenging to delineate what is unique to motivation and what belongs to the consequences (e.g., organizational identification and job satisfaction (Weege, Van Dick, Fisher, Wecking, & Moltzen, 2006).

Although objective assessments can be a helpful way to measure choice, effort, and persistence, simply using a measure because it is objective does not make construct valid or more valid than any other alternative (Ployhart, 2008). From a theoretical perspective, there are growing convergence amongst motivation scholars to use implicit (subconscious) processes (James & Mazerolle, 2002; Kehr, 2004; Locke & Latham, 2004).

1.10. Teacher motivation

A teacher's motivation is the nature of the teacher's excitement and dedication to teaching, and it is impacted by the working environment, including students, colleagues, and management. Although scholars claim that the factors that motivate teachers are the same as those that motivate students, the reality of teacher motivation is a generally overlooked issue in the field of second language acquisition. And Since the late 1990s, research on teacher motivation has evolved and grown. An important step

forward was the publication of a special issue on motivation for teaching by *Learning and Instruction* in 2008, which focused on linking contemporary motivational theories to the domain of teaching, which Watt and Richardson referred to as a "Zeitgeist of interest" (2008). Until recently, the problem of teacher motivation was rarely discussed in educational psychology; nevertheless, there has been an increase in the literature that discusses teacher motivation in educational psychology and teacher education in the last few years (Dörnyei & Ushioda, 2011).

Previous research has revealed that instructors' behaviours and instructional approaches play an important role in increasing learners' motivation (Assor et al., 2005; Bernaus & Gardner, 2008; Corpus, McClintic-Gilbert, & Hayenga, 2009; Dweck, 2002; Gottfried, Fleming, & Gottfried, 2001; Jang, Kim, & Reeve, 2012; Lai & Ting, 2013; Loima & Vibulphol, 2014, 2016; Niemiec & Ryan, 2009; Papi & Abdollahzadeh, 2011; Urhahne, 2015). Teachers' opinions, interests, and enthusiasm for their subjects may impact pupils' learning motivation (Zhang, 2014). Mr Zhang's (2014) The influence of teacher enthusiasm on student engagement and readiness to learn was investigated using a poll of 165 college students. Students were asked to rate their teacher's enthusiasm, their own behavioural, cognitive, and emotional participation, and their intrinsic and extrinsic motivation to learn. The data demonstrated that instructor enthusiasm significantly impacted student engagement; moreover, teacher enthusiasm was an effective predictor of students' innate drive.

According to Dörnyei (2001), "Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn" (p. 156). Teachers can encourage or discourage pupils' innate desire to study (Niemiec & Ryan, 2009; Reeve, 2009). Furthermore, because it offers students a sense of control over the activity, instructors' autonomy-support methods can boost students' intrinsic motivation and lifelong learning (Niemiec & Ryan, 2009; Reeve, 2009). According to Jang, Reeve, and Deci (2010), the more space the instructor offered to students' learning, the more intrinsically driven the students. Teachers' controlling styles, on the other hand, suppress students' internal volition (Assor, Kaplan, & Roth, 2002; Dweck, 2002; Garn & Jolly, 2013; Moskovsky, Arabai, Paolini, & Ratcheva, 2013; Niemiec & Ryan, 2009).

In the last decade, there has been a renewed research interest in teachers' motivation to teach and to remain teachers, which has highlighted possible causes of current and

potential teacher shortages such as early teacher attrition, teaching force ageing, an imbalance of high demand with less reward, limited career opportunities, less job security, and low prestige. (OECD, 2005; Richardson & Watt, 2005, 2006; Sinclair, 2008; Sinclair, Dowson, & Mcinerney, 2006; Watt & Richardson, 2007; Watt, 2012). As a result, administrators may use this information to figure out how to recruit potential instructors and keep them in the classroom.

In addition, motivated instructors are required in a continuously changing environment to keep up with the evolving system, and they can also contribute to the system's progress. Lee (2008) proposes four techniques for raising teacher motivation in her study: "(a) improving student motivation, (b) increasing teacher commitment, (c) maintaining positive student relationships, and (d) participating in continuous professional development"(p.18). Lee also feels that improving student motivation should be the most direct technique for teachers. This situation slowly can play an essential role in enhancing or undermining essential motivation (Assor, Kaplan, Kanat-Maymon, & Roth, 2005; Bernaus & Gardner, 2008; Dörnyei, 2007; Dweck, 2002; Lai & Ting, 2013; Loima & Vibulphol, 2014; Niemiec & Ryan, 2009; Urhahne, 2015) in EFL contexts where external sources primarily drive the motivation to learn English.

Affect Triggering Incidents (ATIs) were researched by Kitchen, Morgan, and O'Leary (2009), who looked at the ordinary experiences that motivate or demotivate instructors. According to the findings, positive events such as student involvement, accomplishment, and well-being were commonly reported by instructors. Still, negative occurrences such as student behaviour and interactions with parents caused teachers to be dissatisfied. The bulk of the ATIs (77.5%) that made instructors feel happy or terrible stemmed from the inherent nature of teaching/classroom interaction, with no intervention from a third party. On the other hand, disappointing occurrences tended to include a third person, most of whom were linked to coworkers or parents.

Another research by Eyal & Roth (2011) looked into the impact of leadership on teacher motivation. The findings revealed that school administrators' leadership styles considerably influenced teacher motivation and well-being. Furthermore, the data revealed that when instructors have driven autonomously, they find their teaching-related tasks more fascinating and essential, resulting in them feeling less weary than other teachers. Furthermore, Griffin (2010) found a good association between school administrators' leadership styles and teachers' job satisfaction and motivation in his

research, while Webb (2007) found a similar correlation in her dissertation. The dissertation also revealed the detrimental effects of low student accomplishment, bureaucracy, and notable education inclusion on teachers' job satisfaction and motivation.

Teacher motivation has been studied in literature, all of which have focused on the variables indicated above. Kızıltepe (2006) conducted research, and the research revealed that instructors, administration, structural and physical qualities, and pupils were the most demotivating aspects. Additionally, Gokce (2010) researched to determine the motivation levels of primary school teachers in Turkey. These findings are also reinforced by Karakose and Kocabas (2006), who found that the quality of the workplace environment is a crucial factor affecting teacher motivation.

In later research finding by Kocabas (2009), the feeling of safety in school, student success, attraction levels towards the teaching profession, levels of self-confidence, teachers' perceptions of their status in society, the significance of positive supervision reports, the feeling of self-actualization, a positive school atmosphere, teachers' positive relationships, teacher competency perceptions in their subjects, teacher self-respect levels, and school performance were all essential factors for Turkish teachers.

In his study, Yau (2010) presented the following variables as a summary of all the factors that influence teacher motivation: a sense of achievement or challenge, salary, workload, external recognition (social status), career prospect, job security, school management and policies, work autonomy (control of curriculum), relations with colleagues, relations with students (p.25). Another study conducted in Turkey underlined teachers' desire for a supporting administration to be more motivated while executing their work. Human interactions and human characteristics were recognized as the primary motivators and demotivators (Ada, Akan, Ayk, Yalçın & Yldrm, 2013). The fundamental issue in all of the research mentioned above on teacher motivation was the phrase "teacher motivation" and the elements that influence instructors' motivation. In this regard, intrinsic and extrinsic motivational elements are required for teacher motivation, and these factors are represented in the research questions in this study. In the next part, we'll look at foreign language teacher motivation.

1.11. Foreign Language Teacher Motivation

The previous sections examined general teacher motivation; however, it should be emphasized that only a few of the research included language teachers as participants. Language teaching receives little attention in educational research, and ESL teacher motivation receives even less (Dörnyei, 2001, 2003). This section begins with the definition of motivation, a review of some broad views on ESL teacher motivation, followed by a brief discussion of a more recent study about EFL teacher motivation then moves on to an analysis of empirical research, which will support the discussion part.

According to Kassabgy, Boraie, and Schmidt (2001), we know relatively little about ESL instructor motivation. Dörnyei adds that research on ESL teaching motivation has been "uncharted," with no development of motivational variables. In the context of studies on EFL teachers, most of the research has concentrated on EFL teachers' training and education, but there has been little consideration of their motivation. Richards and Nunan's (1990) edited book on language teacher education, and only one article, by Pennington, briefly examines teachers' attitudes, goal setting, and professional life. Chambers (1999) went into great detail about motivating students, but just a few words were committed to ESL teacher motivation, mainly focusing on the challenges they encountered. However, Studies (Doyle and Kim, 1999; Jacques, 2001; Kassabgy et al., 2001; Kimura, 2003; Pennington, 1995) approached the topic of motivation from job satisfaction.

Pennington appears to be a pioneer in EFL/ESL teacher motivation, focusing on ESL teachers' job satisfaction and motivation (Erkaya, 2013). In her article Pennington (1991) argues that the critical factor for ESL teachers to keep their job satisfaction and career conditions positively is professional recognition. In her later study, Pennington (1995) stated that human relations and intrinsic work processes motivate ESL teachers positively towards their jobs and careers.

Kassabgy, Boraie and Schmidt (2001) performed research with 107 ESL/EFL teachers in Egypt and Hawaii and examined the motivation sources of these teachers. According to the findings, ESL/EFL teachers are motivated mainly by intrinsic factors. Helping students learn and improve themselves were found to be a more important intrinsic factor than extrinsic motivational factors of the study. Furthermore, the researchers discovered that intrinsic motivational factors were helping their students

learn or having a job where they can do their best. More significant extrinsic motivational factors such as money, promotion chances, job security, fringe benefits, autonomy needs, freedom, independence for ESL/EFL teachers.

The other one is based on motivating elements impacting EFL teacher motivation Roussos (2003). She applied in-depth qualitative interviews with Greek EFL and Non-EFL teachers. Her findings revealed that the most satisfying aspect of teaching is its intrinsic aspect, which refers to the teachers' enjoyment of working with young people and the desire to see their contributions in developing their students' English skills. In contrast, extrinsic factors are the main demotivation factors within or outside the school.

Praver and Oga-Baldwin (2008) researched whether a teacher's efficacy might be attributed to a range of abilities, task significance, task identity, feedback, and independence. The motive for becoming a teacher differs. According to Praver and Oga-Baldwin (2008), the variables that inspire instructors are intrinsic motivation, extrinsic motivation, autonomy, relationship, self-realization, and institutional support. Additionally, Addison and Brundrett (2008) stated that teacher motivation is mainly affected by intrinsic factors such as positive reactions from students, their development, a sense of accomplishment from a completed and enjoyable activity, and having encouraging colleagues. Nevertheless, the significant demotivators are poor child reactions, long hours, and a heavy workload.

According to Dweik and Awajan (2013), motivation is neither a visible event nor something tangible that can be examined like an organism or an object. According to these experts, the only way to understand motivation is to interpret individual behaviour and the administration of surveys.

Additional studies focus solely on the demotivating elements that affect EFL teachers' motivation. Fattash (2013) and Sugino (2010) examine the demotivating factors in the Japanese language teaching context. Both studies conclude that students' disruptive behaviours, too much workload and the lack of administrative support are among the most demotivating factors for EFL teachers.

Another study on motivation was done by Ng, C. F. & Ng, P. K. (2015) examines the language teachers' motivation to teach in a language centre in Cheras, Kuala Lumpur. Research determines the current degree of motivation among the English

language teachers with a survey. A review of the literature showed that similar studies from researchers such as Dweik and Awajan (2013), Yau (2010) and Sözen(2015) were on teachers' motivation. The research findings indicate that the teachers are motivated and strongly motivated because of work autonomy, good work relationships, support from colleagues, superiors and students, and their intrinsic motivations. Moreover, Sözen(2015) studied teachers motivational factors the same way in the Turkish context. Finding of the study were; service to society, job happiness, job security, relationship with students, teaching conditions, school management and policies.

According to the examined research on EFL teacher motivation in foreign contexts, teacher demotivation, according to Dörnyei, is frequently connected with five main factors: stressful nature of work, restriction of teacher autonomy, low self-efficacy, subject repetition, and inadequate career structure (p. 165). In addition to demotivation factors, Dörnei (2001) describes four particular aspects of ESL teacher motivation; intrinsic component, extrinsic component, temporal (the possibility of a lifelong career), negative influences.

Few studies on EFL teacher motivation have been conducted in the Turkish context, even though there have been disputes regarding flaws in foreign language teaching methods and outcomes in Turkey for many years (Aktaş, 2005; Işık, 2008; Kızıldağ, 2009). The research of Aydın (2012) was the oldest in the reviewed literature on EFL teacher motivation in Turkey, although being done at a very recent date. According to the findings, the top demotivating variables for instructors in Turkish EFL settings include the curriculum, students and their parents, school officials, coworkers, and physical working circumstances. The other motivational study was conducted by Topkaya and Uztoşun (2012), and they investigated the career motives of pre-service teachers. The study included 207 pre-service EFL instructors from a public institution who used the teaching choice scale variables. The study indicated that the participant pre-service EFL instructors were motivated by the intrinsic and social utility aspects of teaching for their future teaching professions. Moreover, the participants were motivated by the intrinsic and social utility values for their future careers.

Ertürk did another study on motivation. Ertürk (2013) investigated the influence of altruism on EFL instructors' motivation and the primary motivation sources and their differences according to age, gender, institution, and degree of teaching among EFL teachers. Based on the involvement of 295 instructors, the study concluded that

compassion is a motivating element for both male and female EFL teachers. However, it got less emphasis when compared to the other motivation variables. In other words, the most significant factors were determined to be a pleasant school environment, acknowledgement of their own and their pupils' accomplishment, enjoyment while doing their job, and realization of their potential significant motivation sources for Turkish EFL teachers.

The next one is that Erkaya (2013) explored the motivational elements for Turkish EFL teachers. The study's data was gathered through interviews with eight EFL teachers at a public university's preparatory school. The data analysis demonstrated that intrinsic variables had a more significant influence on EFL teachers' motivation than extrinsic factors. Furthermore, students, administrators, working circumstances, lessons, colleagues, and pay/benefits were mentioned as sources of motivation by the participating EFL instructors.

Another study was conducted by Sözen (2015), she researched the intrinsic and extrinsic factors that motivate and demotivate 79 Turkish EFL teachers by using quantitative and qualitative data. Drawing on these analyses, the following results were reached: Intrinsic factors rated as essential were related to imparting knowledge and job happiness and professional achievement or challenge or growth. Factors including job security, relationship with students, autonomy in the job such as teaching freedom and work independence, teaching conditions such as well-prepared course materials and course guidelines, relations with colleagues, parents and administrators, school management and policies, workload and working schedule, physical working conditions, training opportunities, external recognition and salary were regarded as the very important or important extrinsic factors by the EFL teachers according to the questionnaire results.

According to studies on EFL teacher motivation in Turkey, EFL teachers are driven by intrinsic and extrinsic aspects in their professions. This section attempted to emphasize EFL teacher motivation by looking at related research.

1.12. Professional development

First and foremost, the phrase must be defined for the professional development is "A school system is only as good as its teachers," they say (UNESCO, 2015, p. 4). This means that anybody interested in a successful educational system should seek ways for

teachers to become better educators, which takes us to teacher professional development., according to Glatthorn (1995) professional development, is "the result of gaining increased experience and systematically examining his or her teaching" (p. 41). Similarly, OECD (2009) defines professional development as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. On the other hand Lange (1990) defines it as "a continuous intellectual, experiential, and attitudinal growth of teachers" (p. 245).

Bedir (2019) considers teachers the primary stakeholder in the education process and the key to reform initiatives. Teachers can improve their field knowledge, contribute to their current professional skills, and shape their career objectives in such a professional educational environment. Furthermore, Professional development (PD) for teachers, in particularly, refers to "the opportunities and activities available to teacher educators" (Freeman, 2020, p. 13). Teachers can improve their area knowledge, contribute to their current professional competence, and alter their career objectives in such a professional learning environment. Teacher development is a comprehensive process that includes skill acquisition, namely the development of teaching skills, competences, and mastery. At this time, professional development activities give teachers with opportunity to practice presenting and modeling skills. Also, Teachers' characteristics should also be taken into account when planning (Diaz-Maggioli, 2004). In other words, teachers' learning should be personalized according to their background, experience, and career stage at which they find themselves at the moment. If this is considered, teachers might feel much more satisfaction from their development and consider it more valuable and productive.

Personal responsibility and possibilities for professional growth for teachers while on the job have also been investigated in various research on teacher motivation. (Yau, 2010; Kocabaş, 2009; Boraie, Kassabgy & Schmidt, 2001, Sözen, 2015). In some aspects, motivation and professional development are affected by each other. While teacher professional development primarily driven by their motivation and was only available to career goals (Craft, 2000). Moreover, Pennington (1995) finds that "intrinsic work process and human relations factors motivate ESL practitioners in a positive direction in their jobs and careers"(p, 139–140) These studies show that instructors are driven by opportunities for professional growth, a sense of accomplishment, self-esteem, and responsibility.

Undoubtedly, improvements in instructors' day-to-day methods will result in improved student learning. Moreover, "In education, research has shown that the most important factors in raising student achievement are teaching quality and school leadership" (Mizell, 2010). Murray (2010) further notes that professional development helps teachers overcome their isolation and, as a result, discuss and get rid of any potential irritation they may feel as a result of challenges in their classroom. Teachers consider their high expectations, beliefs, and financial consequences when deciding whether to implement professional development, expectancy-value theory, as proposed by Eccles and Wigfield (1995) and later researchers (e.g., Barron & Hulleman, 2015), may be particularly useful in describing teachers' motivation to implement professional development.

Finally, PD programs have been delivered from in training courses. The programs used in the form of seminars and presentations in teachers' places primarily seek to improve teachers' teaching skills, information, classroom performance, and teachers' willingness to remain productive in the profession. The majority of this type of training focuses on the theoretical aspects of professional development activities. In Turkey, the situation is similar. For decades, the importance of professional development facilities in Turkish schools has been emphasized since well-qualified teachers have been seen as an essential component of education (Seferolu, 2004). The Ministry of National Education, the Council of Higher Education, and individual scholars have primarily offered these trainings.

2. METHODOLOGY

This chapter overviews the methodology and the procedures followed in the study. The study intends to explore the research questions:

1. What are the intrinsic motivation factors?
2. What are the extrinsic motivation factors?
3. What are the perception of EFL teachers about sustaining their motivation?

Research questions were asked to Turkish EFL teachers working in public and private schools in primary, secondary and high schools in Adıyaman, Turkey.

The methodological framework of the research is expounded on in this chapter. After the research design and participants are introduced, data collection instruments and data analysis are explained.

2.1. Research Design of the Study

This study was described as descriptive research, which "defines natural or man-made events, including their appearance, behaviours, changes, and connections to other events." (Borg, Gall & Gall, 2007, p. 300). According to Borg et al. (2007), in education, descriptive research is also significant. As a type of quantitative research, it includes the careful description of educational phenomena. In this respect, descriptive research can clearly explain Turkish EFL teachers' intrinsic and extrinsic motivation factors in primary, secondary and high schools in public and private schools in Adiyaman, Turkey.

A mixed-method research design was used in this study for collecting data information comprehensibly and interpreting research questions. The mixed-method research design involves both quantitative and qualitative methods. Mixed method research is critical because it allows researchers to acquire data from multiple sources. (Cresswell, 2014). Quantitative research incorporates specific numbers like mean, scores, and frequency. This type of data is analysed statistically and presented to illustrate general trends about a more significant number of participants (Cresswell, 2014). Of the quantitative research methods, a survey-based method was employed to obtain quantitative data. Surveys define a specific group of people and gather information from some participants to better understand how the whole population represented by the sample acts or what they think (de Leeuw, Hox & Dillman, 2008). With this in mind, a questionnaire was first produced by Kassabgy Boraie and Schmidt (2001) (Appendix A), and afterwards it was used by Yau (2010) and Sözen (2015). The same factors were evaluated via the items of the questionnaire. Therefore, the second part of the questionnaire was taken from the original questionnaire (Appendix B) to collect quantitative data. The demographic information part was added to the first part of the questionnaire for getting more profound insight into the participant's demographic information.

On the other hand, qualitative research involves open-ended interviews, which present participants' actual speech. This data displays different points of view on a given topic and unfold how complicated a situation is (Cresswell, 2014). For collection

of the qualitative data, a semi-structured interview was conducted to support quantitative results. Of the qualitative research methods, the interview was made to collect data about the intrinsic and extrinsic motivation factors of Turkish EFL teachers in primary, secondary and high schools in public and private schools in Adıyaman, Turkey.

2.2. Research Setting and Participants

In this study, the participants' target population was Turkish EFL teachers working in primary, secondary and high schools in public and private schools in Adıyaman, Turkey. The schools were chosen from the surrounding areas. In order to work in Turkey, candidate English teachers have to pass the KPSS (Kamu Personeli Seçme Sınavı i.e. public personnel selection examination), an entrance exam to be a teacher in public schools in Turkey. Adıyaman, located in the south-eastern Anatolian region of Turkey, is a small city. Hence, private and public-school teachers were chosen to increase the participant numbers. A convenience sampling model was preferred at the stage of selecting the participants. This sampling model is a non-probability sampling method where the sample is taken from a group of people easy to contact or reach (Battaglia, 2011).

Demographic characteristics of Turkish EFL teachers such as gender, age, experience, institution, working in, marriage status, class size, training course, level of education and undergraduate program were given in this study. 174 Turkish EFL teachers attended the questionnaire, and 10 of the Turkish EFL teachers attended the interview. The demographic information of the participants who attended the questionnaire was given in Table 1, and the demographic information of the participants who attended the interview was given in Table 2.

Table 1

The Frequency and Percentage Distributions of the Demographic Characteristics of the Questionnaire Participants

Descriptors	Sub_descriptors	Frequency (N=174)	Percentage %
Gender	Male	60	34.5
	Female	114	65.5
Age	21-30	60	34.5

	31-40	93	53.4
	41-50	17	9.8
	51 or more	4	2.3
Experience	1-5	51	29.3
	6-10	65	37.4
	11-15	32	18.4
	16-20	14	8
	21 or more	12	9.6
Institution	Private	32	18.4
	Public	142	81.6
Working in	Primary school	25	14.4
	Secondary school	74	42.5
	High school	75	43.1
Married Status	Single	56	32.2
	Married or in a domestic partnership	113	64.9
	Divorced	5	2.9
Clas Size	10-20	41	23.6
	21-30	45	25.9
	31-40	58	33.3
	40 or more	30	17.2
Training Course	Never	6	3.4
	Rarely	87	50
	Often	58	33.3
	Usually	14	8
	Always	9	5.2
Level of Education	Bachelor's Degree	137	78.7
	Master's Degree	37	21.3
Undergraduate	English Language Teaching	132	75.9
	English Language and Literature	35	20.1
	English Linguistics	2	1.1
	Translation and Interpreting Studies	2	1.1
	Other	3	1.7

Among the questionnaire participants (N=174), there were 60 male (34.5%) and 114 female (65.5%) EFL teachers.

The age of these participants ranged from 21 to 51 or more. The participants were divided into four categories according to their age. The first category included EFL teachers aged from 21 to 30, 34.5 % (n=60) The second category included EFL teachers

aged from 31 to 40, 53.4 % (n=93). The third category included EFL teachers aged from 41 to 50, 9.8 % (n=17). The last category included EFL teachers aged from 51 or more 2.3% (n=4)

The experience of these participants was ranged from 1 to 21 or more. The participants were divided into five categories according to their experience. The first category included teachers whose experience ranged from 1 to 5 years, 29.3% (n=51). The second category comprised of EFL teachers with experience from 6 to 10 years, 37.4 % (n=65). The EFL teachers' experience in third category was between 11 and 15 years, 18.4 % (n=14) whereas the fourth category included EFL teachers with experience of 16 to 20 years, 8 % (n=14). The EFL teachers in the last category included those with 21 or more years of experience 9.6 % (n=12).

When the institution EFL teachers work is taken into consideration, it was apparent that 18.4 % (n=41) of EFL teachers worked in private schools. Of the participants, 81.6 % (n=142) of EFL teachers worked in public schools.

With regard to the type of school EFL teachers work in, 14.4 % (n=25) of EFL teachers worked in primary schools. Of the participants, 42.5 % (n=74) were employed in secondary schools. Among all, 43.1 % (n=75) of them worked in high schools.

In reference to marital status of EFL teachers, it was apparent that 32.2 % (n=56) of EFL teachers were single. Of the participants, 64.9 % (n=113) were a married or domestic partnership. Among all, 2.9 % (n=5) of them divorced.

The participants were divided into four categories according to their class size. The first category included EFL teachers whose class size of 10 to 20 students 23.6 % (n=41) The second category included EFL teachers who had 21 to 30 students in their classes 25.9 % (n=45). The third category included EFL teachers with class size of 31 to 40 students 33.3 % (n=58). The last category included EFL teachers whose class size was 41 or more students 17.2 % (n=30)

Participants were categorised as five groups based on their training course. The first category included EFL teachers who never took training course 3.4 % (n=6) The second category comprised of EFL teachers who rarely took it 50 % (n=87). The third category included EFL teachers who responded this item by stating that they did it often 33.3% (n=58). The participants in the fourth category were those who responded

the questionnaire as usually 8 % (n=14). The response of the EFL teachers in last category was always 5.2 % (n=9).

Regarding the level of education, it was identified that 78.7 % (n=137) of EFL teachers had Bachelor's Degree whereas of the participants, 21.3 % (n=37) of EFL teachers had Master's Degree.

Considering undergraduate programs, it was seen that most of the EFL teachers (77.9 %, n=132) graduated from the department of English Language Teaching, Education Faculty. Undergraduate programs of other EFL teachers are English Language and Literature (20.1 %, n=35), Linguistics (1.1 %, n=2), Translation and Interpreting Studies (1.1 %, n=2), other departments (1.7%, n=3) respectively.

Table 2

The Frequency and Percentage Distributions of the Demographic Characteristics of the Interview Participants

Descriptors	Sub_descriptors	Frequency	Percentage
		(N=10)	
Gender	Male	3	30
	Female	7	70
Age	21-30	3	30
	31-40	4	40
	41-50	3	30
	51 or more	0	0
Experience	1-5	2	20
	6-10	6	60
	11-15	2	20
	16-20	0	0
	21 or more	0	0
Institution			

			25
	Private	2	20
	Public	8	80
Working in			
	Primary school	2	20
	Secondary school	4	40
	High school	4	40
Married Status			
	Single	3	30
	Married or in a domestic partnership	7	70
	Divorced	0	0
Clas Size			
	10-20	5	50
	21-30	5	50
	31-40	0	0
	40 or more	0	0
Training Course			
	Never	2	20
	Rarely	2	20
	Often	6	60
	Usually	0	0
	Always	0	0
Level of Education			
	Bachelor's Degree	9	90
	Master's Degree	1	10
Undergraduate			
	English Language Teaching	7	70
	English Language and Literature	3	30
	English Linguistics	0	0
	Translation and Interpreting Studies	0	0
	Other	0	0

Among the interview participants (N=10), there were three males (30 %) and seven female (70 %) EFL teachers.

The age of these participants ranged from 21 to 51 or more. The participants were divided into four categories according to their age. The first category included EFL teachers aged from 21 to 30 30 % (n=3). The ages of the participants in the second category were between 31 and 40 40 % (n=4). The ages of the EFL teachers in the third category ranged from 41 to 50 30 % (n=3). The last category included EFL teachers who were 51 or more 0 % (n=0)

The experience of these participants ranged from 1 to 21 or more. The participants were divided into five categories according to their experience. The first category included teachers whose experience ranged from 1 to 5 years 20 % (n=2). The second category included EFL teachers with experience of 6 to 10 years 60 % (n=6). The EFL teachers in the third category had experience of 11 to 15 years 20 % (n=2). The fourth category included EFL teachers whose experience ranged from 16 to 20 0 % (n=0). In the last category, there were EFL teachers with 21 or more years of experience 0 % (n=0)

When the institution EFL teachers work was taken into consideration, it was apparent that 20 % (n=2) of EFL teachers worked in private schools. Of the participants, 80 % (n=8) of EFL teachers worked in public schools. When the type of school EFL teachers worked in was considered, it was apparent that 20 % (n=2) of EFL teachers worked in primary schools. Of the participants, 40 % (n=4) were employed in secondary schools. Among all, 40 % (n=4) of them worked in high schools.

When marital status of EFL teachers were considered, it was apparent that 30 % (n=3) of EFL teachers were single. Of the participants, 70 % (n=7) were a married or in domestic partnership. Among all, 0 % (n=0) of them were divorced.

The participants were divided into three categories according to their class size. The first category included EFL teachers whose class sizes ranged from 10 to 20 students, 50 % (n=5). The second category included EFL teachers with class sizes of 21 to 30 students, 50% (n=5). The EFL teachers in the third category had class size between 31 to 40 students, 0 % (n=0).

Participants were divided into five categories according to their training course. The first category included those who responded as never 20% (n=2) The second category

was those who replied to the question as rarely 20 % (n=2). The participants in the third category stated that they often had training courses 60 % (n=6) whereas those in the fourth category maintained that they usually took training courses. 0% (n=0). The last category included those whose responses were always 0 % (n=0).

When the level of education was considered, it was apparent that 90% (n=9) of EFL teachers had Bachelor's Degree. Of the participants, 10 % (n=1) of EFL teacher held Master's Degree.

Considering their undergraduate programs, it was seen that most of the EFL teachers (70 %, n=7) graduated from the department of English Language Teaching, Education Faculty. Undergraduate programs of other EFL teachers were English Language and Literature (30 %, n=3).

2.3. Data Collection Procedure of the Study

After obtaining the Çağ University Ethics Committee's permission (Appendix 5) and Adıyaman National Education Directorate's Approval (Appendix 6), data collection procedures were started. The research was conducted with Turkish EFL teachers working in primary, secondary and high schools in public and private schools in Adıyaman, Turkey. The study was conducted in the second semester of 2020-2021 academic year and the first semester of 2021-2022 academic year. Due to the pandemic period, a questionnaire was applied with Google forms. It was sent through WhatsApp, email, social media and interviews were done on Zoom by asking participants to participate voluntarily.

2.3.1. The Language Teacher Motivation Questionnaire

In the first phase, the quantitative data were collected using a web-based survey. A web-based survey was preferred rather than a paper or face-to-face method because it was assumed that web-based tools were likely to reach a more reasonable number of respondents. Also, they were less costly, and the data was collected directly in electronic form so that it was easy to organize and analyse the data. The questionnaire, which also included the consent part for the participants, was uploaded on a registered web-based tool, Survey Monkey. The link to the survey was shared with the target population through e-mails, WhatsApp groups and social media, which allowed the researcher to include more participants in the study.

To collect the primary data of the study, using a questionnaire was believed to be appropriate as questionnaires enable structured and numerical data which are straightforward to analyse (Cohen, Manion & Morrison, 2011). The questionnaire was first produced by Kassabgy, Boraie and Schmidt (2001). Afterwards, Yau (2010) used it in his thesis and later Sözen (2015) used it (Appendix 1). It was also adapted for the present study. Kassabgy, Boraie and Schmidt (2001), in their study, aimed to find out what aspects of work are more important to 107 ESL / EFL teachers in Hawaii and Egypt and to define the motivating and demotivating factors for these teachers. With similar research aims, Yau (2010) investigated the ESL teachers' motivation in New Zealand through the adapted version of the questionnaire. Sönmez (2015) used the questionnaire in the Turkish setting using a modified questionnaire version with close-ended and open-ended items.

The questionnaire was designed in two parts for the present study. The first part of the questionnaire aimed to collect data on the demographic characteristics of the participants with 10 items such as gender, age, teaching experience, type of school they work, civil status, class size, level of education and undergraduate degree program. It was designed comprehensively to collect data about their background information in a detailed manner. The second part of the questionnaire consisted of 36 items with a five-point Likert scale ((5=very important 4=somewhat important 3=no opinion 2=somewhat unimportant 1=not important at all). All items were evaluated for both extrinsic and intrinsic motivation factors. The questionnaire consists of 36 items, eight of which reflect intrinsic factors and 28 of which reflect extrinsic factors. Numbers of the intrinsic questionnaire items were 18, 20, 21, 27, 28, 34, 35, 36 and the rest of the questionnaire were extrinsic motivation factor items. (APPENDIX 7).

2.3.2. Interviews

The second data collection instruments were semi-structured interviews, which were applied to gather qualitative data from the participants. Because of the pandemic period, the interviews were conducted through online meetings by using web tools such as Zoom, Adobe Connect or Google meet. They were conducted in their mother tongue (Turkish) with the purpose of making them feel comfortable, and responses were later translated into English. The interviews were recorded with the permission of the participants to comprehend coding more meaningfully and then, they were transcribed for the analysis stage. Participants in the study were selected using the purposive

sampling method, which is used to understand participants' background knowledge and life experience deeply. As Merriam (1990) states, "Purposive sampling is based on the assumption that one wants to discover, understand, gain insight; therefore, one needs to select a sample from which one can learn most" (p. 48). Moreover, it is typically used in qualitative research to identify and select the information-rich cases for the most proper utilization of available resources (Patton, 2002). Atlas.ti software program was used for categories and coding the qualitative data. The intrinsic motivation items and the extrinsic motivation items were analysed by calculating the mean scores of each value item.

Interview questions were taken from Yau's (2010) research for the investigation of the intrinsic and extrinsic motivation factors in primary, secondary and high schools in private and public schools in Adiyaman and the EFL teachers' perception about sustaining their motivation. Five interview questions were used from the original form of interview questions (Appendix 3). In the original interview questions, the first, second and fourth interview questions were asked to learn the intrinsic and extrinsic motivation factors of participants. The third was asked for motivation in the classroom, and the fifth interview question was asked as a suggestion about professional development. In his study, Yau intended to learn international language teachers' motivation factors in New Zealand.

But this study was conducted on only Turkish teachers working in private and public schools in Adiyaman, Turkey. Therefore, interview questions were adapted. The first four questions were asked to learn the motivational factors of the participants and what the intrinsic and extrinsic motivation factors were. The last interview question was asked to learn the perception of EFL teachers about sustaining their motivation. (Appendix 4)

2.4. Data Analysis

Statistical Package for Social Sciences software (SPSS, version 23.0) was used to analyse data quantitatively. Cronbach's Alpha was evaluated for the reliability of the questionnaire. For the first research question, which investigated Turkish EFL teachers' intrinsic motivation factors, descriptive statistics like frequency, mean values and standard deviation were applied. For the second research question, which investigated Turkish EFL teachers' extrinsic motivation factors, descriptive statistics like frequency, mean values and standard deviation were applied. Descriptive statistics, which provides

a fundamental summary of variables by showing a proportionate breakdown of the categories for each variable (Harries 1998).

Qualitative data were used in this research to collect significant parts of the research questions of the study. In this respect, data were obtained from structured interview questions then transcribed verbatim. Content analysis was applied to find out EFL teachers' motivational factors:

1. The interview was read carefully through without taking notes to get the first impression.

2. Data were analysed in detail (word-by-word for each line) to gain a large amount of data. Codes were generally defined as the teachers' original statements, and all codes were written in every line of the paper.

3. Codes were reread to understand general impressions about the content. After that, sub-categories and categories were developed based on the codes.

4. Sub-categories, categories and codes were illustrated in the tables. Finally, three English teachers examined coding during data analysis to provide the reliability of the data coding.

3. FINDINGS

The preceding chapter covered the participants, the mixed-methods approach and the data collection methodology. The descriptive statistics of the findings of the quantitative data obtained through questionnaires and the qualitative data acquired through responses to open-ended questions were presented in this chapter. The quantitative data were analysed using SPSS, while the qualitative data, namely interviews, were analysed through content analysis using Atlas.ti. In addition, this chapter includes findings obtained in three phases of the study in line with the research questions.

Firstly, the mean scores of the intrinsic motivational items and categories of intrinsic motivation factors were shown for the first research question. Then, both quantitative and qualitative data findings were presented. Subsequently, the mean scores of the extrinsic motivation items and categories of extrinsic motivation factors were shown for the second research question. Lastly, both quantitative and qualitative data findings were presented. For the third research question, only quantitative data was presented.

The findings were designed to answer the following research questions for the study.

1. What are the intrinsic motivation factors?
2. What are the extrinsic motivation factors?
3. What are the perceptions of EFL teachers about sustaining their motivation?

As explained previously, the present questionnaire was based on Kassabgy, Boraie & Schmidt's (2001) study. To answer the first and the second research questions, quantitative data were evaluated by counting the mean for each item descriptively. Furthermore, qualitative data from the interviews was clarified for the third research question. The qualitative data were analysed, classified by pre-determined themes, and then frequency counted (quantized).

The Reliability Results for Motivational Factor Items

Table 3

The Reliability Results for Motivational Factor Items

	Number of items	Mean	SD	Cronbach alfa
Intrinsic	8	4.569	0.313	0.80
Extrinsic	28	4.448	0.238	0.913
General	36	4.475	0.242	0.932

When Table 3 was examined, Cronbach alpha value was seen to be 0.923 for motivational factors items. It was observed that the Cronbach alpha value for sub-categories for intrinsic was 0.80. Moreover, Cronbach alpha value for sub-categories for extrinsic was 0.913. It means that the questionnaire for Motivational Factors was exceptionally reliable.

To answer the first and the second research questions, quantitative data from the questionnaire, which included 36 value items, was analysed. Atlas.ti software program was used for categorising and coding the qualitative data for the first, second and third

research questions. The motivating intrinsic items and the motivating extrinsic items were analysed by calculating the mean scores of each value item. As described in detail in the previous chapter, 36 items were rated on a 5-point Likert scale for respondents to choose between: with a rating from 5 to 1 (5 = *very important*, 4 = *somewhat important*, 3 = *no opinion* or neutral, 2 = *somewhat unimportant* and 1 = *unimportant at all*).

According to Yau's (2010) and Sözen's (2015) research studies, items with a mean score of more than 4.5 indicated were very important to EFL teachers. Items with a mean score of 4.00 or higher indicated that the intrinsic elements were important for EFL teachers, whereas items with a mean score of less than 4.00 indicated that the intrinsic factors represented by these items were somewhat important for EFL teachers. Following that, items were coloured differently based on the value the Turkish EFL assign each item depending on its importance degree. Very important items were coloured brown, important items were coloured blue, and somewhat important items were coloured purple. Additionally, the green colour was for the total intrinsic and extrinsic mean scores of the items.

Table 4

Motivational Factors

Question/Type			Mean	SD
Items				
Q28	Intrinsic	Really helping my students to learn English	4.84	0.449
Q3	Extrinsic	Job security	4.76	0.586
Q14	Extrinsic	Having the freedom to do what is necessary in my teaching to do a good job	4.76	0.501
Q36	Intrinsic	Having a job in which I am relaxed and have peace of mind	4.74	0.598
Q7	Extrinsic	Being fairly treated in my organization	4.74	0.635
Q18	Intrinsic	Having a job in which I can perform to the best of my ability	4.72	0.614
Q30	Extrinsic	Having a friendly relationship with my students	4.71	0.536
Q34	Intrinsic	Having a job that is enjoyable and stimulating	4.68	0.527
Q15	Extrinsic	Being allowed to deal creatively with students' problems	4.67	0.582
Q21	Intrinsic	Having a job in which I can learn and develop my abilities to my full potential	4.66	0.642
Q5	Extrinsic	Having clear rules and procedures	4.63	0.740
Q35	Intrinsic	Having a job that is fun	4.61	0.668
Q22	Extrinsic	Having contact with professionals in the field of English language teaching	4.61	0.632
Q10	Extrinsic	Having sufficient variety in tasks/type of activity	4.6	0.597
Q9	Extrinsic	Having a supervisor who gives clear guidance	4.58	0.827
Q8	Extrinsic	Having a supervisor who is responsive to suggestions and grievances	4.57	0.699

Q16	Extrinsic	Being included in the goal-setting process	4.57	0.792
Q6	Extrinsic	Having a manageable workload	4.56	0.640
Q29	Extrinsic	Having good relationships with colleagues	4.56	0.709
Q25	Extrinsic	Being evaluated positively by my students	4.51	0.686
Q24	Extrinsic	Being able to work independently and use my own initiative	4.47	0.817
Q27	Intrinsic	Being recognized for my teaching accomplishment	4.46	0.710
Q23	Extrinsic	Frequent feedback about the effectiveness of my performance	4.42	0.868
Q1	Extrinsic	Earning a good salary	4.41	0.746
Q33	Extrinsic	Working with other teachers as a team	4.37	0.915
Q26	Extrinsic	Being evaluated positively by my supervisors	4.35	0.751
Q2	Extrinsic	Having flexible working hours	4.32	0.766
Q12	Extrinsic	Having a profession that is prestigious	4.32	0.950
Q31	Extrinsic	Having a good relationship with my supervisor(s)	4.29	0.832
Q4	Extrinsic	Fringe benefits	4.22	0.827
Q11	Extrinsic	Working for a reputable educational organization	4.16	0.934
Q17	Extrinsic	Being able to introduce changes without going through a lot of red tape	4.14	1.005
Q32	Extrinsic	Having a good relationship with my student's parents	4.14	0.921
Q19	Extrinsic	Being promoted to a senior supervisory job at some point in my career	4.06	0.995
Q13	Extrinsic	Having a prestigious job title	4.03	1.078
Q20	Intrinsic	Having a challenging job	3.84	1.022
Total Intrinsic Score			4.56	0.434
Total Extrinsic Score			4.44	0.428
General Score			4.47	0.413

Table 4 indicates mean score, standard deviation and total group mean scores of intrinsic and extrinsic motivation factors of the questionnaire. Mean scores and standard deviation of each item were given based on the responses of the participating Turkish EFL teachers working in private and public school in Adiyaman in the south-eastern region of Turkey (N=174).

As it was indicated in Table 4, the overall mean of 36 items in the questionnaire was found 4.47 on the 5-point Likert scale. Because of the motivational factors scores near 4.5, we could say that motivational factors, both intrinsic and extrinsic, were very important for 174 Turkish EFL teachers. The total mean score of intrinsic motivation factors was 4.56. Moreover, the total mean score of extrinsic motivation factors was 4.44. According to the research finding, Turkish EFL teachers were motivated intrinsically rather than extrinsically. According to some research, intrinsic factors are more important than extrinsic factors (Dinham & Scott, 2000; Pennington, 1995) and

have been highlighted as major elements in maintaining teaching motivation (Dörnyei, 2001; Nias, 1989; Poppleton, 1989).

Thirty-six items were represented as motivational factors for Turkish EFL teachers in Table 4. Most of the questionnaire items were regarded by the respondents as very important: 20 items were rated with overall means higher than 4.5 (very important). Another 15 items were between 4.0 and 4.5 (important) for Turkish EFL teachers. Items with a mean score of less than 4.00 (somewhat important) was indicated as the least important items for EFL teachers, and only one item was seen less than 4.00 in Table 4.

Item of the 28 'Really helping my students to learn English' was an intrinsic motivation item, and it has the highest mean score ($M=4.84$, $SD=0.449$) among all items. This study appears to support the literature's assertion that, in general, teaching, educating people, and transferring information are dominating motivators (Dörnyei, 2001; Kyriacou & Coulthard, 2000; Poppleton, 1989). The importance of intrinsic motivation was demonstrated in this study as well. The main reason for pursuing a career as a teacher was to 'Imparting knowledge', and it was an intrinsic motivation factor for teachers (Yau, 2010). On the other hand, Item 20, 'Having a challenging job', was an intrinsic motivational item, and it has the lowest mean score ($M=3.84$, $SD=1.022$). We could say that both the highest and the lowest mean scores items were about intrinsic motivation.

The very important extrinsic motivation factors were related to 'Employment' with a different perspective, and also, they have the same mean scores. The participants analysed these items with 4.76 mean scores; Q3 'Job security' and Q14 'Having the freedom to do what is necessary for my teaching to do a good job' by the participants. It was clear from Table 4 that 'Job security' and 'Freedom' were the most important extrinsic motivation factors for EFL teachers in the qualitative data in the present study.

Q36, 'Having a job in which I am relaxed and have peace of mind (mean = 4.74), and Q7 'Being fairly treated in my organization' (mean =4.74) were rated as the fourth most important items. Q36 was an intrinsic motivation item, and it was about being relaxed mentally and feel confident, but Q7 was an extrinsic motivation item. We could say that both items reflect different motivational factors but the same motivational mean scores. It was probable that the topic of fairness was expressed in things like

work autonomy, job security, salary, workload, resources, or physical working environment, both general and ESL teachers and were reported to be critical factors (Dinham & Scott, 2000; Kyriacou & Coulthard, 2000; Nias, 1989; Walker, 2007).

Other important extrinsic motivation factors were workload and physical working environment. They were rated with overall means at the level above 4.5, Q6 'Having a manageable workload' (mean=4.56) and Q10, 'Having sufficient variety in tasks/type of activity' (mean= 4.6). Another item, Q1 'Earning a good salary' (4.41) was also revealed as an important extrinsic motivation factor in this study. Nonetheless, whether the salary is a significant motivator is an unresolved debate among the researchers. For example, Galton and MacBeath (2008) argue that salary does not have a large effect in research. Otherwise, Tziava's (2004) results, found low pay to be the most demotivating factor.

Apart from the economic factors examined, another major theme obtained from the data was constructing a relationship with students, colleagues, management, and students' parents. According to goal-setting theory, the more feedback from work or engagement, the more motivated employees will become (Locke, 2003). The present study appears to provide evidence to support that theory. Q30 'Having a friendly relationship with my students' (means=4.71) and Q29 'Having good relationships with colleagues' (means=4.56) were rated above overall means of 4.5 and they were very important items; moreover, Q31, 'Having a good relationship with my supervisor(s)' (means= 4.29), Q32, 'Having a good relationship with my student's parents' (means=4.14) were rated above the overall means of 4.00 and they were revealed to be one of the important items.

Finally, Q20, 'Having a challenging job' was analysed with 3.84 mean scores. Item with a mean score of less than 4.00 but near 4.00. So, it was indicated that 'Having a challenging job' was somewhat an important item for EFL teachers. Moreover, the lowest mean score among the other items was an intrinsic motivation factor.

Interpretation of the Quantitative Data Findings of the Research Question 1

The first research question of the study, 'What are the intrinsic motivation factors?' sought for the intrinsic motivation factors for Turkish EFL teachers. To answer this question, quantitative data from the questionnaire, which included 8 value items, were analysed. The motivating intrinsic items were identified among these items by

calculating the mean scores of each value item related to intrinsic factors. Following that, items were coloured differently based on the Turkish EFL teachers' value of importance degree. Very important items were coloured brown, important items were coloured blue, and somewhat important items were coloured purple. Eight of the 36 value items reflect intrinsic aspects of motivation. Intrinsic factors included knowledge, service to society, job satisfaction, professional achievement, challenge, or progress. The mean scores of the items indicating intrinsic components are shown in Table 5 below.

Table 5

Intrinsic Motivation Factors

Question	Items	Means	SD
Q28	Really helping my students to learn English	4.84	0.449
Q36	Having a job in which I am relaxed and have peace of mind	4.74	0.598
Q18	Having a job in which I can perform to the best of my ability	4.72	0.614
Q34	Having a job that is enjoyable and stimulating	4.68	0.527
Q21	Having a job in which I can learn and develop my abilities to my full potential	4.66	0.642
Q35	Having a job that is fun	4.61	0.668
Q27	Being recognized for my teaching accomplishment	4.46	0.71
Q20	Having a challenging job	3.84	1.022

One of the most significant findings emerging from this study was Q28 'Really helping my students learn English' which received the highest mean score (4,84) among all the intrinsic motivation factor items from Table 5. Moreover, this item also got the highest mean score of all the items in the questionnaires. Imparting knowledge which included students' understanding of the course subject and students' success in English, was found to have a positive effect on Turkish EFL teachers' intrinsic motivation.

Interpretation of the Qualitative Data Findings of the Research Question 1

The first research question of the study, 'What are the intrinsic motivation factors?' sought for the intrinsic motivation factors for 10 Turkish EFL teachers in Adiyaman. As well as the questionnaire, we asked five open-ended questions (Appendix 4) to the participants selected in a convenience sampling approach among teachers working in

the public and private schools in Adıyaman. The participants for this phase were EFL teachers who had also participated in the quantitative phase of the study. To answer this question, qualitative data from the interview was used. (Appendix 4).

As a result, content analysis was used, and the coding process began for the documents. Coding, according to Richards and Morse (2013), is "the strategy that measured by the extent from diffuse and messy text into organized thoughts about what is going on" (p. 167). Data analysis was done using Atlas.ti qualitative data analysis software to organize thoughts in the texts. Table 6 shows the frequency of the codes and categories indicating intrinsic components. As previously indicated, I changed the participants' files as Interviewee 1, Interviewee 2, ... Interviewee 10 before reviewing their responses to the open-ended questions. The codes were found and categorized as a total of five categories due to the content analysis of the answers to the open-ended questions. In addition, this section of the study attempted to identify potential factors that may influence intrinsic motivation. As a result, the developing categories were also identified as variables impacting the intrinsic motivation level of EFL teachers. These elements are mentioned in Table 6.

Table 6

Codes of the Intrinsic Motivational Factors

Theme	Intrinsic Motivational Factors	Frequency
Code Categories	Helping students	9
	Job satisfaction	8
	Self-improvement	5
	Professional development	4
	Having a job that is fun	3

As shown in Table 6, the results of the interview questions show that '*Helping students*' has the highest frequency score among the other categories. Some of the quantitative data findings also supported the qualitative data findings above. This research supports the idea of Dörnyei (2001) that, the primary intrinsic motivation for instructors is teaching. Imparting knowledge which included students' understanding of the course subject and students' success in English has a positive effect on Turkish EFL

teachers' intrinsic motivation to teach. The present study provides additional evidence concerning intrinsic motivational factors for Turkish EFL teachers in Table 6. *Job satisfaction, self-improvement, professional development, job happiness* were very important factors for the Turkish EFL teachers.

This research supports the idea that Dörnyei (2001), the primary intrinsic motivation for instructors is teaching. Imparting knowledge which included students' understanding of the course subject and students' success in English, was a positive effect on Turkish EFL teachers' intrinsic motivation factor. The present study provides additional evidence concerning intrinsic motivational factors for Turkish EFL teachers in Table 6. *Job satisfaction, self-improvement, professional development, job happiness* were very important factors for the Turkish EFL teachers.

The second major finding was Q36 'Having a job in which I am relaxed and have peace of mind' (M=4.74). It was indicated that self-satisfaction or self-development was the second significant factor for the participants' motivation.

Three items were also among the most important intrinsic factor items: Q18 'Having a job in which I can perform to the best of my ability (M=4.72), Q34 'Having a job that is enjoyable and stimulating'(M=4.68) and Q21 'Having a job in which I can learn and develop my abilities to my full potential (M=4.66). This research has shown that the participants' desire for job happiness and professional achievement or challenge or growth while teaching English were also very important effective factors on their motivation. The next very important intrinsic item was Q35, 'Having a job that is fun' (M=4.61), reflecting an intrinsic aspect of enjoying, all related to self-satisfaction and self-awareness. Moreover, Q27 'Being recognized for my teaching accomplishment' (M=4.46) was related to the awareness of success which was one of the important intrinsic motivation factors shown in Table 5.

The most obvious finding to emerge from this study was that Q20 'Having a challenging job' (M=3.84), as shown in Table 5. This item was with a mean score of less than 4.00 but near 4.00. So, it was indicated that 'Having a challenging job' was a somewhat important item for EFL teachers. Although it was the lowest-rated item, findings showed that the item was somewhat important for the Turkish EFL teachers.

The following conclusions can be drawn from the present study: It was worth mentioning that the above findings of intrinsic motivation factors were indicated that

six items Q28 'Really helping my students to learn English', Q36 'Having a job in which I am relaxed and have peace of mind', Q18 'Having a job in which I can perform to the best of my ability', Q34 'Having a job that is enjoyable and stimulating', Q21 'Having a job in which I can learn and develop my abilities to my full potential, Q35 'Having a job that is fun' which were rated with overall means higher than 4.5. Another item, Q27, 'Being recognized for my teaching accomplishment', which was rated with overall means higher than 4.0, and Q20 'Having a challenging job' (M=3.84) were rated less than 4.00, and we could say that six items were very important, one item was important and one item was somewhat important for Turkish EFL teachers as shown in Table 5.

Item Q28 'Helping my students learn English' received the highest mean score among all intrinsic motivational factors. Only one item referring to intrinsic factors 'Having a challenging job' was a somewhat important item for EFL teachers and an implication of this was the possibility that the participants did not place a high value. Other intrinsic motivation items were about self-satisfaction or self-development, desire for job happiness, professional achievement or challenge or growth, enjoyment and self-awareness.

The findings addressing intrinsic factors demonstrate that motivations linked to servicing students' needs, self-happiness, or self-improvement may be identified as relating to individuals; that is, individual students and the individual teacher self. Teachers' intrinsic interests, such as personal enjoyment, personal development, and personal challenge, were emphasized. Otherwise, Among the intrinsic items, 'Being recognized for my teaching accomplishment' (mean = 4.46) was important. In other respects, in the present study autonomy or personal feelings were more crucial than social benefits for the participants of this study. These findings seem to contrast with some other studies (Dörnyei 2001; Kyriacou & Coulthard, 2000; Poppleton, 1989). They argued that reaching the higher moral ground, giving service to society, or improving a community are important motivators in teaching and they were important intrinsic motivation factors.

Interpretation of both the Quantitative Data and the Qualitative Data Findings of the Research Question 1

In the second part of the questionnaire, eight of the 36 value categories indicate the intrinsic aspects of motivation. Intrinsic variables included knowledge, service to society, job satisfaction, professional achievement, challenge, and progress.

The table above indicates that one of the more significant findings from this study was that Q28, 'Helping my students learn English' received the highest mean score (4,84) among all intrinsic motivation factor items. Moreover, this item also got the highest mean score of all the items in the questionnaires. It was found that the intrinsic motivation factor was very important for Turkish EFL teachers, and many previous studies on general and ESL teachers have found that intrinsic factors appear to play a more significant role in motivating teaching (Dinham & Scott, 2000; Pennington, 1995). Imparting knowledge which included students' understanding of the course subject and students' success in English has a positive effect on intrinsic motivations to teach English. Moreover, common intrinsic motivators for teachers, according to Dinham and Scott (2000), which was also discussed in the related research studies reviewed previously in the Literature Review chapter, include student achievement, assisting students in changing their attitudes and behaviours, positive relationships with students and others, self-growth, professional skills, and a sense of belonging to a collegial, positive environment factor for Turkish EFL teachers.

According to the analysis, the importance of *helping students* to learn English, which was intrinsic motivation factor, was found to be the most important intrinsic factor. This finding also supports the quantitative results found in the previous section and it was strongly demonstrated in the statement of the interview participants' comments in their sentences:

Interviewee 1, '*Small touches to their lives will give much more successful results*'.

Interviewee 1, '*What a child can achieve when s/he tries to learn English really impresses me. I think it is a good impression for my feeling as a teacher*'

Interviewee 2, '*I really love my job because of my students. I like helping them using their foreign language functionally*'.

Interviewee 2, '*We should make our students active and make them take part in using the foreign language functionally*'.

Interviewee 3 '*I make my students love English and teach it in the most effective way*'.

Interviewee 3 *'My desire is to improve my students at the highest level'*.

Interviewee 8 *'I can help students to get out of their current living situation and explore the world'*.

Interviewee 9 *'It feels nice helping them get rid of their prejudices'*.

Interviewee 10 *'I try to make my students love English language too'*.

The second major finding was Q36 'Having a job in which I am relaxed and have peace of mind' (M=4.74). It was indicated that self-satisfaction or self-development was the second significant factor for the participants. *Job satisfaction* also supports the quantitative results found in the previous section. Some comments about it:

Interviewee 3 *'I researched, learned and I started to love it day by day. Doing a job, I love gave me the belief and strength to surpass my abilities.'*

Interviewee 2 *'I feel good when I complete to do list on time'*.

Interviewee 8 *'I love my job and I feel good when I am doing my job'*.

Interviewee 9 *'Students always listen to me, and I really like being listened by the students and I think that it is an easy job'*.

Interviewee 10 *'I feel that I am not stressed when I do my job. It is not an easy job, but I feel comfortable when I am in the school.'*

Q34 'Having a job that is enjoyable and stimulating' (M=4.68). This finding also supports the quantitative results found that teachers stated that they felt comfortable and happy when doing their job in the school, and it motivated them to do their job, especially when they were in the classroom. Furthermore, it was strongly demonstrated in the statement of the interview participants' comments in their sentences:

Interviewee 1 *'As per my view, becoming a teacher does not necessitate to take a significant risk on your shoulders'*

Interviewee 5 *'I feel good when I am in my school garden with my students'*

Interviewee 5, *'You need to be flexible sometimes as a teacher and I think that there is no strict rule when you teach English in the classroom'*

"Having a job in which I can perform to the best of my ability" was also among the essential intrinsic factor items in the questionnaire. When teachers think they are good

at teaching English, they think their English teaching potential is more effective. We could understand this from the comments of Interviewee 10, interviewee 9 and interviewee 5. Also, performing to the best of my ability was stressed frequently in the interview. It was written broadly below in the statement of the participants.

Interviewee 10... *'I think I can teach English effectively. I am a good teacher because I use all my teaching ability'*.

Interviewee 9 *'In my opinion, teachers have to have a teaching ability and I am aware of my own teaching potential'*.

Interviewee 5, *'I know my teaching potential of teachers, so I perform my best ability to teach a language'*.

Interviewee 2 *'I am extrovert, and I think that I am a very good teacher when I use this feature while teaching English'*.

Interviewee 10 *'I teach English language through enjoyable activities in class using the best of my ability'*.

As shown in Table 4, 'Having a job where I can learn and develop my abilities to my full potential (4.66), supported by the qualitative data findings. *The professional development* category was mentioned four times in the interview. Interview participants stated that they wanted to continue their personal development, some qualitative data comments including participant Interviewee 1, and Interviewee 3, who also have a master's degree, are as follows:

Interviewee 1 *'Yes, I wanted to develop my potential knowledge by doing master's degree'*.

Interviewee 1 *'I'm aware of my own power as a teacher because of my learning and teaching abilities'*

Interviewee 2 *'I also try to improve myself I never see myself sufficient and this ambition led me to become an English teacher'*.

Interviewee 3 *'I think I should continue my career in the most effective way no matter what'*.

The last *having a job that is fun* category of the qualitative data was also supported the item 35 'Having a job that is fun' (4.61). This finding also supports the quantitative

results found in the previous section and it mainly by stresses the importance of using materials and enjoyable activities; interviewee 2 mentioned this widely in her comments. Some qualitative data comments:

Interviewee 2 *'I try to bring materials to the classroom environment so that my students can speak up. I try to make use of images and pin sentence heads to the board. For instance, when I try to teach them the if clause, I make my students make a cake and also have them put small papers in which there are small sentences with if clause structure. Later on, I make every student in the class to read them aloud and write them on the board and also write it on their notebook. They eat the cake and, we find mistakes if it is written in a wrong way. We have lots of fun while we are doing this. I think English teachers should be a little bit crazy and take risks.'*

Interviewee 10 *'I try to make my students love it too. I teach English language through enjoyable activities in class'*.

Interviewee 1 *'I believe that every person should do the job they are interested in, so I focused on English. It is an enjoyable job for me'*.

Table 5 also revealed that Turkish EFL teachers rated the lowest item as Q20, 'Having a challenging job' (3.84). Moreover, finding was not found by the qualitative data. We could say that item was somewhat important for Turkish EFL teachers.

To summarize, the evaluation of both quantitative and qualitative data for the first research question obtained the following results:

Seven of the eight items based on intrinsic factors were evaluated as very important or important. Only one item was somewhat important for Turkish EFL teachers. Q28 'Helping my students learn English' received the highest mean score (4,84) among all intrinsic motivation factor items from the questionnaires. Moreover, this item also got the highest frequency of *helping students* (F= 9) from the interview. It was found that helping students was the most influential intrinsic motivation factor for Turkish EFL teachers.

The second major finding was Q36, 'Having a job in which I am relaxed and have peace of mind' (M=4.74), and it supported the category of *job satisfaction* (F=8). Three items were also among the most important intrinsic factor: Q18, 'Having a job in which I can perform to the best of my ability' (M=4.72), Q34 'Having a job that is enjoyable and stimulating' (M=4.68) and Q21 'Having a job in which I can learn and develop my

abilities to my full potential(M=4.66). These items were also supported with *self-improvement* (F=5) and *professional development*(F=4) categories.

Another very important intrinsic item was Q35, 'Having a job that is fun' (M=4.61). The participants' desire for *having a job that is fun* (F=3) while teaching English was effective. Moreover, Q27 'Being recognized for my teaching accomplishment' (M=4.46) was related to the awareness of success which was one of the important intrinsic motivation factors, and it was supported by *the self-improvement* (F=5) category.

Turkish EFL teachers rated the lowest item as Q20, 'Having a challenging job' (3.84). Moreover, finding was not found by the qualitative data. We could say that item was somewhat important for Turkish EFL teachers.

Quantitative Findings of the Research Question 2

The second research question of the study, 'What are the extrinsic motivational factors?' sought for the extrinsic motivational factors for Turkish EFL teachers. To answer this question, quantitative data from the second part of the questionnaire, which includes 28 value items, were analysed. According to Yau's (2010) and Sözen's (2015) research studies, items with a mean score of more than 4.5 indicated that they were very important to EFL teachers. Items with a mean score of 4.00 or higher indicated that the intrinsic elements were important for EFL teachers, whereas items with a mean score of less than 4.00 indicated that the intrinsic factors represented by these items were the somewhat important for EFL teachers. Following that, items were coloured differently based on the Turkish EFL teachers' value of importance degree. Very important items were coloured brown and important items were coloured blue.

Table 7

The Findings: Means and Standard Deviation of Extrinsic Motivation Factors

Questio n	Items	Mean	SD
Q3	Job security	4.76	0.586
Q14	Having the freedom to do what is necessary in my teaching to do a good job	4.76	0.501
Q7	Being fairly treated in my organization	4.74	0.635
Q30	Having a friendly relationship with my students	4.71	0.536
Q15	Being allowed to deal creatively with students' problems	4.67	0.582

Q5	Having clear rules and procedures	4.63	0.74
Q22	Having contact with professionals in the field of English language teaching	4.61	0.632
Q10	Having sufficient variety in tasks/type of activity	4.6	0.597
Q9	Having a supervisor who gives clear guidance	4.58	0.827
Q8	Having a supervisor who is responsive to suggestions and grievances	4.57	0.699
Q16	Being included in the goal-setting process	4.57	0.792
Q6	Having a manageable workload	4.56	0.64
Q29	Having good relationships with colleagues	4.56	0.709
Q25	Being evaluated positively by my students	4.51	0.686
Q24	Being able to work independently and use my own initiative	4.47	0.817
Q23	Frequent feedback about the effectiveness of my performance	4.42	0.868
Q1	Earning a good salary	4.41	0.746
Q33	Working with other teachers as a team	4.37	0.915
Q26	Being evaluated positively by my supervisors	4.35	0.751
Q2	Having flexible working hours	4.32	0.766
Q12	Having a profession that is prestigious	4.32	0.95
Q31	Having a good relationship with my supervisor(s)	4.29	0.832
Q4	Fringe benefits	4.22	0.827
Q11	Working for a reputable educational organization	4.16	0.934
Q17	Being able to introduce changes without going through a lot of red tape	4.14	1.005
Q32	Having a good relationship with my student's parents	4.14	0.921
Q19	Being promoted to a senior supervisory job at some point in my career	4.06	0.995
Q13	Having a prestigious job title	4.03	1.078

It was indicated in Table 7 that the mean scores of the 14 items were more than 4.5. Similarly, the mean scores of the other 14 items were below 4.5. This case has shown that extrinsic motivation factors were very important and important for Turkish EFL teachers. One of the most significant findings to emerge from this study were Q3 'Job security'(Mean=4.76) and Q14 'Having the freedom to do what is necessary for my teaching to do a good job' (Mean=4.76) as they received the highest mean score (4.76) among all the extrinsic motivation items from Table 7. The second major finding was Q7 'Being fairly treated in my organization' (Mean=4.74). It was indicated that being treated fairly was also a very important extrinsic factor for the participants.

Q30, 'Having a friendly relationship with my students' (Mean=4.71), Q15 'Being allowed to deal creatively with students' problems' (Mean=4.67), Q5 'Having clear rules and procedures' (Mean=4.63), Q22 'Having contact with professionals in the field of English language teaching' (Mean=4.61), Q10 'Having sufficient variety in tasks/type of activity' (Mean=4.6), Q9 'Having a supervisor who gives clear guidance' (Mean=4.58), Q8 'Having a supervisor who is responsive to suggestions and grievances' (Mean=4.57) were also among the very important extrinsic motivation factors for the participants.

It was indicated in Table 7 that Q24, 'Being able to work independently and use my own initiative' (Mean=4.47), Q23, 'Frequent feedback about the effectiveness of my performance' (Mean=4.42), Q1, 'Earning a good salary' (Mean=4.41), Q33 'Working with other teachers as a team' (Mean=4.37), Q26 'Being evaluated positively by my supervisors' (Mean=4.35), Q2, 'Having flexible working hours' (Mean=4.32), Q12 'Having a profession that is prestigious' (Mean=4.32), Q31 'Having a good relationship with my supervisor(s)' (Mean=4.29), Q4 'Fringe benefits' (Mean=4.22), Q11 'Working for a reputable educational organization' (Mean=4.16), Q17 'Being able to introduce changes without going through a lot of red tape' (Mean=4.14), Q32 'Having a good relationship with my student's parents' (Mean=4.14), Q19 'Being promoted to a senior supervisory job at some point in my career' (Mean=4.06), Q13 'Having a prestigious job title' (Mean=4.03) were important extrinsic items for Turkish EFL teachers.

To summarize, the following results were obtained with the evaluation of quantitative data for the second research question:

The mean scores of fourteen items were more than 4.5, and similarly, the mean scores of 14 items were between 4.0 and 4.47. This case has shown that extrinsic motivation factors were very important and important for Turkish EFL teachers.

Q3 'Job security' (Mean=4.76) and Q14 'Having the freedom to do what is necessary in my teaching to do a good job' (Mean=4.76) received the highest mean score (4,76) among all extrinsic motivational factor's items but Q13 'Having a prestigious job title' (Mean=4.03) received the lowest mean score.

28 of the 36 value items reflect extrinsic aspects of the motivation and extrinsic factors items about *workload and working schedule, external recognition, salary, teaching conditions, autonomy, career prospects and training, job security,*

personal/physical conditions of teachers, motivational factors related to students, physical working conditions, relations with colleagues, school management and policies, and relations with parents. The mean scores of the items indicating extrinsic components are shown in Table 7 below.

Interpretation of the Qualitative Data Findings of the Research Question 2

The second research question of the study, ‘What are the extrinsic motivation factors?’ sought for the extrinsic motivational factors for 10 Turkish EFL teachers. To answer the question, the qualitative data from the interview were used, as well. (Appendix 4). We asked five open-ended questions to the selected participants with a convenience sampling approach among teachers working in public and private schools in Adiyaman. The participants for this phase were EFL teachers who had also participated in the quantitative phase of the study. Data analysis was done using Atlas.ti qualitative data analysis software to organize thoughts in the texts. Table 8 shows the frequency of the codes and categories indicating extrinsic components. To avoid prejudice, the participants' files were altered as Interviewee 1, Interviewee 2, ... Interviewee 10 before reviewing their responses to the open-ended questions. The consequence of the content analysis of the answers was categorized in four categories. In addition, this part of the study indicated potential influential factors on the extrinsic motivations of Turkish EFL teachers.

Table 8

Codes of the Extrinsic Motivation Factors

Theme	Extrinsic Motivational Factors	Frequency
	Freedom	10
Code	Fairness in the organization	8
Categories	Friendly relationship with students	8
	Good salary	6

Interpretation of both the Quantitative Data and the Qualitative Data Findings of the Research Question 2

It was indicated in Table 7 that the mean scores of 14 were more than 4.5. Similarly, 14 items mean scores were 4.0. This case has shown that extrinsic motivation factors were very important and important for Turkish EFL teachers.

Two of the most significant findings to emerge from this study were that Q3 'Job security'(Mean=4.76) and Q14 'Having the freedom to do what is necessary for my teaching to do a good job' (Mean=4.76) received the highest mean scores (4,76) among all the extrinsic motivational factor' items from the Table 7. The 10 statement in qualitative data also supported *freedom* (F=10).

Interviewee 10 and Interviewee 5 emphasize the importance of freedom.

Interviewee 10 *'Teachers should feel free in teaching process and should not be restricted under any conditions in teaching process'*.

Other participants describe freedom using relaxing places, no restricted area, preparing activities. Moreover, Participants emphasised the sentences which were shown blow.

Interviewee 5 *'Classroom is like my home. It is comfortable and my relaxing place'*.

Interviewee 10 *'There is no restricted area in our classroom'*

Interviewee 1 *'I feel free when I am in the classroom. Because I try to put my own rules in the classroom'*.

Interviewee 7 *'I can prepare an activity which is related to the topic. It is a big chance for me to be free in my lesson'*.

Interviewee 8 *'My students and I try to put our rules in the classroom. It is the freedom of us'*.

Interviewee 2 *'Being free like a bird is important for teachers. Especially when teaching English'*

Interviewee 1 *'Our manager never gives me orders. I am very satisfied with my job and my tasks'*.

Interviewee 10 *'Feeling comfortable in the classroom gives me a big freedom'*.

Interviewee 7 *'Rules of mine in the classroom shows me that I am the king of my students'*.

Q7 'Being fairly treated in my organization' was rated as the third most important item (Mean=4.74); additionally, the item was supported in the category of *fairness in the organization* (F=8) in the qualitative data. *Fairness in the organization* (F=8) was generally mentioned as the fairness among the teachers, but the interviewee 2 emphasized trustworthiness from the manager.

Interviewee 2 *'Being behaved trustworthily by the manager is really important on my willingness'*

The topic of *fairness* was also expressed in terms of work autonomy, job security, salary, workload, resources, or physical working environment, which were extensively researched in motivational studies of both general and ESL teachers. Some qualitative data comments including participants like Interviewee 10, Interviewee 7, Interviewee 1, and Interviewee 5, are as follows:

Interviewee 10 ... *'being treated equally without discrimination between gender or department of teacher'*.

Interviewee 5 ... *'as a teacher, being treated impartially has a great effect on my motivation. Because I think that all people should have the same opportunities in the field of teaching'*.

Interviewee 5 *'I really like my job because of my headmaster. He always gives rules clearly and everyone is equal in my school'*

Interviewee 7 *'I want to be treated fairly it affects my motivation'*.

Interviewee 10 *'The rules apply to everyone in the same way. It is important in every field of the education environment, especially in teaching. Because they raise students.'*

Interviewee 1 *'My manager's attitude toward me is important for me because I really love my job and want to do it with a trustworthy manager'*.

Q31 'Having a friendly relationship with my students (4.71) was an important extrinsic factor, and 'Friendly relationship with students' was also an important extrinsic factor for Turkish EFL teachers. Moreover, the statement was also mentioned in the interview. It was emphasized that teacher behaviour and beliefs play a significant role in motivating students for learning a foreign language (Chambers, 1999).

Interviewee 8 *'My motivation depends on the environment I work in and my students' desire'*.

Interviewee 9... *'and make students like English. It feels nice helping them get rid of their prejudices'*

Interviewee 2 *'My motivation affects my students, and it makes my students love English'*.

Interviewee 9 *'Our relationship with students is like a mother and son'*.

Interviewee 5 *'They share their secret with me'*.

Interviewee 7 *'I am like their friends we have lunch together'*.

Interviewee 1 *'Because of their sincere behaviour, I love my students a lot'*

Interviewee 8 *'I can give my number to the students, and they can call me whenever they need to ask something'*

The item of Q1 'Earning a good salary (4.41)' was an important item and 'Good salary' (F=6) was stressed quite a lot by the Turkish EFL teachers. Almost every participant emphasised the importance of money, but only one of the Interviewee 5 said the relationship between money and motivation.

Interviewee 5... *'Money motivates me to work'*.

Interviewee 8 *'A better salary gives a chance to live comfortably'*.

Interviewee 9 *'Salary is important for all people. Especially it is important for teachers. Because they cannot earn enough money'*.

Interviewee 9 *'Salary is important for teachers'*.

Interviewee 8 *'Better salary better education is my motto in life. If you want to take education in other countries, you need money. Everything is related to money'*.

Interviewee 6 *'Everything is related to money in our daily life. Of course, it is important for teachers'*.

To summarize the evaluation of quantitative data and qualitative data for the second research question, the following results were obtained: it indicated that the mean scores of the 14 items were more than 4.5. Similarly, the mean scores of the 14 were also 4.0 and below. This case has shown that extrinsic motivation factors were very important and important for Turkish EFL teachers. One of the most significant findings to emerge from this study was Q3 'Job security (Mean=4.76) and Q14 'Having the freedom to do

what is necessary for my teaching to do a good job' (Mean=4.76) as they received the highest mean score (4,76) among all the extrinsic motivation items. It was supported by the qualitative data in the freedom (F=10) category.

The second major finding was Q7 'Being fairly treated in my organization' (Mean=4.74). It was indicated that being treated fairly was also a very important extrinsic factor for the participants. It was vividly supported by the fairness in the organization (F=8) category.

Finally, Q31 'Having a friendly relationship with my students (4.71) was an important extrinsic factor in quantitative data, and 'Friendly relationship with students' was also an important extrinsic factor in qualitative data for Turkish EFL teachers. The statement was also mentioned eight times in the interview. The item of Q1 'Earning a good salary' (4.41) was important, and Turkish EFL teachers stressed '*a Good salary*' (F=6) six times.

Interpretation of Qualitative Data Findings of the Research Question 3

The third research question of the study was 'What is the perception of EFL teachers in private and public schools about sustaining their motivation?'. The study intended to identify perception of Turkish EFL teachers about sustaining their motivation. Professional development appears to be reinforced by Dörnyei and Ushioda's (2009) suggestion that motivation is part of one's identity/self and relates to individuals' wishes for additional personal development and professional training. Also, professional development (PD) for teachers is defined by Freeman (2020) as "the opportunities and activities available to individual teachers" (p. 13). So, five open-ended questions were asked (Appendix 4) to the same participants and the frequency of the codes and categories are indicated in Table 9. As previously indicated, this phase's participants were EFL teachers who had already taken part in the quantitative phase of the study.

The codes were found and categorized into 8 categories due to the content analysis. Apart from the codes' list, the Word-Art program provided us with a visual word cloud to construct a picture of the words produced by 10 participants' responses to the open-ended questions, as seen below (Figure 1). It was inferred that autonomy, touching lives, salary, teacher training, love of the job, development of society, going abroad, chancing their mood and working hard were essential factors for sustaining their motivation.

Table 9*Codes of the Professional Development Factors*

Theme	Professional Development Factors	Frequency
	Autonomy	10
	Touching lives	6
	Salary	6
Code	Teacher training	5
Categories	Love of job	3
	Development of society	3
	Going abroad	3
	Chancing their mood	2

As shown in the above Table 9, *Autonomy* was rated the most significant element by the interviewees, and it was remarked ten times in total by the EFL teachers.

Interviewee 2 '*Teachers should feel free in teaching process and should not be restricted under any conditions in teaching process*'.

Interviewee 5 '*Our opportunities can be developed individually. Teachers can act free to develop our students speaking and listening abilities*'.

Autonomy was considered as the factor related to teaching conditions by interviewee 2. Moreover, *autonomy* refers to teaching freedom, work independence and control of the curriculum in their jobs, and it was considered to have a significant role in teacher motivation, which is similar to Dinham and Scott's (2000) research which discovered that the motivation of teachers in New Zealand decreases when there is a lack of work independence. *Autonomy* expectation of a better future self is a key factor (Dörnyei & Ushioda, 2009; White & Ding, 2009). White and Ding (2009) propose that the teacher self is a key catalyst for motivation, based on a more social account of teacher motivation. Similarly, Dörnyei and Ushioda (2009) observe that teachers are motivated to avoid a "ought-not-to-be bad self" and to shift to a "better self" in the future. The current study appears to support Pennington's (1992, 1995) call for improving ESL instructor motivation through personal growth and upward mobility.

The second important categories were the *touching lives* (F=6) and *salary* (F=6) categories. Salary is an unresolved argument in the literature as it is not clear whether salary is a significant motivator. Kyriacou and Coulthard (2000) and Pennington (1995) claim that money is a significant factor, but Spear (2000) and Galton and MacBeath's (2008) assertion is otherwise.

Interviewee 5 '*Better salary will attract more people to become language teachers.*'

Interviewee 5 '*There must be better salaries to develop our professional development*'

Teacher training (F=5) was rated as the fourth important item. Also, teachers who are engaged in their professional development feel more prepared and motivated to participate in professional development activities (Bosson & Eken, 2017). Therefore, it could be concluded from the statement of the participants that of seminars, courses, training course were ways of being engaged in the PD activities. Furthermore, Eraldemir-Tuyan (2019) concluded in her study that when teachers are fostered, provided with professional development opportunities, and experience enthusiasm and growth in their career cycle (Fessler, 1992), they feel more intrinsically motivated, and it triggers teachers to be motivated in the long-term personal and professional growth. *Teacher training* was mentioned five times in the participant's conversation and statements were demonstrated below:

Interviewee 3 '*Firstly, they should love their jobs. They should consider linguistic need of this age. Also they should read some books about teacher and student such as Doğan Cüceloğlu's Öğretmenim bir bakar mısın? Salman Khan's The One World Schoolhouse: Education Reimagined etc. They should also watch some movies too, like Taare Zameen Par (Her çocuk özeldir), Dangerous Mind to be aware of destructions and miracles*'

Interviewee 3 '*More professional development seminars and courses can be given. Support can be provided to language teachers in order to provide environments where the student can learn the language by experiencing it. In particular, it can be facilitated for teachers to access foreign-sourced courses so that they can teach the language more effectively*'.

Interviewee 8 '*Training course must be obligatory for all English language teachers because I think that technology changes day by day and it is important*'.

Interviewee 7 ‘When I feel that I am good at my department, I feel that I am motivated. So, I read a lot and I try to attend the online courses for my professional development’.

Interviewee 1 ‘Generation Z students’ senses are clear and generation Z students need to learn how to study English more.’

Finally, *development of society* (F=3) was mentioned by the EFL teachers in the study, and it was stressed that personal development was necessary for the development of society.

Interviewee 2 ‘Personal growth is an important factor for the society because society is comprised of us and if we get educated more, may be a more educated society will emerge’.

Interviewee 8 ‘Knowing that a teacher manages the society makes a positive contribution both to his own life and to others. The provision of appropriate environment and material or effort expands a teacher's field, makes his teaching effective’.

Interviewee 8 ‘Society is an environmental factor on the development of personality. I am sure that if I was brought up in Europe, I would develop my teaching ability better’.



Figure 2 The Visual Word Cloud Driven for Professional Development Suggestions from the Qualitative Data

As a result of the study intended to identify perception of Turkish EFL teachers about sustaining their motivation qualitative data findings: The category of autonomy

was rated as the most significant factor on sustaining the motivation of the EFL teachers in Turkish context (F=10). The second essential categories were salary (F=6) and touching lives (F=6). Other factors for the professional development of Turkish EFL teachers were teacher training (F=5), love of job (F=3), development of society (F=3), going abroad (F=3).

4. DISCUSSION AND CONCLUSION

4.1. Introduction

In this part of the study, the research findings presented in the previous chapter were discussed and conclusions were drawn concerning the research questions. Consequently, primary research studies were used to support the findings.

4.2. Overview of the Study

There has been a limited number of studies about the motivation of EFL teachers in Turkey. This study aimed to determine the intrinsic and extrinsic factors that motivate Turkish EFL teachers in primary, secondary and high schools in public and private schools in Adiyaman, Turkey. Therefore, the present study intended to identify the perception of Turkish EFL teachers about sustaining their motivation. Within the stated aims of the study about the research questions, a mixed-method approach that used both quantitative and qualitative methods were applied to collect the data of the study. The questionnaire was designed in two sections. The first section was about collecting data related to participants' demographic information. The second section was about motivational factors. The questionnaire was applied to the 174 Turkish EFL teachers in primary, secondary and high schools which were either private or public schools in Adiyaman, Turkey. Besides, 10 Turkish EFL teachers replied to semi-structured interview questions and participants who participated in the first phase of the study were selected based on convenient sampling and voluntary participation. The research was conducted in the Fall term of the 2021-22 academic year and Spring term of the 2020-2021 academic year. The quantitative data was analysed using SPSS, and content analysis was applied to analyse the qualitative data. In the following section, related to the first research question, findings of intrinsic motivation factors of Turkish EFL teachers in primary, secondary and high schools in public and private schools were presented and afterwards, they were discussed. In the second section, findings of extrinsic motivation factors of Turkish EFL teachers in primary, secondary and high schools in public and private schools were presented. Subsequently, they were

discussed. Lastly, regarding the third research question, the perceptions of Turkish EFL teachers about sustaining their motivation were presented and elaborated.

The results indicate that Item 28, '*Really helping my students to learn English*' is an intrinsic motivation item, and it has the highest mean score among all items, and Item 20, '*Having a challenging job*', is an intrinsic motivation item, and it has the lowest mean score. According to the teachers, helping students increases their enthusiasm to continue teaching and assists them to avoid depressive situations. The main reason for pursuing a career as a teacher was to 'Impart knowledge', and it was an intrinsic motivation factor for teachers (Yau, 2010). On the other hand, we could say that challenging job was perceived somewhat an important factor during teachers' teaching profession.

Research Question 1: What are the intrinsic motivation factors?

The first research question of the study, 'What are the intrinsic motivation factors?', aimed to identify the intrinsic motivation factors for Turkish EFL teachers. As previously indicated, a questionnaire (Appendix 2) was conducted and data were descriptively analysed using the Statistical Package for Social Sciences Software (SPSS). Participants were selected in a convenience sampling approach among teachers working in public and private schools.

According to the research findings, Turkish EFL teachers in this study were motivated intrinsically rather than extrinsically. Atkinson (1957) defined intrinsic motivation as the individuals' internal desire to reach success and achievements and this desire is usually stimulated by the feeling of hope for success or the fear of failure. Herzberg et al. (1959), in his eminent Herzberg's two-factor theory, states that the factors that have a significant influence on the job performance are mainly intrinsic, and they are usually effective in the long run. However, other factors, which are usually related to specific achievements, are short-lasting. Herzberg and his adherents call the factors related to the extrinsic aspects of the job "hygiene factors", which include physical working conditions, pay, benefits, and security.

According to the research finding, Turkish EFL teachers were motivated intrinsically rather than extrinsically. This finding complies with a number of studies on motivation which concluded that intrinsic factors are more influential than extrinsic factors (Dinham & Scott, 2000; Pennington, 1995); yet these findings contrast with the

Senior (2006)'s research of ESL teachers in schools in England, which concluded that extrinsic factors were the most important. According to some literature, intrinsic factors are recognized as the more important and powerful intent, offsetting contra impacts from extrinsic factors (Dinham & Scott, 2000; Pennington, 1995), and have been recognized as key factors in sustaining teaching motivation (Dörnyei, 2001).

Considering the mean scores and frequency scores of the items, imparting knowledge which included students' understanding of the course subject and students' success in English, was a positive effect on Turkish EFL teachers' intrinsic motivation. Findings of several studies such as Roussos (2001), Yau (2010), and Sözen (2015) also supported these views, revealing that the most important factors encouraging teachers to pursue their jobs in education are the teachers' pleasure of working with children as well as the motivation to comprehend their roles in the growth of their students. The most critical aspect in school is the teacher, and it is widely acknowledged that the instructor has the most significant influence on their pupils' drive to study. (Richards, 2003; Sawyer, 2007). According to Dörnyei (2001), the primary intrinsic motivation for instructors is teaching. Moreover, according to Dinham and Scott (2000), common intrinsic motivators for teachers include student achievement, assisting students in changing their attitudes and behaviours, positive relationships with students and others, self-growth, professional skills, and a sense of belonging to a collegial, positive environment. These findings also support the idea of Dörnyei and Ushioda (2011), who stated that the inherent desire to educate people and transfer knowledge and values is the prominent aspect of the teaching job. This idea is consistent with some of the findings of Seebaluck and Seegum (2011). They found that teachers are motivated by interacting with students and transferring knowledge, the possibilities for improving their knowledge and skills, the responsibilities of teaching, and achieving their goals. Most language teachers who participated in Kim and Doyle's study claimed that their primary motivating factors were intrinsic drives in teaching and helping students to learn. However, according to their findings, the reasons leading to job dissatisfaction were mainly external factors, such as low salary, lack of respect, work conditions and lack of advancement opportunities. (Kim and Doyle, 1998; Doyle and Kim, 1999). The explanation is that changing perception has been a growing realisation that the teachers' motivation to impart knowledge plays an essential role in the overall equation of the learning process since teacher motivation has a considerable impact on student

achievement (Firestone & Pennell, 1993). By considering the analysis of the data in this study, it should be mentioned here that it becomes fairly apparent that 'helping students' was a very important intrinsic motivation factor and this intrinsic motivation factor is significant for teachers because intrinsically motivated teachers contribute to student success, which is the ultimate aim of all teaching facilities.

Quantitative data in this research has shown that the participants' self-satisfaction, self-awareness, self-development, desire for job satisfaction, professional achievement and growth reflecting an intrinsic aspect of motivation were also very important for Turkish EFL teachers. Pennington (1995) concludes that "ESL practitioners are motivated in a positive direction in their jobs and careers by intrinsic work process and human relations factors"(p, 139–140). These findings demonstrate that teachers are motivated through the opportunity for professional development, sense of achievement, self-respect, and responsibility. Additionally, qualitative data results demonstrate that job satisfaction, self-improvement, professional development, job satisfaction were important for the Turkish EFL teachers. This acknowledged goal for self-improvement corresponds to more current theories of teacher motivation, in which the expectation of a better future self is a major aspect (Dörnyei & Ushioda, 2009b; White & Ding, 2009). White and Ding (2009) propose that the teacher self is a key catalyst for motivation, based on a more social account of teacher motivation. The current study appears to support Pennington's (1992, 1995) call for improving ESL instructor motivation through personal growth and upward mobility. Therefore, it can be concluded that the importance of intrinsic motivation factors may differ depending on participants' motivational desire. Teachers' desire for challenge, flexibility, and innovation in the classroom may be seen as a measure of their satisfaction with their performance as educators. It has also been discovered that some of the teachers relish their jobs, as they find their employment as a language teacher to be particularly enjoyable. It shows that these teachers are strongly motivated by their inner desire to educate and their relationships with their pupils during a class conversation.

Considering the other intrinsic motivation factors, 'Having a challenging job' was a somewhat important item for EFL teachers. Findings revealed that the item is ignored by the Turkish EFL teachers. The results contradict the findings of the study by Yau (2010). According to his study, this item was an important intrinsic motivation factor for the research participants. We can infer that Turkish EFL teachers do not like trying

or challenging the hard. The participants Yau mentioned that his thesis may have supported the struggle of teachers from different nationalities to survive in New Zealand, but this item does not seem to be as important as in Turkish context. It may be because Turkish EFL teachers do not perceive overcoming difficulties while performing the teaching profession. Another reason is that living conditions are already heavy enough in Turkey, especially after the pandemic period.

The following conclusions can be drawn from the present study: The findings addressing intrinsic factors demonstrate that motivations linked to meeting students' needs, self-happiness, or self-improvement may be identified as relating to individuals; that is, individual students and the individual teacher self. Teachers' intrinsic interests, such as personal enjoyment, personal development, and personal challenge, were emphasized. Otherwise, aspects that represent a wider societal viewpoint were rated lower comparatively than other items which represented individual teacher self. These findings contrast with some of the other studies in the field (Dörnyei, 2001; Kyriacou & Coulthard, 2000; Poppleton, 1989). These researchers argued that reaching a higher moral ground, serving to society, or improving a community are important motivators in teaching and important intrinsic motivation factors. In other respects, for the participants in the present study, autonomy or personal feelings were more crucial than social benefits.

This conclusion appears to confirm that imparting knowledge was a dominant factor for Turkish EFL teachers but, the challenging job was not an effective intrinsic motivation factor for the Turkish EFL teachers. Understanding the importance of motivational factors can help students and teachers create a bridge for successful foreign language teaching and learning. These results might also contribute to the literature by stressing the importance of teacher motivation and displaying their enthusiasm for teaching can motivate them to teach English. Furthermore, teachers may be intrinsically motivated when they receive positive feedback from their students and believe that they are assisting students in learning English.

Research Question 2: What are the extrinsic motivation factors?

The second research question of the study, 'What are the extrinsic motivation factors?' sought for the extrinsic motivation factors for Turkish EFL teachers. To answer this question, quantitative data, which includes 28 items, were analysed, and data were descriptively analysed using the Statistical Package for Social Sciences

Software (SPSS). Additionally, to answer the question, qualitative data from the interview was also used (Appendix 4). Participants were selected with a convenience sampling approach among teachers working in public and private schools.

It was mentioned previously in the findings part that extrinsic motivation factors were very important for Turkish EFL teachers. 28 of the 36 items reflect extrinsic aspects of the motivation, and extrinsic factors items were about workload and working schedule, external recognition, salary, teaching conditions, autonomy, career prospects and training, job security, personal/physical conditions of teachers, motivational factors related to students, physical working conditions, relations with colleagues, school management and policies, and relations with parents. Additionally, the codes were identified as a consequence of a content analysis of the responses to the semi-structured interview questions. They were listed as a total of 4 categories: *Freedom, fairness in the organization, friendly relationship with students, good salary*.

Two items of the most significant findings to emerge from this study were that Q3' *Job security* and Q14 *'Having the freedom to do what is necessary for my teaching to do a good job'* received the highest mean scores among all the extrinsic motivation factors items. Participants are accepted as members of the employee working that participants are working in a public schools group whose jobs are guaranteed by the government and participants working in private schools group whose jobs are not guaranteed by the government. It is not important to work in private and public schools, the government is also supposed to provide all the requirements of teachers, such as job security, and it is clear that the participating teachers are interested in this part of their profession. However, Walker (2007) has found contrary results in the study he conducted with ESL teachers in New Zealand. Walker stated in his study that teachers in New Zealand language schools were anxious about the insufficient physical work environment and poor administration. Additionally, freedom in this phase revealed that feeling secure and freedom were positive attitudes towards teaching from the the data analysis for the present study. They reported that they were motivated when they felt free in the classroom. This state was regarded as the motivator for choosing this profession.

Furthermore, the second major finding of an extrinsic motivation factor was Q7 'Being fairly treated in my organization'; additionally, the item was supported in the category of *fairness in the organization* (F=8) in the qualitative data. According to

equity theory developed by Adams (1963), individuals are motivated when fairly treated for their efforts and accomplishments. When an employee perceives that she/he is underpaid, she/he may reduce performance, and even this perception might make them have hostile feelings towards the organization. Van Fleet et al. (1991) argue that motivation comes from the desire to be treated fairly. It is probable that the topic of fairness was expressed in things like work autonomy, job security, salary, workload, resources, or physical work conditions, which were widely researched in motivational studies of both general and ESL teachers and were reported to be the key factors (Dinham & Scott, 2000; Kyriacou & Coulthard, 2000; Nias, 1989; Walker, 2007). Participants in the current study evaluated these things as significant because most of the population living in Turkey is Muslim. If we think that religion is a way of life, the rules brought by Islam may have an effect on Turkish EFL teacher's motivations. This finding is supported by Dwiek and Awajan (2013), who posits that language teachers are generally not motivated when their principals do not provide any moral or emotional support and do not take their views seriously.

In our study, *'Friendly relationship with students'* was also an important extrinsic factor for Turkish EFL teachers. Moreover, the construct was also mentioned in the interview about deal creatively with students' problems'. It was emphasized that teacher behaviour and beliefs play a significant role in motivating students to learn foreign language (Chambers, 1999), student and collegial relationships such as better communication with students and more support from colleagues. Strategies related to teacher-student are among the most effective motivating strategies about the importance of proper teacher behaviour was obtained in other studies (Deniz, 2010, Dörnyei & Cheng, 2007, Dörnyei & Csizer, 1998).

The findings indicate how crucial support from colleagues is for teachers to be motivated to keep on learning ($M=4.56$). Turkish EFL teachers were supported from their compatible and productive colleagues and it was very important of their support and nurture each other through differences. If we consider that good work is teamwork, the importance of motivation may be the basis of a successful working environment. The findings support Johnson's (2001), he affirmed that the support teachers received from colleagues was one of the factors that motivated them. Moreover, the teachers who stated that they wanted to be a part of the teaching profession and were born to teach should probably have said they could motivate themselves. Again, based on

Johnson's (2001) result, having a supportive colleague was a source of motivation like establishing good relationships with their principal, superior, colleagues and students and receiving support and positive evaluation from colleagues and superiors.

For this study, the salary was also an important extrinsic motivation factor. Money gives a chance to live comfortably, and everything is related to money comments were mentioned in interview participant's comments. Money is a necessary element for us to continue our life, and in the same way, we can use our Money while doing our profession. We can say that Money earned to live a good life positively affects Turkish EFL teachers' motivation. Furthermore, teachers' apparent interest in income corresponds to Li's (2003) research of 40 students in two New Zealand private language schools, which implies that ESL teachers are "money-makers.". Nonetheless, the considerably lower estimate of income relevance may reflect the continuing debate in the research about whether the salary is a significant motivator. Salary, for example, is not a large effect in research by Spear et al. (2000) and Galton and MacBeath (2008), whereas Kyriacou and Coulthard (2000) and Pennington (1995) claim otherwise.

Research Question 3: What are the perceptions of EFL teachers about sustaining their motivation?

The last research question of the study was 'What is the perception of EFL teachers in private and public schools about sustaining their motivation?'. The study intended to identify the perception of Turkish EFL teachers about sustaining their motivation. Five open-ended questions were asked to the participants who were EFL teachers and who had already taken part in the quantitative phase of the study. The final study looked into any factors that could maintain or develop teacher motivation. In the interview, participants were asked what they thought could improve their feelings about teaching. It was inferred that *autonomy, touching lives, salary, teacher training, love of the job, development of society, going abroad, chancing their mood, and working hard* were essential factors for sustaining their motivation.

Dörnyei calls teachers' autonomy an open "career path" (p. 162). Autonomy was regarded as a factor needed to teach conditions and having larger freedom to explore in the classroom by the participants in the present study. These findings on autonomy are supported by Ushioda as cited by Praver and Oga-Baldwin (2008) that the more freedom and options an individual is provided with, the more likely it is that the individual will be eager and prepared to work. According to Hackman (as cited in

Dörnyei, 2001), teachers are more motivated to do their job when the job gives them “autonomy (i.e. the worker is given control of what, how, and when the work is done)” (p. 160).

Professional training was among the most important suggestion found in the data. It was not predicted that the surprisingly prolonged COVID-19 process would interrupt training and education. As a result, the training could not be done face-to-face under these conditions. When students were separated from face-to-face education during the COVID-19 process, they felt very unhappy and lonely. The process also affected teachers and parents in many ways Lee et al. (2021). Naturally, teachers' attendance at training courses leads to online training. These factors are likely to have influenced the current study's findings. Because of the pandemic period, an online platform was enriched to access training courses. Turkish EFL teachers mentioned the importance of professional training, training opportunities, more time made available for training, the accessibility of stress or management workshops, and teacher refresher courses in the interview for professional development opportunities. It was obvious from the participants' responses that there was a paucity of possibilities for professional development. In such activities, teachers can enrich their professional knowledge, improve their professional competence, and expand the scope of their careers. Therefore, their motivation to engage with different developmental models reflects their orientation towards professional training. Another study (Şahinkarakaş, Ş. & Tokoz-Göktepe, F., 2018) pointed out that "doing action research in the practicum allowed student-teachers and mentors/supervisors to develop a sense of community and to understand each other by nurturing professional development in a supportive environment (p. 45). Therefore, it is important to reinforce qualified teachers. The higher teachers are fostered regarding professional self-esteem, the more autonomous they will be (Yoğun, 2020); customising their curriculum, materials, and methods, the more intrinsically motivated they feel for continuous professional development.

The approach taken by Kassabgy et al. (2001), on which the questionnaire for the present study was based, was to evaluate teacher motivation using reasonable hypotheses. According to the fit hypothesis, individuals who place the most value on certain incentives will be the happiest if they receive them and the unhappiest if they do not. In conclusion, in this study, comparing teachers' satisfaction with an item may give further insights into the degrees of intrinsic and extrinsic motivation factors.

In brief, it can be concluded that autonomy, touching lives, salary, teacher training, love of the job, development of society, going abroad, changing their mood, and working hard positively impact sustaining their motivation.

This study tried to highlight the Turkish EFL teachers' motivation factors thanks to the findings and gave a new perspective to the researcher to find out other important factors that might contribute to sustaining their motivation. Teachers with positive outcome expectations are more likely to show higher commitment to education—good teaching results in good learning, which is why teachers should engage in professional development. Collaboration across schools or between instructors can help with this growth.

Implications of the Study

The findings of this study revealed that Turkish EFL teachers were motivated intrinsically rather than extrinsically. Recently coined by Dinham & Scott (2000) and Pennington (1995), intrinsic factors are more important than extrinsic factors and intrinsic factors are highlighted as major elements in maintaining teaching motivation.

Item 28, 'Really helping my students learn English', was an intrinsic motivation item, and it has the highest mean score among all items. This study appears to support the literature's assertion that, in general, teaching, educating people, and transferring information are dominating motivators (Dörnyei, 2001; Kyriacou & Coulthard, 2000; Poppleton, 1989). The main reason for pursuing a career as a teacher was to 'impart knowledge, and it was an intrinsic motivation factor for teachers (Yau, 2010).

Besides, the findings addressing intrinsic factors demonstrate that motivations linked to servicing students' needs, self-happiness, or self-improvement may be identified as relating to individuals, individual students and the individual teacher self. Teachers' intrinsic interests, such as personal enjoyment, personal development, and personal challenge, were emphasized. In line with our findings, Pavlovi and Pavlovi (2020) asserted that instructors with higher levels of self-efficacy have higher levels of job satisfaction.

Q3 'Job security' and Q14 'Having the freedom to do what is necessary for my teaching to do a good job' were selected the highest mean scores by the participants. It was clear that 'Job security' and 'Freedom' were the most important extrinsic motivation factors for EFL teachers in the qualitative data in the present study. Other extrinsic

aspects of the motivation and extrinsic factor items were about *workload and working schedule, external recognition, salary, teaching conditions, autonomy, career prospects and training, job security, personal/physical conditions of teachers, motivational factors related to students, physical working conditions, relations with colleagues, school management and policies, and relations with parents.*

The category of autonomy was rated as the most significant factor in sustaining the motivation of the EFL teachers in the Turkish context. Salary, touching lives, teacher training, love of the job, development of society, and going abroad were factors that positively impacted their motivation.

Limitations of the Study

Price and Murnan (2004) describe study limits as "design or methodology features that impacted or influenced the interpretation of your research findings" (p. 66). It should be highlighted that a few limitations may impact participants' results. This study was limited to Turkish EFL teachers working in public and private schools and primary, secondary and high schools in the city of Adıyaman, Turkey. The findings of the present study cannot be extended to all EFL teachers working in Turkey throughout this context. To enrich the participant's attendance, universities can be added to get more general findings of motivational factors. More studies can be applied with broader participants from different parts of Turkey, or the attendance of many participants in different countries can be used.

Finally, the study period coincided with the Covid-19 pandemic, and the participants were trying to adapt to the demands of the reform of teaching during the epidemic period. Other limitations can be research design and instruments. A mixed-method research design was used in the study, and the data was collected with both a quantitative data collection tool and the qualitative data collection tool. Different kinds of instruments can be used for collecting data widely.

Further Research

This study investigated the intrinsic and extrinsic factors that motivate Turkish EFL teachers in primary, secondary and high schools in public and private schools in Adıyaman, Turkey. Additionally, the study intended to identify the perception of Turkish EFL teachers about sustaining their motivation. To the researcher's knowledge, studies on the motivation of EFL teachers have only been published in a few countries,

including New Zealand, Greece, and Turkey. Similar studies in different circumstances might be conducted in different nations to give diverse data on motivation to the literature.

Furthermore, as previously indicated, this study is limited to 174 Turkish EFL teachers in primary, secondary and high schools, either private or public, in Adıyaman, Turkey. Future research could include universities or another country to provide a more comprehensive view. An online questionnaire applied to all EFL or L2 teachers globally could provide a more comprehensive picture of EFL teachers motivation factors.

Finally, it is also possible to investigate the motivational factors of teachers teaching other languages like German; Russian. Reviewing the literature, it is obvious that few studies have investigated the relation to the motivational factors of EFL teachers from another foreign language teacher.

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LIST OF APPENDICES

Appendix 1. Approval of the Ethics Committee

T.C			
ÇAĞ ÜNİVERSİTESİ			
SOSYAL BİLİMLER ENSTİTÜSÜ			
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU			
ÖĞRENCİ BİLGİLERİ			
T.C. NOSU			
ADI VE SOYADI	Sevil AKATAY		
ÖĞRENCİ NO	20198034		
TEL. NO.			
E - MAİL ADRESLERİ			
ANA BİLİM DALI	İngiliz Dili Eğitimi		
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez		
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021- GÜZ / BAHAR DÖNEMİ KAYDINI YENİLEDİM.		
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER			
TEZİN KONUSU	İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretmenlerini etkileyen Motivasyonel Faktörler		
TEZİN AMACI	İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretmenlerini etkileyen Motivasyonel Faktörlerin araştırılması		
TEZİN TÜRKÇE ÖZETİ	Türkiye'deki İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerinin motivasyonu ile ilgili sınırlı ve parçalı bir çalışma yapılmıştır. Bu çalışma, Adıyaman ilinde resmi ve özel okullarda ilkö, orta ve liselerde İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerinin motivasyonu ve de motivasyon faktörlerini belirlemeyi amaçlamaktadır. Ayrıca, İngilizce öğretmenlerinin motivasyonu ve motivasyonunu düşürme faktörleri belirlenecek ve Türk İngilizce öğretmenlerinin motivasyonunun nasıl sürdürüleceğine karar verilecektir. Çalışmanın verilerini nicel ve nitel yöntemler kullanarak toplamak için karma yöntem yaklaşımı uygulanacaktır. Adıyaman ili özel ve devlet okullarındaki ilkö, ortaokul ve liselerde okuyan 80 Türkçe İngilizce öğretmenine 36 yakın uçlu sorudan oluşan bir anket uygulanacaktır. Ayrıca 15 öğretmene yarı yapılandırılmış görüşmeler uygulanacaktır. Nicel veriler SPSS 20.0 (Statistical Package for Social Sciences) kullanılarak analiz edilecek ve nitel veriler içerik analizi kullanılarak uygulanacaktır.		
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Adıyaman Milli Eğitim'e bağlı devlet okulları ve özel okullar.		
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI, ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Adıyaman Milli Eğitim'e bağlı devlet okulları ve özel okullar		
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Adıyaman Milli Eğitim'e bağlı devlet okulları ve özel okullarda çalışan ilkö, orta ve lise öğretmenleri.		
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Kassagby' Motivasyon Ölçeği ve Kassagby' röportaj soruları		
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 2 Sayfa Kassagby' Motivasyon Ölçeği Ölçeği. 2) 1 Sayfa Kassagby' röportaj soruları		
ÖĞRENCİNİN ADI - SOYADI: Sevil AKATAY	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır. TARİH: 26 / 03 / 2021		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu faaliyet alanı içerisine girmektedir.			
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI

Adı - Soyadı: Semiha KAHYALAR GÜRSOY	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHINKARAKAŞ	Adı - Soyadı: Murat KOÇ			
Unvanı: Dr Öğretim Üyesi	Unvanı:	Unvanı: Prof. Dr.	Unvanı: Doç. Dr.			
İmzası: Evrak onayı e posta ile alınmıştır.	İmzası:	İmzası: Evrak onayı e posta ile alınmıştır.	İmzası: Evrak onayı e posta ile alınmıştır.			
29.03.2021 / / 20.... / / 20..... / / 20...			
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHINKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Evrak onayı e posta ile alınmıştır.	Evrak onayı e posta ile alınmıştır.	Evrak onayı e posta ile alınmıştır.	Evrak onayı e posta ile alınmıştır.	Evrak onayı e posta ile alınmıştır.	Evrak onayı e posta ile alınmıştır.	Evrak onayı e posta ile alınmıştır.
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Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	X	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, / / 20..... - / / 20..... tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	○					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix 2. The Original Questionnaire

Questionnaire for Language Teaching Motivation

SECTION TWO

Rate each of the following according to how important this aspect of work is to you personally. Indicate your response by circling a number on the scale below each item. The numbers on the scale correspond to the following:

5=very important 4=somewhat important 3=no opinion 2=somewhat unimportant 1=not important at all

1. Earning a good salary 1 2 3 4 5
2. Having flexible working hours 1 2 3 4 5
3. Job security 1 2 3 4 5
4. Fringe benefits 1 2 3 4 5
5. Having clear rules and procedures 1 2 3 4 5
6. Having a manageable work load 1 2 3 4 5
7. Being fairly treated in my organization 1 2 3 4 5
8. Having a supervisor who is responsive to suggestions and grievances 1 2 3 4 5
9. Having a supervisor who gives clear guidance 1 2 3 4 5
10. Having sufficient variety in tasks/type of activity 1 2 3 4 5
11. Working for a reputable educational organization 1 2 3 4 5
12. Having a profession that is prestigious 1 2 3 4 5
13. Having a prestigious job title 1 2 3 4 5
14. Having the freedom to do what is necessary in my teaching to do a good job 1 2 3 4 5
15. Being allowed to deal creatively with students' problems 1 2 3 4 5
16. Being included in the goal setting process 1 2 3 4 5
17. Being able to introduce changes without going through a lot of red tape 1 2 3 4 5
18. Having a job in which I can perform to the best of my ability 1 2 3 4 5
19. Being promoted to a senior supervisory job at some point in my career 1 2 3 4 5
20. Having a challenging job 1 2 3 4 5
21. Having a job in which I can learn and develop my abilities to my full potential 1 2 3 4 5

22. Having contact with professionals in the field of English language teaching 1 2 3 4 5
23. Frequent feedback about the effectiveness of my performance 1 2 3 4 5
24. Being able to work independently and use my own initiative 1 2 3 4 5
25. Being evaluated positively by my students 1 2 3 4 5
26. Being evaluated positively by my supervisors 1 2 3 4 5
27. Being recognized for my teaching accomplishment 1 2 3 4 5
28. Really helping my students to learn English 1 2 3 4 5
29. Having good relationships with colleagues 1 2 3 4 5
30. Having a friendly relationship with my students 1 2 3 4 5
31. Having a good relationship with my supervisor(s) 1 2 3 4 5
32. Having a good relationship with my students' parents 1 2 3 4 5
33. Working with other teachers as a team 1 2 3 4 5
34. Having a job that is enjoyable and stimulating 1 2 3 4 5
35. Having a job that is fun 1 2 3 4 5
36. Having a job in which I am relaxed and have peace of mind 1 2 3 4 5

SECTION THREE

Read the following statements and think about each in relation to your current job. The numbers on the scale correspond to the following:

5=strongly agree 4=agree 3=no opinion 2=disagree 1=strongly disagree

1. I have a good salary. 1 2 3 4 5
2. I have flexible working hours. 1 2 3 4 5
3. I have good job security. 1 2 3 4 5
4. I have good fringe benefits. 1 2 3 4 5
5. There are clear rules and procedures at work. 1 2 3 4 5
6. I have a manageable work load. 1 2 3 4 5
7. I am fairly treated in the organization. 1 2 3 4 5
8. My supervisor is responsive to suggestions and grievances. 1 2 3 4 5
9. My supervisor gives clear guidance. 1 2 3 4 5
10. My job provides sufficient variety in tasks/type of activity. 1 2 3 4 5
11. I work for a reputable educational organization. 1 2 3 4 5
12. Teaching English is a prestigious profession. 1 2 3 4 5
13. My job title is satisfactory. 1 2 3 4 5

14. I am allowed sufficient freedom to do what is necessary in my teaching in order to do a good job. 1 2 3 4 5
15. Creativity is emphasized and rewarded. 1 2 3 4 5
16. I am included in my organization's goal-setting process. 1 2 3 4 5
17. I am able to introduce changes without going through a lot of red tape. 1 2 3 4 5
18. I have a job in which I can perform to the best of my ability. 1 2 3 4 5
19. I have prospects for promotion. 1 2 3 4 5
20. My job is challenging. 1 2 3 4 5
21. My job provides scope to learn and develop my abilities to my full potential. 1 2 3 4 5
22. I have sufficient opportunities for contact with professionals in the field of English teaching. 1 2 3 4 5
23. I receive frequent enough feedback about the effectiveness of my performance. 1 2 3 4 5
24. Independence and initiative are rewarded. 1 2 3 4 5
25. My students evaluate me positively. 1 2 3 4 5
26. My supervisor evaluates me positively. 1 2 3 4 5
27. Teaching accomplishments are recognized. 1 2 3 4 5
28. I know that I am really helping my students to learn English. 1 2 3 4 5
29. I have good relationships with colleagues. 1 2 3 4 5
30. I have a friendly relationship with my students. 1 2 3 4 5
31. I have a good relationship with my supervisor(s). 1 2 3 4 5
32. I have a good relationship with my students' parents. 1 2 3 4 5
33. The emphasis is on team work. 1 2 3 4 5
34. My work is enjoyable and stimulating. 1 2 3 4 5
35. My job is fun. 1 2 3 4 5
36. I'm relaxed and have peace of mind in my job. 1 2 3 4 5
37. I am truly satisfied with my profession as a teacher. 1 2 3 4 5
38. I am truly satisfied with my present job. 1 2 3 4 5
39. I will change my career if I have the opportunity to do so. 1 2 3 4 5
40. I will change my job if I have the opportunity to do so.

Appendix 3. The Questionnaire Of The Present Study

Questionnaire of Turkish Foreign Language Teachers' Motivational Factors

This questionnaire aims to find out what kind of motivational factors affecting you while teaching English. Please read the items and mark the appropriate choices for yourself. The responses will be reserved trustworthy and will not be utilized in another study and with another purpose. Results will be reported anonymously. Should you have any requests or commentaries, you can send email through the information below.

I would like to thank you for your kind participation in advance.

Sevil AKATAY

MA student

Demografic information:

Name:

1.Gender :

Male () Female()

2.Age :

21-30() 31-40() 41-50() 51 or more ()

3.Teaching experience as a teacher:

1-5() 6-10() 11-15() 16-20() 21 or more()

4.Type of insttution :

Private school () Public school()

5.Working_in :

Primary school() Secondary school() High school()

6. What is your marital status?

Single() Married or in a domestic partnership()

Divorced() Widowed() Other()

7. Class size :

10-20() 21-30 () 31-40 () 40 or more()

8. How often do you attend training courses/seminars or other projects?

Never() Rarely () Often() Usually() Always()

9. What is your level of education ?

Bachelor's Degree() Master's Degree()

10. Undergraduate Degree Program

English Language Teaching (Faculty of Education)() English Language and Literature()

English Linguistics() Translation and Interpreting Studies() Other()

SECTION TWO

Rate each of the following according to how important this aspect of work is to you personally. Indicate your response by circling a number on the scale below each item. The numbers on the scale correspond to the following:

5=very important 4=somewhat important 3=no opinion 2=somewhat unimportant 1=not important at all

1. Earning a good salary 1 2 3 4 5
2. Having flexible working hours 1 2 3 4 5
3. Job security 1 2 3 4 5
4. Fringe benefits 1 2 3 4 5
5. Having clear rules and procedures 1 2 3 4 5

6. Having a manageable work load 1 2 3 4 5
7. Being fairly treated in my organization 1 2 3 4 5
8. Having a supervisor who is responsive to suggestions and grievances 1 2 3 4 5
9. Having a supervisor who gives clear guidance 1 2 3 4 5
10. Having sufficient variety in tasks/type of activity 1 2 3 4 5
11. Working for a reputable educational organization 1 2 3 4 5
12. Having a profession that is prestigious 1 2 3 4 5
13. Having a prestigious job title 1 2 3 4 5
14. Having the freedom to do what is necessary in my teaching to do a good job 1 2 3 4 5
15. Being allowed to deal creatively with students' problems 1 2 3 4 5
16. Being included in the goal setting process 1 2 3 4 5
17. Being able to introduce changes without going through a lot of red tape 1 2 3 4 5
18. Having a job in which I can perform to the best of my ability 1 2 3 4 5
19. Being promoted to a senior supervisory job at some point in my career 1 2 3 4 5
20. Having a challenging job 1 2 3 4 5
21. Having a job in which I can learn and develop my abilities to my full potential 1 2 3 4 5
22. Having contact with professionals in the field of English language teaching 1 2 3 4 5
23. Frequent feedback about the effectiveness of my performance 1 2 3 4 5
24. Being able to work independently and use my own initiative 1 2 3 4 5
25. Being evaluated positively by my students 1 2 3 4 5
26. Being evaluated positively by my supervisors 1 2 3 4 5
27. Being recognized for my teaching accomplishment 1 2 3 4 5

28. Really helping my students to learn English 1 2 3 4 5
29. Having good relationships with colleagues 1 2 3 4 5
30. Having a friendly relationship with my students 1 2 3 4 5
31. Having a good relationship with my supervisor(s) 1 2 3 4 5
32. Having a good relationship with my students' parents 1 2 3 4 5
33. Working with other teachers as a team 1 2 3 4 5
34. Having a job that is enjoyable and stimulating 1 2 3 4 5
35. Having a job that is fun 1 2 3 4 5
36. Having a job in which I am relaxed and have peace of mind 1 2 3 4 5

Appendix 4. The Questions From Which The Present Study's Interview Questions Were Adapted

Interview protocol - general questions(original)

Section 3 (Open-ended questions)

1. Think of a time when, in your relationship with those you report to, something very **favourable and positive** happened that made you feel good about your teaching and your relationship with them, and explain this below.

Ans:

2. Think of a time when, in your relationship with those you report to, something very **unfavourable and negative** happened that made you feel bad about your teaching and your relationship with those you report to, and explain this below.

Ans:

3. Think of a time when, during classroom teaching or dealing with your students, something very **favourable and positive** happened that made you feel good about your teaching, and explain this below.

Ans:

4. Think of a time when, during classroom teaching or dealing with your students, something very **unfavourable and negative** happened that made you feel bad about your teaching, and explain this below.

Ans:

5. Name any measures that you think could **improve** your feelings about teaching, and explain these below.

Ans:

Appendix 5. The Interview Questions Of The Present Study

Name:

Interview protocol - general questions (adapted)

- 1. Why did you choose to become a language teacher?
- 2. Was there any time in your career that you want to change your career? (What happened?)
- [The questions are, to a great extent, seeking elaboration or clarification.] Participants with questionnaire replies indicating that —they **will change** their job or careerll will be asked about —major factors leading to that decisionll.
- For participants who have chosen **NOT to change** their job or career, they will be asked what factors leading to that decision.
- 3. Any measurements you recommend that you think may likely attract more people to become language teachers like you in Turkey?
- 4. Do you think you are a motivated/de-motivated language teacher? Why (factors)?
- 5. What can change that?

Appendix 6. Çağ University Thesis Survey Application and Permission Request Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100002934

20.04.2021

Konu : Sevil AKATAY'ın Tez Anket İzni

ADYAMAN İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Sevil AKATAY isimli öğrencimiz, “İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretmenlerini etkileyen Motivasyonel Faktörler” konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Semiha KAHYALAR GÜRSOY** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Adıyaman il Millî Eğitim Müdürlüğüne bağlı tüm devlet ve özel okullarda görev yapan öğretmenleri** kapsamak üzere kopyası Ek’lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : Tez Etik Kurul Onay Dosyası

**Appendix 7. Adıyaman Directorate of National Education Thesis Survey
Application and Permission Approval Letter**



T.C.
ADİYAMAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-67610468-774.99-24913477
Konu : Sevil AKATAY'ın Uygulama
İzin İsteği

30.04.2021

VALİLİK MAKAMINA

İ l g i : a) Çağ Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü'nün 20.04.2021 tarih ve 2100002934 sayılı yazısı.
b) İl Millî Eğitim Müdürlüğü Araştırma ve Değerlendirme Komisyonunun 28.04.2021 tarihli kararı.

İlgi (a) yazıya istinaden; Çağ Üniversitesi Sosyal Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sevil AKATAY'ın Dr. Öğr. Üyesi Semiha KAHYALAR GÜRSOY danışmanlığında İlimiz Merkez ve İlçelerindeki okullarda görev yapan öğretmenlere yönelik "İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretmenlerini Etkileyen Motivasyonel Faktörler" Konulu anket uygulaması yapması talep edilmektedir.

Bu bağlamda; Çağ Üniversitesi Sosyal Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sevil AKATAY'ın Dr. Öğr. Üyesi Semiha KAHYALAR GÜRSOY danışmanlığında **İlimiz Merkez ve İlçelerindeki okullarda görev yapan öğretmenlere yönelik "İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretmenlerini Etkileyen Motivasyonel Faktörler"** konulu anket uygulamasını ilgili okul idaresinin sorumluluğu ve gözetiminde eğitim öğretimi aksatmayacak şekilde ilgi (b) komisyon kararı doğrultusunda yapması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Abdurrahman ÇELİK
Müdür a.
İl Millî Eğitim Şube Müdürü

OLUR
30.04.2021

Ahmet ALAGÖZ
Vali a.
İl Millî Eğitim Müdürü

Ek: Yazı ve Ölçek ve Değerlendirme Formu



T.C.
ADİYAMAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-67610468-774.99-24950620
Konu : Uygulama İzni

03.05.2021

DAĞITIM YERLERİNE

- İlgi: a) Çağ Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü'nün 20.04.2021 tarih ve 2100002934 sayılı yazısı.
b) Valilik Makamının 30.04.2021 tarih ve 24913477 sayılı Makam Oluru.

İlgi (a) yazı ve ekindeki belgelere istinaden, Çağ Üniversitesi Sosyal Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sevil AKATAY'ın Dr. Öğr. Üyesi Semiha KAHYALAR GÜRSOY danışmanlığında **İlimiz Merkez ve İlçelerindeki okullarda görev yapan öğretmenlere yönelik "İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretmenlerini Etkileyen Motivasyonel Faktörler"** konulu anket uygulamasını okul idaresinin sorumluluğu ve gözetiminde eğitim öğretimi aksatmayacak şekilde yapması ilgi (b) Valilik Oluru ile uygun görülmüş olup, oluru ve ekindeki belgeler ilişikte gönderilmiştir.

Bilgilerinizi ve gereğini arz/rica ederim.

Ahmet ALAGÖZ
İl Millî Eğitim Müdürü

Ek:
-1 Adet Valilik Makam Oluru ve ekleri

Dağıtım:
- Kaymakamlıklara (İlçe M.E.M)
- Merkeze Bağlı (Anaokullar hariç) Tüm Okul Müdürlüklerine

Appendix 8. Intrinsic items and Extrinsic items

Intrinsic items:

18. Having a job in which I can perform to the best of my ability
20. Having a challenging job
21. Having a job in which I can learn and develop my abilities to my full potential
27. Being recognized for my teaching accomplishment
28. Really helping my students to learn English
34. Having a job that is enjoyable and stimulating
35. Having a job that is fun
36. Having a job in which I am relaxed and have peace of mind

Extrinsic items:

1. Earning a good salary
2. Having flexible working hours
3. Job security
4. Fringe benefits
5. Having clear rules and procedures
6. Having a manageable workload
7. Being fairly treated in my organization
8. Having a supervisor who is responsive to suggestions and grievances
9. Having a supervisor who gives clear guidance
10. Having sufficient variety in tasks/type of activity
11. Working for a reputable educational organization
12. Having a profession that is prestigious
13. Having a prestigious job title

14. Having the freedom to do what is necessary in my teaching to do a good job
15. Being allowed to deal creatively with students' problems
16. Being included in the goal-setting process
17. Being able to introduce changes without going through a lot of red tape
19. Being promoted to a senior supervisory job at some point in my career
22. Having contact with professionals in the field of English language teaching
23. Frequent feedback about the effectiveness of my performance
24. Being able to work independently and use my own initiative
25. Being evaluated positively by my students
26. Being evaluated positively by my supervisors
29. Having good relationships with colleagues
30. Having a friendly relationship with my students
31. Having a good relationship with my supervisor(s)
32. Having a good relationship with my student's parents
33. Working with other teachers as a team

Appendix 9. Directorate of Social Science Thesis Ethics Permission Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100002342
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

27.03.2021

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.
İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Duygu Akış, Hülya Şeniz, Hüseyin Furkan Kar, Muhammed Talha Kaya, Neslihan Çavdar, Saadet Ercoşkun, Sevil Akatay** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'lerde sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek :

- 1 - 2 Adet öğrenciye ait tez evrakları listesi.
- 2 - 2 Adet öğrenciye ait tez evrakları listesi.
- 3 - 3 Adet öğrenciye ait tez evrakları listesi.

Appendix 10. Çağ University Permission of the Ethics Committee

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100002767
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

15.04.2021

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 25.03.2021 tarih ve E-23867972- 050.01.04-2100002296 sayılı yazınız.
b) 29.03.2021 tarih ve E-23867972- 050.01.04-2100002371 sayılı yazınız.
c) 31.03.2021 tarih ve E-23867972- 050.01.04-2100002395 sayılı yazınız.
ç) 27.03.2021 tarih ve E-23867972- 050.01.04-2100002342 sayılı yazınız.

İlgi yazılarda söz konusu edilen öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör