

**ÇAĞ ÜNİVERSİTESİ**  
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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**AN INVESTIGATION INTO MOTIVATION AND JOB SATISFACTION**  
**LEVELS OF EFL INSTRUCTORS**

**THESIS BY**

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## DEDICATION

*To my dear brother Mithat EKİNCİ...*

**ETHICS DECLARATION**

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

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,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

Eylül Naz BAKMAY

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**ABSTRACT****AN INVESTIGATION INTO MOTIVATION AND JOB SATISFACTION  
LEVELS OF EFL INSTRUCTORS****Eylül Naz BAKMAY****Master Thesis, Department of English Language Education****Supervisor: Dr. Aysun YURDAIŞIK DAĞTAŞ****June, 2024, 123 pages**

This study aimed to investigate the levels of motivation and job satisfaction experienced by EFL instructors employed at the School of Foreign Languages, and to reveal the correlation between these two concepts. Additionally, the current study also aimed to investigate whether the motivation and job satisfaction levels of EFL instructors vary based on their gender, age, educational background, and professional seniority. This study was carried out with 146 EFL instructors from 7 different universities using the convenience sampling method. The Teacher Motivation Scale by Polat (2010) and the Minnesota Job Satisfaction Scale by Baycan (1985) were used. As a result of the study, EFL instructors' motivation and job satisfaction levels were discovered to be high; and a significant, strong, and positive correlation was found between these two concepts. Considering the correlation between demographic variables and motivation, the current study found that the motivation level of EFL instructors varied significantly only depending on gender, and that female instructors had a higher motivation level than male instructors. Additionally, the motivation level of EFL instructors did not differ significantly difference depending on age, educational background, and professional seniority. Considering the correlation between demographic variables and job satisfaction, the results showed that the job satisfaction level of EFL instructors did not significantly vary according to gender, age, educational background, and professional seniority.

**Key Words:** EFL Teachers, EFL Teachers' Motivation, EFL Teachers' Job Satisfaction, Teacher Motivation, Teacher Job Satisfaction.

## ÖZET

# İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETİM GÖREVLİLERİNİN MOTİVASYON VE İŞ TATMİNİ DÜZEYLERİNE İLİŞKİN BİR ARAŞTIRMA

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Bu çalışmanın amacı, Yabancı Diller Yüksekokulu'nda görev yapan ve İngilizce'yi ikinci yabancı dil olarak öğreten okutmanların motivasyon ve iş doyumu düzeylerini araştırmak ve bu iki kavram arasındaki ilişkiyi ortaya çıkarmaktır. Ayrıca bu çalışma İngilizce okutmanlarının motivasyon ve iş doyumu düzeylerinin cinsiyet, yaş, eğitim durumu ve mesleki kıdem değişkenlerine göre anlamlı bir farklılık gösterip göstermediğini de araştırmayı amaçlamaktadır. Bu çalışma, kolayda örnekleme yöntemi kullanılarak 7 farklı üniversiteden toplam 146 İngilizce okutman ile gerçekleştirilmiştir. Polat'ın Öğretmen Motivasyon Ölçeği (2010) ve Baycan'ın Minnesota İş Doyumu Ölçeği (1985) kullanılmıştır. Araştırma sonucunda İngilizce okutmanlarının motivasyon ve iş doyum düzeylerinin yüksek olduğu bulunmuştur. Motivasyon ve iş tatmini kavramlarının arasında ise arasında anlamlı, güçlü ve pozitif bir ilişki bulunmuştur. Demografik değişkenler ile motivasyon arasındaki ilişki göz önüne alındığında bu çalışma, İngilizce okutmanlarının motivasyon düzeylerinin yalnızca cinsiyet değişkenine göre anlamlı bir farklılık gösterdiğini; kadın okutmanların erkek okutmanlardan daha yüksek bir motivasyon düzeyine sahip olduğunu ortaya koymuştur. Ayrıca İngilizce okutmanlarının motivasyon düzeyleri yaş, eğitim durumu ve mesleki kıdem değişkenlerine göre anlamlı bir farklılık göstermemiştir. Demografik değişkenler ile iş tatmini arasındaki ilişki göz önüne alındığında ise, sonuçlar İngilizce okutmanlarının iş tatmin düzeylerinin cinsiyet, yaş, eğitim durumu ve mesleki kıdeme göre anlamlı bir farklılık göstermediğini ortaya koymuştur.

**Anahtar Kelimeler:** İngilizce Öğretmenleri, İngilizce Öğretmenlerinin Motivasyonu, İngilizce Öğretmenlerinin iş tatmini, Öğretmen Motivasyonu, Öğretmen İş Tatmini

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## CHAPTER I

### 1. INTRODUCTION

Chapter 1 provides information about the basic parts of the study. This section includes information about the background of the problem, the problem statement, the aim of the research, the research questions, the limitations of the research, the definition of the key concepts, and the literature review.

#### 1.1. Background of the Problem

It is of capital importance that the services provided to society are carried out efficiently in all kinds of service sectors. Providing an efficient service depends on employees being able to work dynamically. In order to ensure this dynamism for employees and to enable them to perform at high potential, employees' motivation and job satisfaction levels must be high (Eren, 2001, p. 241). To get efficiency from service sector employees, it is necessary for the employees to be satisfied and motivated towards their jobs. An employee who discontentedly does his/her job for the sole purpose of making a financial living and without being motivated enough can earn money, but the problem of how efficient his/her work is will always be open to debate. In order to obtain the desired level of efficiency from employees and to achieve the targets set for the service sector successfully and efficiently, it is necessary to meet certain minimum conditions for employees as well as to meet their needs. Unless the necessary conditions are not provided for employees and their needs are not met, employees cannot work productively neither for the service sector nor for themselves. Under these conditions, employees avoid even using their existing working capacity, let alone the performance expected from them (Sağlam, 2007, p. 53).

This situation is equally valid in the education sector. It is very important to keep the morale of teachers high in order to provide efficient education. In this regard, there are numerous different elements that affect teachers' morale and motivation. These factors include salary, promotion, course load, relationships with colleagues and administrators, physical conditions and educational environment of the institution, addressing the needs (eating, drinking, transportation) and students. Teachers' motivation and job satisfaction levels are directly proportional to the success of the institution they work for. If a teacher has a high motivation and job satisfaction level

towards his/her job, the education he/she provides will be more effective and permanent for students.

The efficiency of the education that students receive is in close connection with the motivation levels of teachers. Motivation certainly has a major impact on the quality of education. If a teacher has a high level of motivation, the education he/she provides for the students also complies with the conditions required for a high-quality education (Yavuz & Karadeniz, 2009, p. 508).

After motivation, the other essential factor for effective teaching is the degree of satisfaction that educators have with their jobs. As in every service sector, it is very important for teachers to feel content in their jobs. Teachers' job satisfaction levels and the quality of the education they provide are directly proportional. If a teacher's job satisfaction level is lower than it should be, he/she may not be able to do his/her job properly. On the contrary, if the teacher's job satisfaction level is high, then the teacher professes enthusiastically and willingly, and as a result, the effectivity of the education directly increases.

In light of the fact that English is becoming an increasingly popular medium of communication on a global scale, it is of utmost significance for EFL teachers to possess high levels of motivation and job satisfaction in order to provide language education that is both quality and permanent. EFL teachers undoubtedly have a very important place in not falling behind the developing global culture. It is crucial that the levels of motivation and job satisfaction of EFL teachers be maintained at a high level in order to teach English in a way that is both successful and permanent. Otherwise, EFL teachers whose motivation and job satisfaction levels are below the required level cannot provide quality language education (Altay, 2004, p.101).

To ensure a superior, effective, and permanent language education, it is necessary to have complete materials, appropriate educational environments, and students who are eager to learn. In addition to these, it is a must to have highly motivated and satisfied EFL teachers. A sufficiently motivated EFL teacher puts more effort into providing high-quality inputs and thus he/she has a higher chance of getting the desired outcomes from the students. Highly satisfied teachers feel more responsible for their institutions and their motivation levels are higher, and as a result, their performance is better (Judge et al., 2001; Lee et al., 2010; & Rigopoulou et al., 2011). Highly motivated and satisfied EFL teachers encourage students to learn English and ensure that the students are involved in the language learning process.

Motivation and job satisfaction levels of EFL teachers are integral parts of the classroom and student success. For teachers to achieve efficiency, effectiveness and success in their classrooms, their motivation and job satisfaction levels must be high because these two concepts are the most important key points that determine a high-quality service (Lent & Brown, 2008). As a result, the degree of motivation and work satisfaction of EFL teachers are crucial in language education. They are interwoven as these two important factors are related to each other from the point of both students' success and teachers' performance.

## **1.2. Statement of the Problem**

Every service sector needs to ensure that its employees work efficiently. To get maximum efficiency from them, employees must be motivated and satisfied with their jobs. According to Gümüş (1995), employees who are sufficiently motivated by their managers are also positively affected regarding their degrees of job satisfaction. This is also true for the education sector. Teachers' motivation and job satisfaction levels can favorably or unfavorably affect the success and the quality of the institution they work for. These two concepts are interrelated and have a vital importance in ensuring the school effectiveness as they directly affect teachers' commitment to work. Two of the most significant factors that originate from teachers and affect students' success are the motivation and the job satisfaction levels of teachers. Since teaching is a highly preferred profession today, maintaining high levels of motivation and work satisfaction among educators is important in order to provide quality and efficient service for both students and the institution where teachers work.

The interest in learning and teaching English has developed in direct proportion to the growing significance of the English language from what it was in the past to what it is today. At the worldwide level, English is progressively becoming a common communication tool (Ramadhan et.al, 2018, p.97). Our society must, for this reason, ensure that it is able to keep up with this culture that is always evolving. High-quality language education has the potential to make this a reality. In this case, the levels of motivation and work satisfaction that EFL teachers have are of utmost significance for the provision of quality and long-term language instruction. Sufficiently motivated and satisfied EFL teachers are more successful both institutionally and individually in achieving the goals expected to be achieved for the institution.



Knowing the motivation and job satisfaction levels of EFL teachers and how these two concepts are related to each other are very important for EFL teachers to provide higher quality language education and raise useful citizens for society.

Although there are many studies related to teacher motivation, there are not many on the relationship between teachers' motivation and job satisfaction levels, especially EFL teachers'. It is crucial to enrich the knowledge of EFL teachers about motivation, work satisfaction, and their interrelationships. Taking these into consideration, the current research measures the levels of motivation and job satisfaction of academics teaching English as a foreign language. Furthermore, the present study investigates the possible correlation between the job satisfaction levels and motivation levels of EFL instructors. Also, it investigates whether the motivation and job satisfaction levels of EFL instructors significantly vary according to demographic variables.

### **1.3. Purpose of the Study & Research Questions**

To ensure that every service sector operates at the optimal level of efficiency, the motivation and job satisfaction levels of employees must be high. This system is the same for the education sector. Motivation and job satisfaction, which are two integral factors of an efficient and quality education service, are of critical importance for both teachers and the institutions where teachers provide educational service. For the purpose of providing an education of superior quality, it is of the utmost need for educators to have high levels of motivation. Not only should teachers have high levels of motivation, but they should also have high levels of job satisfaction since these two concepts have a direct impact on educational practices.

For a quality language education, also EFL teachers must have high levels of motivation and job satisfaction. The more satisfaction an EFL teacher gets from his/her job, the higher his/her motivation level will be. EFL teachers with increased motivation and job satisfaction become more productive for their students, for the institution they work for, and for themselves. In this regard, revealing the levels of job satisfaction and motivation of EFL teachers, as well as the relationship between these two factors, will make the language education provided more quality and permanent, and enable EFL teachers to provide more efficient language education. This is why the purpose of the present study is to examine the motivation and job satisfaction levels of EFL instructors. In addition, the purpose of this study is to determine whether or not there is a correlation between the levels of job satisfaction and motivation that EFL instructors

have. Also, this study aims to examine the motivation and job satisfaction levels of EFL instructors according to demographic variables.

Considering these, a total of five research questions were created. The research questions are as follows:

1. What is the motivation level of EFL instructors?
2. What is the job satisfaction level of EFL instructors?
3. Is there a relationship between the motivation level and the job satisfaction level of EFL instructors?
4. Does the motivation level of EFL instructors significantly vary depending on the factors:
  - a) gender
  - b) age
  - c) educational background
  - d) professional seniority
5. Does the job satisfaction level of EFL instructors significantly vary depending on the factors:
  - a) gender
  - b) age
  - c) educational background
  - d) professional seniority

#### **1.4. Significance of the Study**

Each education sector employee has certain responsibilities towards the institution they work for. Teachers need to be productive both for themselves and for the institution where they provide education services to fulfill their responsibilities. In order for teachers to be efficient and productive, they must be motivated and satisfied with their jobs. Job satisfaction and motivation play a key role in whether a teacher can be productive or not.

It is essential for EFL teachers that they love what they do, get satisfaction from their jobs, and have a high level of motivation so that they have the necessary instincts to do their job successfully. An EFL teacher's high levels of motivation and job satisfaction affect not only the success of students but also the success of the institution as well. EFL teachers with high levels of motivation and job satisfaction will positively affect the language education process and effectuality of the institution regarding the English language education. Consequently, they increase both the institutional and student success. For this reason, it is very important to understand EFL teachers' motivation and job satisfaction levels and the relationship between these two concepts.

Considering the increasing importance of English language education from past to present, especially EFL teachers were chosen for this study. Also the motivation of students has been a topic that has been highly emphasized and investigated until now, but not the teachers' motivation. In addition, while teachers' motivation and work satisfaction have been extensively researched in industrialized nations, there is a dearth of research on these topics in developing nations. (Ngimbudzi, 2009, p. 11). According to Erkaya (2012, p. 50) research on English instructors' motivation and methods for motivating them are few. Therefore, this research investigates EFL teachers' motivation and job satisfaction levels and whether there is any relationship between these two variables. Investigating the levels of these two concepts and their relationship with each other is essential in terms of providing evidence to increase the success of EFL teachers in language teaching process, and guiding EFL teachers to improve their teaching process.

### **1.5. Limitations of the Study**

This study was applied to the instructors and the instructors' area of expertise is English (EFL instructors).

Since there are not many EFL instructors in each university, it is necessary to receive survey permission from more than one university, 7 in total, in order to collect parametric data for this study. This may cause difficulties in finding suitable universities for data collection and research permission.

Academics' motivation and job satisfaction levels may vary over time, so this research is limited to the 2023-2024 academic year.

Only one type of data collection tool, questionnaire, was used in this study.

While collecting data for the study, even if the participants could be reached via e-mail, it was not known whether the participants had answered the survey questions sincerely or not.

Surveys for this study were sent to instructors via e-mail. This made it difficult to obtain complete data from all of the instructors. In addition, some instructors filled out the questionnaires sent to their e-mails late, which caused a delay in data collection.

## 1.6. Definition of the Terms

**Motivation:** The reason for taking action to initiate and maintain the desired behavior. Motivation is the culmination of ongoing attempts to consistently inspire one or more individuals toward a certain objective (Eren, 2001, p. 490).

**Job Satisfaction:** Positive feelings of an employee towards his/her job and fulfilling the requirements of his/her job with pleasure. (Izgar, 2000).

**EFL:** Acquisition of English as a second language alongside one's mother tongue

**Teacher Motivation Scale:** Developed by Dündar et al. (2007) and adapted by Polat (2010) to measure the motivation levels of teachers.

**Minnesota Job Satisfaction Scale:** Developed by Dawis et al. (1967) and adapted by Baycan (1985) to measure the job satisfaction levels of teachers.

## 1.7. Literature Review

The definition of motivation, the motivation process, the significance of motivation, motivation types, the definition of job satisfaction, the significance of job satisfaction, job dissatisfaction, motivation and job satisfaction theories, the correlation between motivation and job satisfaction, language teachers' motivation and job satisfaction, and relevant studies were respectively discussed.

## 1.8. Definition of Motivation

"Motivation" is a term that has been around since ancient times till the present day. Etymologically, the term "motivation" originates from Latin, which was used in the middle ages. The word motivation, which has a critical place in helping people achieve their goals so that they can flourishingly continue their lives comes from the word "motivus" meaning "to move". Today, there are many different definitions of motivation. According to Eren (2001, p. 490), motivation is a mental state that constantly puts people in action towards their goals and that enables them to continue

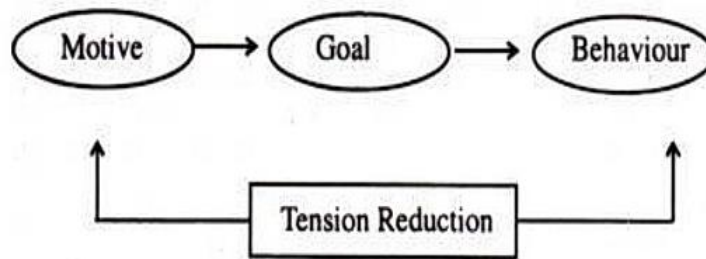
their efforts to achieve their goals successfully. Ryan and Deci (2000a) defined motivation as a person taking action for a purpose. Sdrolias et al. (2014, p. 134) defined motivation as the instinct to stimulate a person to achieve their goals. According to Tanrıöğen (2018, p. 104), a person's motivation is defined as the mental stimulation that drives them to take action in order to accomplish their life objectives and fulfill their needs. Motivation is the impulse that enables an individual to initiate action in order to achieve a certain goal and to continue acting in this manner with effort (Dörnyei & Ushioda, 2011, p. 1). Motivation in its broadest sense is the individual's desire to take action in line with his/her desire to meet his/her psychological and physiological needs (Luthans, 1992, p. 147). The three most basic features of motivation can be stated as follows (Kaplan, 2007, p. 3):

- activates
- keeps the action going
- positively affects action

Motivation, which enables a person to act in accordance with the wants and objectives, also defines the individual's behaviors toward his/her job (Sabuncuoğlu & Tüz, 1998). According to the literature on management science, motivation is described as the conditioning of an individual that, by striving to meet the organizational objectives of the organization they work for, their personal needs will be met and, thus, their desire and effort to work are influenced positively (De Cenzo & Robbins, 1999). According to this definition, actions taken by managers that encourage employees towards their jobs can be considered as motivation.

### **1.9. Motivation Process**

The motivation process begins with individuals taking action to meet their needs. Individuals need to be stimulated by a driving force to take action for their need satisfaction. Individuals experience a feeling of tension until they take action to meet their needs. This feeling of tension promotes individuals to take action. When the need is satisfied, the feeling of tension disappears (Ertürk, 2014).



**Figure 1.** *The motivation process (Dhaliwal, 2016, p. 4272)*

As seen above, motive promotes individuals to act in a certain way towards meeting their needs (Dhaliwal, 2016, p. 4272). As a result, behavior occurs. When individuals behave toward the satisfaction of their needs, the motivation process begins and they become motivated. If individuals' needs are satisfied at the end of the motivation process, the feeling of tension reduces. The characteristics of motivation and its effects on individuals can be listed as follows (Kaplan, 2007, p. 5):

- a) Motivation is the propulsive force behind people's actions towards their goals and it ensures the continuity of actions.
- b) Motivation provides a stimulating effect on individuals, making them more determined towards their goals.
- c) Motivation provides individuals with the power to manage their actions.
- d) Motivation plays an important role in improving individuals' perceptions and mental efforts.

### **1.10. Importance of Motivation**

Motivation is the key factor in meeting our psychological and physiological needs. Having a high level of motivation makes us feel more energetic, ambitious, and enthusiastic. People's ability to attain the goals that they have set for themselves is inextricably linked to their level of motivation (Akbaba, 2006, p. 343). Motivation is vitally important for business life as it directly has an influence on the productivity of employees. It is very important for an employee to be productive, both to satisfy himself/herself and to achieve the corporate goals of the institution he/she works for (Addison & Brundrett, 2008, p. 79). The higher the motivation level of an employee, the more productive, conscious and responsible the employee is. According to Shaari et al. (2002, p. 17), highly motivated employees are more productive by providing higher

performance in their jobs, and as a result, they play a major role in fulfilling the corporate goals of the institution they work for and meeting the needs of the institution. According to Singla (2009), the following are some of the reasons why it is essential for employees to have high levels of motivation:

- Enables employees to be more productive by revealing their work potential and ensures maximum efficiency from them.
- Eliminates the reluctant and irresponsible attitudes of employees.
- Eliminates absenteeism caused by low motivation level.
- Helps employees advance their careers and achieve personal and corporate goals.
- Prevents turnover rate.

As in every service sector, the motivation factor is of vital importance for the education sector. Motivation, which is crucial for teachers in achieving institutional goals, also affects the quality of the service they provide. The high level of motivation of teachers is the key to ensure that students receive permanent and efficient educational services. A teacher who is motivated towards his/her job tries to teach thoroughly, and as a result, he/she feels satisfied, achieves his/her goals, and has a positive influence on both the students and the institution. In addition, highly motivated teachers also have innovative ideas and strive to renovate both themselves and the education system (Jesus & Lens, 2005, p. 120). Studies on teachers' motivation and students' success (Bishay, 1996; Michaelowa, 2002; Otube, 2004) have found a positive relationship between these two factors. While teachers with low motivation levels have negative impacts on students' success and their learning motivation, teachers with high motivation have positive impacts on students' success and corporate goals. In order to obtain well-motivated teachers, it is imperative that the desires and needs of the teachers are taken into account by the administrative superiors. Teachers' motivation levels increase when their needs and desires are met and they begin to provide service with enthusiasm and as a result, they raise conscious citizens who are useful to society.

### **1.11. Self-Determination Theory**

Self-determination theory (SDT) was developed by Edward Deci and Richard Ryan in 1985. SDT can be identified as a social-psychology theory as the main areas of attention for this theory include human motivation and personality. It investigates the internal causes underlying personality development and behavioral organization. It focuses on how social environments influence conscious and autonomous behavior. SDT examines human motivation by focusing on types, which are extrinsic and intrinsic rather than levels. (Deci & Ryan, 2008, p.182). To be more precise, this theory examines the issue of deciding and making choices - free from outside influences and diversions - with one's own free will and without being under the influence or pressure of external factors (Ryan, 2009, p.1). For example, an individual who is self-determined can make choices without being pressured from outside or influenced by his or her environment, has autonomy. To put it simply, SDT examines the extent to which individuals' choices, decisions, and behaviors are self-determined and self-chosen (Ryan, 2009, p 1).

People have innate self-improvement tendencies and psychological needs to promote self-initiated behavior, which are autonomy, competence, and relatedness. Ensuring that these psychological demands are fulfilled is essential for everyone and promotes mental well-being. These tendencies and needs form the basis of people's motivation and personality integrity. Self-determination theory attaches importance to the relationship between an individual's intrinsic nature and the social surroundings. Although people are assumed to be energetic, curious, and driven to achieve, circumstances can have a favorable or negative impact on these natural traits. In this respect, this theory focuses on the interplay between people's natural tendency to be active and the social environments that either positively or negatively influence this tendency (Deci & Ryan, 2008, p. 14). Furthermore, SDT investigates how this interplay varies depending on the types of intrinsic and extrinsic motivation (Deci & Ryan, 2008, p. 14).

If the motivation of individuals stems from an external force rather than their own will, this situation is contrary to the self-determination theory; however, if the motivation of individuals stems from their own will rather than an external force, this situation complies with the principles of SDT (Bağcı, 2018, p. 13).

Self-Determination Theory is crucial to understand the concept of motivation. For the purpose of gaining an understanding of the concept of motivation in detail, it is necessary to know the details of SDT. It clarifies the internal processes and motivation



sources underlying individuals' actions. According to Self-Determination theory, since the activities in which individuals are interested vary, the activities in which individuals have intrinsic motivation also vary.

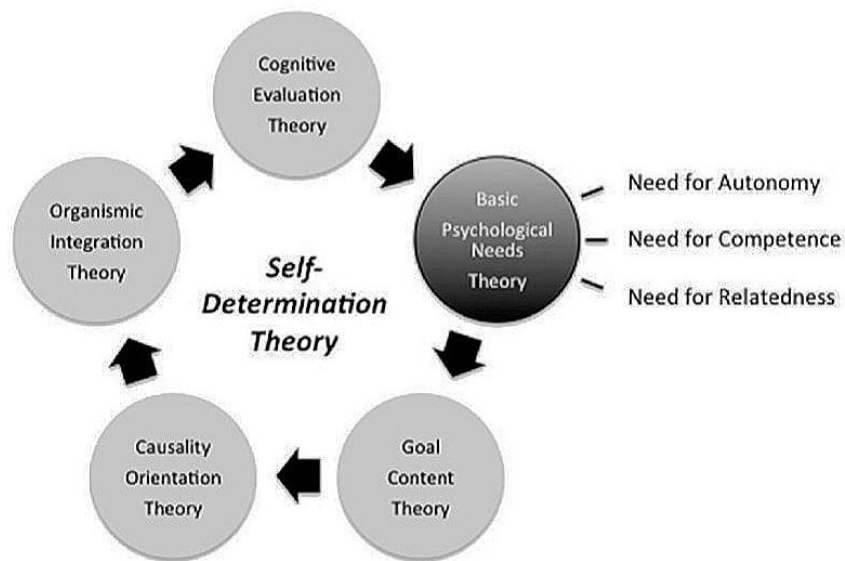
When SDT is considered in the field of education, low intrinsic motivation prevents students from participating fully in the learning process and from having a successful school experience (Christenson, et al., 2012, p.195). By taking this into consideration it is possible for teachers to boost the intrinsic motivation of their students by fostering a sense of belonging within the school community, developing one-on-one personal interactions with their students, and encouraging students to be autonomous (McEown & Oga-Baldwin, 2019, p. 26).

When considered in terms of language teaching, SDT sub-theories provide guidance to EFL teachers in terms of enhancing the motivation of their students during the process of language education. The language acquisition process is facilitated by EFL teachers who use the practices of SDT that support students' needs for autonomy, competence and relatedness. This is accomplished by ensuring that the psychological well-being and motivation levels of their pupils are positively affected (McEown & Oga-Baldwin, 2019, p. 26).

Self-determination theory has 5 sub-theories. These sub-theories constitute the framework of SDT.

- Cognitive Evaluation Theory
- Basic Psychological Needs Theory
- Causality Orientation Theory
- Organismic Integration Theory
- Goal Content Theory

Figure 2 below shows the mini-theories of SDT.



**Figure 2.** *Sub-theories of Self-determination Theory (Mueller & Lovell, 2018, p. 291)*

- According to Deci et al. (2001), Cognitive Evaluation Theory (CET) looks into how the external factors like threats, promotion, rivalry, pay increases, and relationships with the social environment affects individuals' intrinsic motivation. According to CET, intrinsic motivation is underpinned by two essential psychological needs. These are autonomy and competence. CET also examines the effect of external factors on the autonomy and competence needs of humans. Intrinsic motivation rises when these two needs are satisfied by external forces. The actions of a person must be self-initiated and self-chosen in order to satisfy his/her need for autonomy. When it comes to the need for competence, intrinsic motivation rises when people perceive themselves as competent and successful in their actions. In conclusion, autonomy and competence are the two psychological requirements for intrinsic motivation. These psychological demands can be positively or negatively affected by people's social contexts, and this can consequently have an effect on a person's intrinsic motivation levels.

- According to Basic Psychology Needs Theory (BPNT), three psychological needs - autonomy, competence, and relatedness - are crucial for people to promote self-initiated behavior. The psychological well-being and development of individuals depend greatly on the fulfillment of these needs (Deci and Vansteenkiste, 2004). Competence is the attitude of self-assurance in one's own actions rather than an acquired skill (Ryan &

Deci, 2002, p. 7). When people feel that they are competent and talented in the field when starting an activity, they are motivated to take action. To put it simply, someone needs to feel competent in their field in order to be motivated. According to Skinner & Edge (2002, p. 301), a person's psychological need to be a part of a community is known as relatedness. According to Ryan & Deci (2002, p. 7), it signifies the real and genuine psychological connection that people make with one another within a commune. When people feel that they are a part of a unity, their psychological needs are satisfied, they experience psychological well-being, and as a result, the individual's inner motivation to take action emerges.

- Causality orientation theory (COT) generally examines how motivation types vary from person to person, that is, individual differences in motivation. According to Deci & Ryan (1985, p. 110), individuals differ in whether the sources of their actions are themselves or external factors. According to COT, reactions to the same experiences may vary among people based on their interpretations. That is, while one of the individuals engaged in the same activity may think only his own desire as the source of action, the other individual may think that external factors (rewards or punishments) promote him/her to take action.

- Organismic Integration Theory (OIT) is more concerned with extrinsic motivation. According to Deci et al. (1991, p. 335), the sources of the actions of individuals with extrinsic motivation are external factors (reward, avoidance of punishment, competition) rather than their own interests and desires. OIT describes the process of integration in which individuals' externally motivated behavior becomes autonomous. According to OIT, even if an individual has extrinsic motivation, feelings of autonomy and continuity may occur over time as behaviors are internalized. According to Ryan & Deci (2000b), in order for individuals to internalize behaviors caused by external factors, their basic psychological needs must be met (competence, autonomy, and relatedness). However, in order for the internalization process to occur, the individual must have a greater sense of relatedness. Ryan et al. (1994), discovered that students indigenize the extrinsic regulations of schools when they experience safety and support from their parents and teachers.

- Goal Content Theory (GCT) was developed to investigate the relationship that exists between the goals that people have for their lives and their psychological health and well-being. According to this theory, some goals of individuals in life have a more positive impact on individuals' psychological well-being levels. These goals, such as people's self-improvement, the individual's effort to build a relationship between himself/herself and society, and establishing close relationships with the members of society enable individuals to have intrinsic motivation. In general, individuals' self-oriented goals positively affect the psychological well-being of individuals because they meet their needs for autonomy, competence, and relatedness.

### **1.12. Definition of Job Satisfaction**

The concept of job satisfaction is an internal soothing feeling that employees obtain from the environment in which they work. The circumstances of the working environment in terms of its physical aspects, employees' relationships and interactions with their colleagues, the job itself, their relationships with superior managers, and the company they work for can be exemplified among the factors affecting job satisfaction. It is the degree to which workers are content with their occupations and the working conditions they are provided with. Job satisfaction can be explained in general terms as the workers' emotional responses to their employment from a psychological standpoint (Yoğun, 2014, p. 27). Despite the fact that there are several definitions of the notion of job satisfaction, these meanings are, for the most part, similar to each another. According to Silah (1996, p. 270), job satisfaction is a sensation of contentment or discontentment that individuals have with regard to their jobs, and the job satisfaction level increases when the demands of employees and the qualifications of the jobs overlap with each other. Job satisfaction is the positive feelings that employees feel towards their jobs, and if employees' job satisfaction levels are high, this means that employees love and value their jobs. According to Greenberg and Baron (1997, p. 178), job satisfaction is defined as employees knowing what they want, being aware of themselves, and having an evaluative attitude towards their jobs. The concept of job satisfaction is defined in different ways in Figure 3 below.

Author	Definition of job satisfaction
Böckerman e Ilmakunnas (2012)	Important attribute of the labor market, being a useful summary measure on the usefulness at work, as well as a narrow measure of welfare related to work.
Fan <i>et. al.</i> (2019)	Representation of the general evaluation of the employees of their jobs and is strongly correlated with mental health and rotation.
Fila <i>et. al.</i> (2014)	Fundamental concept for organizational research.
Liu <i>et. al.</i> (2012)	Concept that becomes the most studied predictor of job rotation.
Locke (1976)	Positive and pleasant state, the result of the individual assessment of job or job experience.
Mérida-López <i>et. al.</i> (2019)	Representation of an evaluative state that expresses satisfaction with the job that one performs, as well as positive feelings about it.
Pichler & Wallace (2009)	Result of a series of perceived job characteristics that include intrinsic and extrinsic rewards.
Weiss (2002)	Positive or negative evaluative judgment that one makes about job or job situation.

**Figure 3.** *Different definitions of the concept of job satisfaction (Banegas, 2019, p. 482)*

According to Luthans (1995, p. 141), concept of job satisfaction has three important dimensions. These can be detailed as follows:

- As a result of the fact that job satisfaction is an emotional reaction of workers to their work circumstances, it is not possible to see it directly; nonetheless, it can be inferred by employees themselves.
- Employees' level of job satisfaction is directly proportional to the degree to which the outcomes satisfy their expectations.
- The idea of job satisfaction is connected to a multitude of factors, including the job itself, supervision and surveillance, promotion opportunities, salary, and co-workers.

### 1.13. Importance of Job Satisfaction

It is of the utmost importance that workers have a high degree of job satisfaction in their professional lives, both for themselves and for the institution they work for. Since individuals spend most of their time in their daily lives in the institutions where they work, individuals who do not have job satisfaction are affected negatively psychologically. Since individuals' work and private lives can be easily affected by each other, high job satisfaction levels of employees will ensure that individuals feel happy both in their private lives and in their workplaces. For this reason, it should be indicated that the concept of job satisfaction affects employees from a psychological standpoint in addition to the economic (Yoğun, 2014, p. 28). Since job satisfaction is a

concept that has a significant impact on the product and service quality of institutions, the work efficiency of employees, employee turnover rates, and internal adaptation, it is one of the most significant concepts to consider for employees and senior managers (Akın, 2019, p. 45). If the employees' levels of contentment with their jobs in an institution are high, the quality of the service provided by the institution increases accordingly and this causes customer satisfaction. However, employees whose job satisfaction level is constantly low are not productive for the institution they work for, thus the productivity and quality of the institution are negatively affected. Low and high job satisfaction levels of employees always affect customer satisfaction without exception, because employee job satisfaction creates corporate synergy and also affects customer satisfaction levels.

Many different factors, both internal and external, such as salary, promotion opportunities, working conditions, safety of the working environment, catering opportunities, the job itself, employees' appreciation from their social environment, relationships with colleagues and managers, and management style of the institutions can influence job satisfaction. Completely providing these factors to employees under suitable conditions will lead to a rise in the degree of work satisfaction. But otherwise, job dissatisfaction will emerge in individuals whose needs are not met.

#### **1.14. Job Dissatisfaction**

Taking into consideration the significance of job satisfaction, it is possible to assert that discontent with one's employment can have detrimental repercussions on both the individual and the company. If the job satisfaction level of individuals who spend most of their daily lives at workplaces is below the normal level, they are negatively affected psychologically. Individuals who feel inadequate as a result of job dissatisfaction may become more introverted, asocial, emotionally unstable, emotionally distressed, and constantly stressed. According to Sevimli and İşcan (2005, p. 59), in more severe cases employees whose needs are not met may even show aggressive behaviors towards the objects around them or their colleagues. If the problem of job dissatisfaction is addressed considering from an organizational standpoint, it is quite evident that negative and detrimental consequences are possible. Employees with low job satisfaction levels cannot perform efficiently for the institution they work for. This causes many problems. Employees who cannot use their full potential cannot provide a quality service for their institutions. This situation creates a huge obstacle for

institutions to achieve their corporate goals. When workers are discontent with their occupations and their working conditions, they may also face other problems like gradually ignoring their responsibilities, arriving late - leaving early, or becoming alienated from the job and ultimately quitting. Low job satisfaction also negatively affects an employee's relationships with managers and colleagues. Employees who are dissatisfied with their job experience distraction and are more interested in the outside world rather than dealing with their own responsibilities at work and this situation may cause some occupational accidents in workplaces (Sevimli & İşcan, 2005, p. 59). Nowadays, employee job satisfaction is significant for every service sector. In this regard, if senior managers remain insensitive to employee job dissatisfaction, employees with decreased job satisfaction begin to experience organizational alienation. This causes employees to experience dejection and absenteeism, become alienated from their jobs, decrease their productivity, and quit their jobs (Yıldırım, 2006, p. 44). This problem directly causes unproductive service and customer loss.

Considering the importance of the concept of job satisfaction for employees, it can be said that senior managers should not remain insensitive to the problem of job dissatisfaction and should search for ways to reduce the job dissatisfaction experienced by employees in order to provide better, higher quality, and more efficient services. Job dissatisfaction cannot be completely prevented and such problems can be experienced in all kinds of institutions. The important thing is not to remain indifferent to job dissatisfaction and to minimize this problem (Bingöl, 1990, p. 96). However, to increase the level of job satisfaction, first employees' needs must be satisfied. Employees whose needs are addressed will be satisfied and will do their jobs with commitment and efficiency. Job satisfaction levels of employees can be measured through job satisfaction measurements that can be made at regular intervals in institutions and certain precautions can be taken in this respect (Yıldırım, 2006, p. 45).

### **1.15. Motivation & Job Satisfaction Theories**

According to Koç & Topaloğlu (2010, p. 202), motivation and job satisfaction theories are divided into two categories, which are content and process theories. These categories are explained in detail as follows.

### 1.15.1. Content Theories

Content theories try to explain individuals' motivation by basing it on individuals' internal factors. In other words, content theories place a strong emphasis on the needs that motivate individuals to initiate behavior and concentrate on what motivates individuals (Baysal & Tekarslan, 2004, p. 157).

Content theories are divided into 4 subheadings:

- Abraham Maslow's Hierarchy of Needs Theory
- Frederick Herzberg's Two-Factor Theory (Motivation – Hygiene Theory)
- Clayton Alderfer's ERG Theory: Existence needs, Relatedness needs, and Growth needs
- McClelland's Theory of Needs

- According to Abraham Maslow, people's psychological and physiological needs motivate people to take action to meet their needs and these needs of individuals are in the form of a hierarchy. There are three primary concepts that underpin Maslow's Hierarchy of Needs Theory. These are listed in the following order:

- These needs are ranked starting from those that are vital to meet, to the needs that are still important for individuals to meet but are less important than the lower-level needs.
- According to this hierarchy of needs, people must meet lower-level needs before satisfying higher-level needs. If individuals cannot first meet their lower-level needs, individuals cannot be motivated to fulfill their higher-level needs.
- The only needs that spur people to action are those that remain unmet; fulfilled needs neither spur people to action nor influence their behavior.

- Frederick Herzberg's Two-Factor Theory aims to ascertain the expectations of employees towards their jobs, what motivates employees, and what causes dissatisfaction and reluctance towards their jobs (Sabuncuoğlu & Tüz, 1998, p. 115). Herzberg divided the factors affecting the work efficiency of employees into two groups: hygiene factors and motivator factors. These factors are detailed as follows:



- **Hygiene Factors:** The absence of some factors in the workplace causes employees to feel dissatisfied; however, even in the presence of these factors, it does not give employees an extra feeling of satisfaction. According to Herzberg, if some necessary conditions - hygiene factors - are not provided in workplaces, a feeling of dissatisfaction emerges in employees. However, even if these conditions are provided, it does not create an extra feeling of satisfaction in employees as they just eliminate employees' feelings of dissatisfaction. According to Eroğlu (1995, p. 54), hygiene factors can be stated as wage, position, interpersonal communication, working conditions, the policies of the company, and management.
- **Motivator Factors:** In the absence of motivator factors employees feel dissatisfied; however, if these factors are provided, employees' job performance is positively affected. According to Onaran (1981, p. 46), motivator factors include the employee's success, recognition by those around him/her, the employee's profession, and the employee's personal development and career advancement. When employees realize that their job appeals to their own internal factors, they can motivate themselves and feel satisfied.

Even if employees do not have an extra sense of satisfaction and motivation in the presence of hygiene factors, providing the hygiene factors creates an environment for employees to be motivated. Additionally, motivation is achieved when there are factors that serve as motivators. On the basis of these, it can be concluded that hygiene factors and motivator factors work together as a whole to ensure employee motivation, and they must be complementary.

- Clayton Alderfer improved the motivation theory developed by Maslow and tailored his theory to the work lives of employees. (Yilmazer & Eroğlu, 2010, p. 49). Maslow's theory of motivation and ERG theory share certain commonalities. According to ERG theory, the needs of individuals are arranged in a hierarchical manner, much like Maslow's hierarchy of needs. Without satisfying their lower-level needs, individuals cannot be motivated to meet their higher-level needs. But in contrast to Maslow's theory, if the needs of individuals at a higher level are not satisfied or if individuals fail to satisfy their needs at a higher level, they may get disappointed and as a consequence, they may regress to lower level needs (Küçüközkan, 2015, p. 103).

Given this, ERG theory suggests that individuals can move up and down the need hierarchy, that is; individuals can transition between need groups depending on how well they can satisfy their needs (Küçüközkan, 2015, p. 104).

- According to McClelland's theory, individuals' needs are divided into three groups: achievement needs, power needs, and affiliation needs. These needs are detailed below.

- **Achievement needs:** The feeling of perpetual success, surpassing difficult goals that people set for themselves, and the importance that people place on success are all examples of the need for achievement.
- **Power Needs:** Individuals' desire to influence other individuals around them with the power they have and to maintain this impression, their desire to establish authority over other individuals and to take on the responsibilities of other individuals can be given as examples.
- **Affiliation Needs:** Establishing strong and healthy relationships with other individuals around and maintaining these bonds in a decent way, socialization of individuals can be given as examples.

This theory asserts that jobs should be assigned to employees based on their needs. Individuals with strong power needs, for instance, can be assigned to a role that best meets their power needs. When employees are given positions that meet their needs, their full potential emerges. When employees can apply all of their knowledge and abilities to their work, their motivation rises and their performance on the job improves (Sökmen, 2013, p. 103).

### 1.15.2 Process Theories

As content theories of motivation were insufficient to explain the motivation process, process theories were developed to better explain the complex process of motivation (Küçüközkan, 2015, s. 106). Compared to content theories, process theories focus on external rather than internal factors in individuals' motivational processes (Kaplan, 2007, s. 41). Process theories are stated as follows:

- Skinner's Reinforcement Theory ( Operant Conditioning)
- Locke's Goal-Setting Theory

- Adam's Equity Theory
- Vroom's Expectancy Theory
- Porter and Lawler's Expectancy Theory

- In operant conditioning, behavior is determined by its consequences. (Çatalkaya, 2019, p. 48). If an individual is desired to get into the habit of a specific behaviour, positive reinforcement is applied to the individual as a result of his behavior, but in the opposite case, if an individual encounters negative reinforcement as a result of his behavior, the individual will not engage in that behavior again and refrains from doing so on a regular basis. In this theory, there are four different methods to direct individuals' behaviors. These can be listed as follows:

- **Applying positive reinforcement:** Individuals are stimulated to get into the habit of a specific behavior or to repeat that behavior. If positive reinforcement is applied to individuals as a result of their behaviors, the probability of individuals repeating that behavior later or getting into the habit of it increases significantly (Çatalkaya, 2019, p. 48).
- **Applying negative reinforcement:** Unlike positive reinforcing stimulus, it is a type of reinforcement used to prevent individuals' behavior from being repeated or becoming a habit. If negative reinforcement is applied to an individual as a result of his/her behavior, the individual will avoid repeating that behavior (Çatalkaya, 2019, p. 8).
- **Inhibit:** It is used to completely eliminate the behaviors of individuals. Individuals are not punished; however, the primary objective is to deter the individual from his/her behavior (Çatalkaya, 2019, p. 49)
- **Punishing:** Exposing individuals to undesirable situations as a result of their undesirable behaviors. The primary purpose of this method is to definitively prevent the repetition of undesirable behaviors of individuals (Çatalkaya, 2019, p. 49).

This theory explains how positive and negative reinforcement can be used by the managers with the purpose of enhancing the potential of workers. For example, positive reinforcement can be applied by providing an extra break time or promotion to an employee who always arrives at work and starts working on time. Both the motivation

levels and productivity of employees who are provided positive reinforcement increase. On the contrary, provided that it is professional and does not exaggerate, negative reinforcement can be applied by giving an extra task to an employee who comes to work late, and does not start or finish his work on time.

- According to Locke's Goal-Setting Theory, people perceive the world around them, evaluate it based on their own value judgments, and then determine what is good, bad, or right, wrong for themselves as a result of these evaluations. As a result of these decisions, individuals set several goals for themselves in their lives, and individuals act in an effort to achieve these goals (Onaran, 1981, p. 139). According to this view, the degree of difficulty of the objectives that an individual sets for themselves is the primary factor that determines the level of motivation that they experience. There is a difference between the degree of motivation of an individual who sets a goal that is simple to accomplish and the level of motivation of an individual who sets a goal that is relatively challenging to accomplish. In other words, individuals who set goals that are difficult to achieve for themselves become more motivated to achieve these goals.

Considering these, Management by Objectives can be applied in order to maintain the motivation levels of employees at a high level in workplaces. According to this management practice, superiors and subordinates in a workplace jointly determine their work goals, areas of responsibility, and the results they will achieve in line with the goals they set. Since this management practice aims to ensure that the goals set by the managers and the employees are compatible with each other, managers collaborate with employees to set workplace goals. (Kaplan, 2007, p. 49).

- Adam's Equity Theory suggests that working under equal conditions will positively affect employees' motivation (Aytaç, 2021, p. 19). According to Adams (1963), employees' motivation and job satisfaction levels depend on the equality or inequality situations they encounter in the workplace. Employees may be in tendency to compare their inputs (educational background, effort, experience) and outputs (salary, position, promotion, improvement). Namely, the labor they spent and the results they obtained in return for this labor. If employees feel an imbalance between these two concepts, they may think that they are experiencing inequality. Likewise, employees may be prone to compare their inputs and outputs with other employees working in the same position.

Briefly, employees' feeling of inequality as a result of comparing their inputs and outputs both within themselves and with their colleagues creates a feeling of tension in employees, and they put more effort into eliminating this feeling (Konur, 2006, p. 57). If employees think that they still experience inequality despite their extra efforts, their motivation to work decreases, and their work potential is negatively affected. In order to prevent employees from experiencing a feeling of inequality, managers must be objective in evaluating employees. In addition, no employee's efforts should be ignored, and employees should be rewarded equally for their labor and efforts (Çatalkaya, 2019, p. 50).

- According to Vroom's Expectancy Theory, an individual's ability to successfully complete the tasks assigned to them depends on three factors. These factors can be specified as valence, expectancy, and instrumentality (Koçel, 2001, p. 447). These factors are detailed as follows:

- **Valence:** Valence refers to the degree to which an individual desires the reward they will receive as a result of their efforts. A highly desirable reward for an individual may be an undesirable reward for another individual. This means that the same reward may vary in terms of desirability among different individuals. For this reason, it is possible to consider the valence value as a variable that can vary between -1 and +1. The value individuals attach to a reward also shows the value of the reward in satisfying individuals' needs. If the valence value is high, individuals put more effort into being successful in their jobs. (Kaplan, 2007, p. 45).
- **Expectancy:** The expectation of individuals that they will be rewarded as a result of their efforts. If an individual believes that he/she will be rewarded as a result of his/her efforts, he/she will put more effort into achieving. On the contrary, if individuals do not believe that they will be rewarded as a result of their efforts, their expectancy value will be 0 and they stop trying. Considering these, it can be stated that the expectancy value varies between 0 and 1. If individuals' valence and expectancy values are high, their motivation levels will also be high (Kaplan, 2007, p. 45).

- **Instrumentality:** The reward that individuals receive as a result of their efforts should be considered as the first level. Individuals use the rewards to achieve their other goals, which is called the second level. In other words, individuals use the rewards as a tool to achieve their other goals. This definition can be explained with an example. The salaries that individuals receive thanks to their work and efforts help individuals to support their families and themselves, to live a better life, to achieve a high status, and to become a person recognized by their environment. Without these requirements, the concept of salary would have no meaning on its own (Kaplan, 2007). According to this theory, the concepts of valence, expectancy, and instrumentality are required and interrelated for employees to be motivated.

- In 1968, Lyman Porter and Edward Lawler further developed Vroom's Expectation Theory. In Vroom's motivation theory, individuals' valence and expectancy values must be high in order to be motivated. According to Porter and Lawler, this situation still works in the same way. In Vroom's theory, individuals become motivated and put in effort if the reward is desirable and if they fully believe that they will be truly rewarded as a result of their efforts. However, according to Porter and Lawler, individuals' high effort does not mean that they will achieve high performance (Kaplan, 2007, p. 47). Unlike Vroom's theory, two more factors are required for a high performance in this theory. These are individuals' knowledge and skills and the roles they perceive for themselves. If individuals do not have enough knowledge and skills about the job they do, they cannot achieve high performance even though they use their full potential or try hard (Kaplan, 2007, p. 47). Also, in order to show the performance expected from them, employees must first have an appropriate understanding of their roles within the organization so that they can adopt these roles and perform accordingly (Konur, 2006, p. 54). When these two conditions are met, individuals achieve high performance. Individuals are rewarded as a result of their high performance, which may be internal or external. If the reward that individuals receive as a result of their performance meets their expectations then the job satisfaction is achieved for individuals.

The concept of motivation is very important for EFL teachers. It is of vital importance in both providing high-quality language education to students and achieving

the corporate goals of the institution they work for. For this purpose, knowing the theoretical framework of the concept of motivation enlightens us about the source of teacher motivation, what affects teacher motivation, and what can be done to enhance it.

### **1.16. The Relationship Between Motivation and Job Satisfaction**

The concepts of motivation and job satisfaction are interrelated with each other. The relation between these two concepts arises from meeting the needs of individuals, that is, the basis of both concepts is to meet the needs of individuals (Yıldırım, 2006, p. 46). However, no matter how close these two concepts are to each other, they are actually two different concepts. Motivation refers to individuals' desire to be motivated to take action (Yıldırım, 2006, p. 46). Job satisfaction means that individuals have inner peace and comfort in terms of their jobs. Motivation and job satisfaction are the result of a mutual interaction, and this interaction forms the basis of the relationship between the two. That is, it is easier for satisfied employees to be motivated than for employees who are not satisfied with their jobs. Motivated employees, on the other hand, put more effort into achieving success and shape their behaviors accordingly. As a result of this effort, employees can achieve job satisfaction (Saydam, 2016, 62). In other words, employees with job satisfaction become ready to be motivated for their jobs as they experience feelings of inner happiness and satisfaction. While the job satisfaction of employees is effective on their motivation, the motivation of employees is effective on their job satisfaction. Employees with high motivation levels have positive perceptions for their jobs and this provides job satisfaction to employees. Consequently, it is possible to assert that the concepts of motivation and work satisfaction are intertwined, and mutually influence one another. (Saydam, 2016, 62).

If employees' expectations/requests are met and the impressions they see from their environment leave positive impressions on employees, job satisfaction emerges. Employees compare their knowledge and skills, the salary levels they receive, their status, etc. with their colleagues. If they do not see any difference, employees feel job satisfaction. Job satisfaction emerges when employees see no difference between the reward they expect from their work and the actual reward they receive as a result of their performance. For employees who have a feeling of job satisfaction, the groundwork for motivation is prepared and employees become more likely to be motivated. Just as job satisfaction creates motivation, motivation also creates job

satisfaction. Motivated employees do their jobs with enthusiasm and pleasure, and as a result, they experience job satisfaction with feelings of inner peace and comfort (Şimşek et al., 2011, p. 166).

### **1.17. Teacher Motivation and Job Satisfaction**

The concepts of job satisfaction and motivation are crucial for individuals' business lives. Both of these factors play a key role in the productivity and effectiveness of employees and institutions/organizations. An unmotivated employee is definitely undesirable for organizations. Employees with low motivation are highly inefficient and unsuccessful both for themselves and for the institution they serve. This also applies to job satisfaction. Employees who are not satisfied have difficulty in having inner peace, and they are in a constant state of discomfort and tension. This again causes inefficiency and failure in employees. This situation both affects the employees negatively and creates major problems for the institutions they serve to achieve their corporate goals. This is valid for every service sector, as well as in the education sector. The key to effective education is the high motivation levels of teachers. Teacher motivation is the main element in ensuring that the education and training processes are effective and achieve their goals (Noori et al., 2014, p. 2). Providing effective and permanent education depends on teacher motivation. It becomes very difficult for teachers with low motivation to continue their work. Absenteeism or quitting may be common among teachers who are unable to continue their work as a result of a lack of motivation. In addition to teacher motivation, providing an efficient education is also closely related to the level of satisfaction teachers get from their jobs. Teachers' job satisfaction levels are at least as important as teacher motivation and affect teaching and learning. Teachers' job satisfaction is related to how well their needs are met by educational institutions. Teachers who lack job satisfaction feel constantly stressed because their needs are not met. This situation negatively affects the efficiency of the education they provide to students.

Teacher motivation and job satisfaction factors are very important in order to facilitate the growth of the educational system and form the basis of the reasons why teachers continue their jobs (Ololube, 2006, p. 1). As a means of enhancing the effectiveness of both students and schools, the high motivation and work satisfaction of teachers are of critical importance. Since the lack of motivation and job dissatisfaction among teachers negatively affects performance, it indirectly affects the success of



educational institutions and students. Highly motivated and satisfied teachers are better at assisting educational institutions in accomplishing their objectives, and efficiently providing input and output for their students (Nwakasi & Cummins, 2019, p. 174).

### **1.17.1. Language Teacher Motivation and Job Satisfaction**

English has always been an important and prominent language all around the world. In the globalizing world, it is the most common language used by citizens of different countries for communication purposes. In addition to communicating with citizens of different countries, the English language provides great benefits to individuals in getting to know different cultures, conducting business around the world, and being successful in global trade. These advantages provided by the English language have caused this language to become more important over time. As the English language gradually becomes more important, the demand for learning it has also increased. The need for people to improve their English proficiency and require a higher competence is evident from the fact that English language has such a significant place all around the world. Regarding this, people highly value the profession of teaching English and make it their career choice (Pennington & Riley, 1991, p. 20).

Effective teaching and learning of the English language depends on many different factors in terms of both teachers and students. However, among these factors, the most important ones originating from teachers are motivation and job satisfaction levels. The concepts of motivation and job satisfaction are interrelated and are affected by each other. In order for effective language teaching to occur, English teachers' motivation and job satisfaction levels must be high. English teachers who are motivated and have high job satisfaction provide students with the necessary inputs for efficient and permanent language teaching, and as a result, teachers obtain outputs that meet the goals of language teaching.

In a century where learning English is essential and crucial, it is very significant to be able to provide language education in accordance with the purposes of English teaching. Achieving this largely depends on the motivation level of teachers. Teachers with high levels of motivation provide efficient and permanent language education for students, taking into account the goals of English teaching. In addition to providing efficient teaching, as highly motivated teachers are committed to teaching and have enthusiasm they can motivate their students who are reluctant to learn the language (Dörnyei, 2001, p. 32). Learning English can be quite difficult for some students, and as

a result, students may become reluctant and unenthusiastic about learning the language. Teachers who love their jobs and are motivated can also develop different strategies for students who are reluctant to learn English. English teachers who have sufficient job satisfaction, as well as motivation have the potential to be role models for students because they do their job willingly. As a result, they can facilitate their students' language learning. English teachers with low motivation levels are highly inefficient for both the institution they work in and the students, and they negatively affect students' language acquisition.

In the 21st century where learning English is very important, ensuring English teachers are highly motivated and satisfied with their jobs has a crucial place in making students competent individuals in every aspect of language acquisition. Thus, educational institutions should be attentive so that English teachers continue to feel highly motivated and fulfilled in their work.

### **1.18. Relevant Studies about EFL Teachers' Motivation and Job Satisfaction**

Detailed discussions of the studies regarding EFL teachers' motivation and job satisfaction are included in this section.

A study by Noori et al. (2014), was conducted based on the idea that there were not enough studies on EFL teachers' motivation and work satisfaction. With a sample size of 250 Iranian EFL teachers, the researchers aimed to determine whether there was a correlation between teachers' motivation and their level of work satisfaction. The researchers found that EFL teachers' motivation and job satisfaction are positively correlated.

The motivation and job satisfaction of 200 Kurdish EFL instructors in public and private schools were positively correlated in another study by Abdullah (2023). Furthermore, it was also revealed that the EFL teachers were mostly driven by their own internal motivation.

Another study by Morris & Mo (2023), focused on Chinese EFL teachers' motivation, job satisfaction, and job discontent. As shown by the results of the study, Chinese EFL instructors in public universities have various incentives to work. In addition, the majority of the teachers were found to be content with their jobs, but that they were dissatisfied with their positions in some areas.

Work satisfaction and motivation of 224 Greek EFL teachers were investigated by Karavas (2010). The research found that Greek EFL instructors were generally satisfied

with their professions and had intrinsic drive. It was also discovered that teachers were discontent with advancement, salary, and working circumstances.

Another study by Farajzadeh & Alavinia (2022) studied the creativity, motivation, and work satisfaction of 103 EFL teachers. Based on the findings, it was discovered that there was a significant correlation between the level of motivation and contentment that teachers experienced in their work. The finding that demographic variables did not significantly affect work satisfaction was also revealed.

Kazerouni & Sadighi (2014) examined the motivation and job satisfaction levels of 100 Iranian female EFL teachers. According to the results, teachers were mostly content with their professions and intrinsically motivated. However, it was also found out that teachers were not content with the working hours, the tangible conditions of the employment environment, and the school management.

In another study by Yardımcı and Sariçoban (2022), the motivation levels of 17 Turkish EFL instructors were investigated. Upon considering the findings of the research, it can be said that EFL instructors mostly have intrinsic motivation. In addition, instructors are generally satisfied with their jobs.

The motivation levels of 20 Turkish EFL instructors from different universities was investigated in Turkey by Öztürk (2015). The study proved that teachers were driven by both internal and external factors.

In different research by Ibnian (2016), the levels of job satisfaction of 28 Jordanian EFL teachers were investigated. The study discovered that EFL teachers were highly content with their professions. Another conclusion revealed that female instructors reported higher levels of work satisfaction compared to their male counterparts in the similar profession.

In another study Liu (2022), investigated the motivation levels of 101 EFL instructors in China. The study findings indicated that most instructors were highly motivated. It was also revealed that teachers generally choose this profession for intrinsic reasons.

### **1.19. Conclusion**

It is an undeniable fact that the concepts of motivation and job satisfaction are essential for high-quality service all around the world. This importance continues to be valid, especially in the field of education. The motivation and job satisfaction of teachers are key to the continuous development and high quality of education systems

globally. Within the context of determining the academic achievement and performance of students, they have significant positions (Ololube, 2006, p. 1). Also, the motivation and job satisfaction of teachers have a vital role in the field of EFL education in order for societies not to fall behind global culture and to be able to develop continuously.

## CHAPTER II

### 2. METHODOLOGY

This chapter includes the research design, participants of the study, data collection tools, data collection procedure, and data analysis of the study.

#### 2.1. Research Design

This study was conducted as a survey design to measure the motivation and job satisfaction levels of EFL instructors. Surveys are conducted for the purpose of acquiring data from large samples. In addition, it is also used to obtain demographic information from selected samples (McIntyre, 2014, p. 84). According to Bell (1996, p.68), developing and conducting surveys requires minimal investment, and is easier to generalize the results. At the same time, the use of surveys helps researchers with data that is difficult to measure and obtain by using observation techniques (McIntyre, 2014, p.85). Quantitative research deals with quantities and examines the relationships between variables for which numerical data can be obtained. It is crucial to choose samples that accurately reflect the universe in these kinds of studies since generalizability is crucial. Asking the appropriate questions of the participants is significant in this regard (Saunders et al., 2016, p.166). Quantitative research prioritizes objectivity. In the quantitative research method, data is collected objectively and systematically using data collection tools such as surveys and questionnaires. Analysis of the collected numerical data is done through statistical programs such as SPSS or Stata (Queiros et al., 2017, p. 370).

#### 2.2. Sampling and Participants of the Study

The present study was conducted during the 2023-2024 academic year with EFL instructors working at the School of Foreign Languages of universities in Turkey. This study was conducted with a total of 7 universities: Çağ University, Tarsus University, Mersin University, Toros University, Osmaniye Korkut Ata University, Istanbul Doğuş University, Istanbul Ticaret University. It was carried out with 146 EFL instructors in total. Convenience sampling method was used in the study. Convenience sampling method provides ease of data collection for the researcher. In this sampling method, the researcher selects participants based on ease of access. The convenience sampling

method gives the researcher the advantage of easy access to the participants, that is, the participants consist of people who can be easily reached by the researcher (Golzar et al., 2022 p. 72). Since participants can be easily accessed in the convenience sampling method, researchers spend less time, effort, and money on both participant selection and data collection compared to other sampling techniques (Golzar et al., 2022 p. 74).

Table 1 below shows the number (N) and distribution percentage (%) of EFL instructors according to their gender, age, educational background, and professional seniority.

**Table 1.** *Demographic data of participants*

		<b>Number</b>	<b>Percentage</b>
<b>Gender</b>	Male	65	44.52
	Female	81	55.47
<b>Age</b>	25-34	65	44.52
	35-44	42	28.76
	45-55	27	18.49
	55+	12	8.21
<b>Educational Background</b>	Bachelor's Degree	14	9.58
	Master's Degree	107	73.28
	PhD Degree	25	17.12
<b>Professional Seniority</b>	0-5 years	44	30.13
	6-11 years	38	26.02
	12-17 years	26	17.8
	18-25 years	23	15.75
	26+ years	15	10.27

As seen in Table 1, 81 of the participants are female, 65 of the participants are male. The percentage distribution of females is 55.47% and 44.52% for males. Considering these results, it is possible to assert that the number of female participants constitutes a greater proportion than the number of male participants. When the age variable is taken into consideration it can be said that 65 (44.52%) of the participants are in the 25-34 age range, 42 (28.76%) of the participants are in the 35-44 age range, 27 (18.49%) of the participants are in the 45-55 age range, and 12 (8.21%) of the participants are over 55 years old. Considering these, it can be said that the number of participants between the ages of 25-34 is higher. Considering the educational background of the participants, it can be stated that 14 (9.58%) of the participants have a bachelor's degree, 107 (73.28%) of the participants have a master's degree, and 25 (17.12%) of the participants

have a PhD degree. Accordingly, it can be said that the majority of the participants have master's degree. Considering the professional seniority of EFL instructors, 44 (30.13%) of the participants have 0-5 years of working experience, 38 (26.02%) of the participants have 6-11 years of working experience, 26 (17.8%) of the participants have 12-17 years of working experience, 23 (15.75%) of the participants have 18-25 years of working experience years and 15 (10.27%) of the participants have 26 or more years of working experience. Taking these into consideration, it can be said that the number of participants with working experience between 0-5 years is higher.

### **2.3. Data Collection Tools**

The aim of this study is to measure the motivation and job satisfaction levels of EFL instructors and to clarify whether there is a relationship between these two factors. In order to obtain data in line with the aims of the research, two different surveys measuring the motivation and job satisfaction levels of instructors were used. These surveys are detailed below.

#### **2.3.1. Teacher Motivation Scale**

The Teacher Motivation Scale was used to measure the motivation levels of EFL lecturers. The original scale was developed under the consultancy of Prof. Dr. Süleyman Dünder within the scope of Fatih TAŞPINAR's master's degree study in 2007 (Polat, 2010, p. 42). This motivation scale was adapted by Sultan Polat within the scope of her master's degree study in 2010. In this study, an adapted version of the original motivation scale by Polat (2010) is used. The motivation scale consists of 24 items in total, 12 of which include statements about intrinsic motivation and 12 of which include statements about extrinsic motivation. Statements 3, 9, 10, 15, 17, 18, 19, 20, 21, 22, 23, and 24 are related to extrinsic motivation. The Cronbach Alpha value of these expressions was found to be  $\alpha = 0.87$  by Polat (2010, p. 45). Statements 1, 2, 4, 5, 6, 7, 8, 11, 12, 13, 14, and 16 are related to intrinsic motivation. The Cronbach Alpha value of these expressions was found to be  $\alpha = 0.87$  (Polat, 2010, p. 46). The overall reliability coefficient of the scale was found to be  $\alpha = 0.91$  (Polat, 2010, p. 48). It is not possible to consider a scale to be reliable if the Alpha ( $\alpha$ ) coefficient of the scale is less than 0.40. The reliability of the scale is considered to be low if the alpha coefficient is within the range of 0.40 to 0.60. In order for the scale to be regarded reliable, the alpha coefficient must fall between the range of 0.60 to 0.80. There is a high degree of

reliability associated with the scale if the alpha coefficient falls within the range of 0.80 to 1.00 (Kalaycı, 2006, p. 405). Considering this, it is possible to say that the Teacher Motivation Scale has a high degree of reliability ( $\alpha = 0.91$ ).

Teacher Motivation Scale is 5 Point-Likert scale. It is one kind of psychometric scale; and enables respondents to rate their levels of agreement or disagreement regarding a statement in relation to a specific topic. (Nemoto & Beglar, 2014, p. 2). Using a 5-point Likert scale provides some advantages to researchers. These can be listed as follows (Nemoto & Beglar, 2014, p. 2):

- rapid collection of data
- obtaining reliable data
- the validity of data can be revealed in many different ways
- easy to apply and easy to comprehend

Finally, the Teacher Motivation Scale consists of 5 options in total: "never, rarely, sometimes, mostly, always".

### **2.3.2. Minnesota Job Satisfaction Scale:**

To reveal the extent to which English as a Foreign Language (EFL) instructors are content with their jobs, the Minnesota Job Satisfaction Scale was used. In 1967, R.V. David, G.V. England, D.J. Weiss, and L.H. Lofquist pioneered the development of the questionnaire. Baycan (1985) also conducted the first application of the scale, as well as the adaption of the scale into Turkish. It is also is 5 Point-Likert Scale. Minnesota Job Satisfaction Questionnaire, which consists of 20 items in total, has two subscales. The first subscale, intrinsic job satisfaction, consists of 12 items. The second sub-dimension, extrinsic job satisfaction, consists of 8 items. (Adıgüzel, 2010, p. 40). Items 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 19, and 20 are related to intrinsic job satisfaction. The 5th, 6th, 12th, 13th, 14th, 16th, 17th, and 18th items are related to extrinsic job satisfaction. (Adıgüzel, 2010, p. 40). The Cronbach Alpha value of the first subscale, which includes statements about intrinsic job satisfaction, was calculated as  $\alpha = 0.85$ , and the Cronbach Alpha value of the second subscale, which includes statements about extrinsic job satisfaction, was calculated as  $\alpha = 0.86$  (Durmaz, 2023, p. 53). The general reliability coefficient of the Minnesota Job Satisfaction Questionnaire was calculated as  $\alpha = 0.91$  (Durmaz,



2023, p. 53). It can be said that the Minnesota Job Satisfaction Questionnaire is quite reliable.

#### **2.4. Data Collection Procedure**

To begin the process of gathering data, first, the universities with which this study was conducted were determined. Then, permissions to conduct the survey were obtained from the universities one by one via registered e-mail by Çağ University. In order to implement the surveys, first of all, approval was received from Çağ University that the surveys were suitable for the implementation to the participants. Afterward, permissions to implement the surveys were obtained from the survey owners via e-mail. Subsequently, surveys were compiled into a single file via Google Forms.

There are a total of 7 universities where the research was conducted. These universities are:

- Çağ University
- Tarsus University
- Toros University
- Mersin University
- Osmaniye Korkut Ata University
- İstanbul Ticaret University
- İstanbul Doğuş University

It took a long time to get survey permissions from some universities. After permissions were obtained for the surveys, the researcher sent the link to the survey created via Google Forms to the relevant universities via e-mail to distribute it to their EFL instructors. Participants were notified in written on the first page of the online survey that this study was completely voluntary, that they could desist from participating in the study whenever they wanted, and that the data collected would be strictly anonymous, confidential, and would not be used beyond the scope of the research. The data collection process started towards the end of November, approximately 2 months after the fall semester started. Since it took a long time to collect the required number of data from EFL instructors, it took 3 months to collect the appropriate number of data for the study. In total, the number of EFL instructors who participated in the study reached 146.

## 2.5. Data Analysis

After collecting sufficient data, it was analyzed with the SPSS analysis program. First, it was ensured that the collected data were appropriate for normal distribution prior to beginning the analysis. To prove that the data were normally distributed, skewness and kurtosis values were found. According to Tabahnick and Fidell (2013), the values of kurtosis and skewness that are within the range of -1.5 to +1.5 indicates that the data has a normal distribution. In Table 2 below, the skewness and kurtosis values of the collected data are given. Table 2 shows that the skewness and kurtosis values of the data are between -1.5 and +1.5.

**Table 2.** *Normality Analysis of the Data Collection Tools*

Scale	Items	Skewness	Kurtosis
<b>Teacher Motivation</b>	1 - 24	-,50	-,48
<b>Minnesota Job Satisfaction</b>	25 - 44	-,36	-,63

Descriptive analysis was conducted to measure the motivation level of EFL instructors. To this end, the mean scores and standard deviations of motivation survey items were calculated.

Descriptive analysis was carried out to measure the job satisfaction levels of foreign language instructors. For this purpose, the mean scores and standard deviations of the job satisfaction survey items were calculated.

Pearson Correlation Analysis was conducted to discover if there is a correlation between EFL instructors' motivation and job satisfaction levels.

To determine whether the motivation level of EFL instructors significantly varies depending on demographic factors such as gender, age, educational background, and professional seniority, an Independent Sample T-test and ANOVA analyzes were conducted.

To determine whether the job satisfaction level of EFL instructors significantly varies depending on demographic factors such as gender, age, educational background, and professional seniority, an Independent Sample T-test and ANOVA analyzes were conducted.

## CHAPTER III

### 3. FINDINGS

In this section, the analysis of the data obtained through the Teacher Motivation Scale (Polat, 2010) and Minnesota Job Satisfaction Scale (Baycan, 1985) are presented. The results of the analysis regarding the research questions are given below.

#### **3.1 First Research Question: What is the motivation level of EFL instructors?**

Teacher Motivation Scale (Polat, 2010), was used to measure the motivation level of EFL instructors. It consists of 24 items and is a 5-point Likert scale. Descriptive Analysis was conducted by finding the mean values of each item. Analysis results and the interpretation of the table are given below.

**Table 3.** *Descriptive Analysis of Teacher Motivation Scale*

ITEMS			Never	Rarely	Sometimes	Usually	Always	M
1-	I think that I am successful in my job.	<i>f</i>	-	3	22	56	65	4,25
		<i>%</i>	-	2,1	15,1	38,4	44,5	
2-	I feel valued when I am given responsibilities regarding my job.	<i>f</i>	2	16	44	51	33	3,66
		<i>%</i>	1,4	11	30,1	34,9	22,6	
3-	My coworkers' attitudes and behaviors honor me.	<i>f</i>	1	11	53	52	29	3,66
		<i>%</i>	0,7	7,5	36,3	35,6	19,9	
4-	I believe that my job is worthwhile.	<i>f</i>	-	5	19	59	63	4,23
		<i>%</i>	-	3,4	13	40,4	43,2	
5-	Having the authority to do my job completely causes me to do my job willingly.	<i>f</i>	1	6	33	52	54	4,04
		<i>%</i>	0,7	4,1	22,6	35,6	37	
6-	I believe that my job is respectable.	<i>f</i>	1	4	19	53	69	4,26
		<i>%</i>	0,7	2,7	13,3	36,3	47,3	
7-	I consider myself to be an important employee of the institution.	<i>f</i>	1	9	39	50	47	3,91
		<i>%</i>	0,7	6,2	26,7	34,2	32,2	
8-	Being able to make decisions regarding my job makes me happy.	<i>f</i>	2	4	45	50	45	3,90
		<i>%</i>	1,4	2,7	30,80	34,2	30,8	
9-	Managers' attitudes and behaviors honor me.	<i>f</i>	2	11	60	47	26	3,57
		<i>%</i>	1,4	7,5	41,1	32,2	17,8	
10-	Taking a leave when necessary relieves me.	<i>f</i>	4	17	36	52	37	3,69
		<i>%</i>	2,7	11,6	24,7	35,6	25,3	

11-	I think the physical conditions in my work environment are suitable.	<i>f</i>	3	13	37	57	36	3,75
		<i>%</i>	2,1	8,9	25,3	39	24,7	
12-	Providing facilities such as food, tea-coffee and transportation free of charge allows me to work efficiently.	<i>f</i>	17	14	33	42	40	3,50
		<i>%</i>	11,6	9,6	22,6	28,8	27,4	
13-	I think the tools and materials at work are sufficient.	<i>f</i>	6	12	24	71	33	3,77
		<i>%</i>	4,1	8,2	16,4	48,6	22,6	
14-	Having good relations with the employees enables me to come to work with pleasure.	<i>f</i>	2	10	30	63	41	3,89
		<i>%</i>	1,4	6,8	20,5	43,2	28,1	
15-	Receiving training through activities such as meetings, seminars, conferences etc. from people who are experts in their fields increases my effectiveness.	<i>f</i>	4	10	68	38	26	3,49
		<i>%</i>	2,7	6,8	46,6	26	17,8	
16-	I believe that the institution I work for will be better than its current situation in the coming years.	<i>f</i>	5	15	52	43	31	3,54
		<i>%</i>	3,4	10,3	35,6	29,5	21,2	
17-	Being in good relationships with my manager causes me to commute to work willingly.	<i>f</i>	1	15	34	51	45	3,84
		<i>%</i>	0,7	10,3	23,3	34,9	30,8	
18-	Having the opportunity to be promoted in my job increases my will to work.	<i>f</i>	4	14	49	47	32	3,60
		<i>%</i>	2,7	9,6	33,6	32,2	21,9	
19-	The administrator's support in settling disputes with colleagues and parents relieves me.	<i>f</i>	3	19	60	42	22	3,41
		<i>%</i>	2,1	13	41,1	28,8	15,1	
20-	Being paid extra due to my success increases my willingness to work.	<i>f</i>	11	17	40	44	34	3,50
		<i>%</i>	7,5	11,6	27,4	30,1	23,3	
21-	Being rewarded due to my success increases my willingness to work.	<i>f</i>	5	16	43	46	36	3,63
		<i>%</i>	3,4	11	29,5	31,5	24,7	

22-	Support of my co-workers in solving my personal and family problems relieves me.	<i>f</i>	11	20	62	31	22	3,22
		<i>%</i>	7,5	13,7	42,5	21,2	15,1	
23-	I believe I can retire from this workplace.	<i>f</i>	10	10	28	50	48	3,79
		<i>%</i>	6,8	6,8	19,2	34,2	32,9	
24-	The amount of money I receive from my job satisfies me.	<i>f</i>	17	18	35	54	22	3,31
		<i>%</i>	11,6	12,3	24	37	15,1	

For the purpose of determining the amount of motivation EFL teachers had, the average of the mean score values of all items in the Teacher Motivation Scale was calculated. As a result of the calculation, the average value of the mean scores of all items was found to be 3,72. In addition, the average of the mean score values of the items related to intrinsic motivation and extrinsic motivation were also found. As a result, the average value of the mean scores of the items related to intrinsic motivation was calculated as 3,89; and the average value of the mean scores of the items related to extrinsic motivation was calculated as 3,55.

Item 6, "I believe that my job is respectable." (M = 4,26), has the highest mean score. Item 1, "I think that I am successful in my job." (M = 4,25), has the second-highest mean score. Item 4, "I believe that my job is worthwhile." (M = 4,23), has the third-highest mean score. Item 5, "Having the authority to do my job completely causes me to do my job willingly." (M = 4,04), has the fourth-highest mean score. Item 7, "I consider myself to be an important employee of the institution." (M = 3,91), has the fifth-highest mean score. In addition, item 22, "Support of my co-workers in solving my personal and family problems relieves me." (M = 3,22), has the lowest mean score. Item 24, "The amount of money I receive from my job satisfies me." (M = 3,31), has the second lowest mean score. Item 19, "The administrator's support in settling disputes with colleagues and parents relieves me." (M = 3,41), has the third lowest mean score. Item 15, "Receiving training through activities such as meetings, seminars, conferences etc. from people who are experts in their fields increases my effectiveness." (M = 3,49), has the fourth lowest mean score. Item 20, "Being paid extra due to my success increases my willingness to work." (M = 3,50), has the fifth lowest mean score.

### **3.2. Second Research Question: What is the job satisfaction level of EFL instructors?**

Minnesota Job Satisfaction Scale Baycan (1985), was used to measure the job satisfaction level of EFL instructors. It consists of 20 items and is a 5-point Likert scale. Descriptive analysis was made by finding the mean values of each item. Analysis results and the interpretation of the table are given below.

**Table 4.** *Descriptive Analysis of Minnesota Job Satisfaction Scale*

ITEMS		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	M
1- Being able to keep busy all the time.	<i>f</i>	3	8	37	54	44	3,87
	<i>%</i>	2,1	5,5	25,3	37	30,1	
2- The chance to work alone on the job.	<i>f</i>	4	9	48	62	23	3,62
	<i>%</i>	2,7	6,2	32,9	42,5	15,8	
3- The chance to do different things from time to time.	<i>f</i>	4	17	43	61	21	3,53
	<i>%</i>	2,7	11,6	29,5	41,8	14,4	
4- The chance to be “somebody” in the community.	<i>f</i>	-	5	18	59	64	4,24
	<i>%</i>	-	3,4	12,3	40,4	43,8	
5- The way my boss handles his/her workers.	<i>f</i>	3	18	56	39	30	3,51
	<i>%</i>	2,1	12,3	38,4	26,7	20,5	
6- The competence of my supervisor in making decisions.	<i>f</i>	3	18	55	45	25	3,48
	<i>%</i>	2,1	12,3	37,7	30,8	17,1	
7- Being able to do things that don't go against my conscience.	<i>f</i>	2	2	46	64	32	3,83
	<i>%</i>	1,4	1,4	31,5	43,8	21,9	
8- The way my job provides for steady employment.	<i>f</i>	1	3	26	55	61	4,17
	<i>%</i>	0,7	2,1	17,8	37,7	41,8	
9- The chance to do things for other people.	<i>f</i>	-	4	25	74	43	4,06
	<i>%</i>	-	2,7	17,1	50,7	29,5	
10- The chance to tell people what to do..	<i>f</i>	1	10	56	50	29	3,65
	<i>%</i>	0,7	6,8	38,4	34,2	19,9	



11- The chance to do something that makes use of my abilities.	<i>f</i>	-	8	28	70	40	3,97
	<i>%</i>	-	5,5	19,2	47,9	27,4	
12- The way company policies are put into practice.	<i>f</i>	3	21	54	40	28	3,47
	<i>%</i>	2,1	14,4	37	27,4	19,2	
13- My pay and the amount of work I do.	<i>f</i>	13	19	45	51	18	3,28
	<i>%</i>	8,9	13	30,8	34,9	12,3	
14- The chances for advancement on this job.	<i>f</i>	3	20	55	45	23	3,44
	<i>%</i>	2,1	13,7	37,7	30,8	15,8	
15- The freedom to use my own judgement.	<i>f</i>	4	18	64	34	26	3,41
	<i>%</i>	2,7	12,3	43,8	23,3	17,8	
16- The chance to try my own methods of doing the job.	<i>f</i>	1	13	48	50	34	3,70
	<i>%</i>	0,7	8,9	32,9	34,2	23,3	
17- The working conditions.	<i>f</i>	3	29	54	43	17	3,28
	<i>%</i>	2,1	19,9	37	29,5	11,6	
18- The way my co-workers get along with each other.	<i>f</i>	1	7	35	68	35	3,88
	<i>%</i>	0,7	4,8	24	46,6	24	
19- The praise I get for doing a good job.	<i>f</i>	1	8	31	73	33	3,88
	<i>%</i>	0,7	5,5	21,2	50	22,6	
20- The feeling of accomplishment I get from the job.	<i>f</i>	-	1	22	66	57	4,22
	<i>%</i>	-	0,7	15,1	45,2	39	

In an attempt to seek an answer to the second research question, the job satisfaction level of EFL instructors was analyzed. For the purpose of determining the level of work satisfaction of EFL instructors, the average of the mean score values of all items in the Minnesota Job Satisfaction Scale was calculated. Following the completion of the calculation, the average value of the mean scores of all items was found to be 3,72. In addition, the average of the mean score values of the items related to intrinsic job satisfaction and extrinsic job satisfaction were also found. As a result, the average value of the mean scores of the items related to intrinsic job satisfaction was calculated as 3,87, and the average value of the mean scores of the items related to extrinsic job satisfaction was calculated as 3,50. Item 4, “The chance to be “somebody” in the community.” (M = 4,24), has the highest mean score. Item 20, “The feeling of accomplishment I get from the job.” (M = 4,22), has the second-highest mean score. Item 8, “The way my job provides for steady employment.” (M = 4,17), has the third-highest mean score. Item 9, “The chance to do things for other people.” (M = 4,06), has the fourth-highest mean score. Item 11, “The chance to do something that makes use of my abilities.” (M = 3,97), has the fifth-highest mean score. In addition, item 17, “The working conditions.” (M = 3,28), and item 13, “My pay and the amount of work I do.” (M = 3,28), have the lowest and same mean scores. Item 15, “The freedom to use my own judgement.” (M = 3,41), has the second lowest mean score. Item 14, “The chances for advancement on this job.” (M = 3,44), has the third lowest mean score. Item 12, “The way company policies are put into practice.” (M = 3,47), has the fourth lowest mean score.

### **3.3. Third Research Question**

Is there a relationship between the motivation level and the job satisfaction level of EFL instructors?

Pearson Product-Moment Correlation Analysis was used to analyze the relationship between EFL instructors' motivation and job satisfaction levels. Analysis results and interpretation of the table are given below.

**Table 5.** *Correlation Between Motivation and Job Satisfaction*

		<b>Motivation</b>	<b>Intrinsic Motivation</b>	<b>Extrinsic Motivation</b>	<b>Job Satisfaction</b>	<b>Intrinsic Job Satisfaction</b>	<b>Extrinsic Job Satisfaction</b>
<b>Motivation</b>	Pearson Correlation	1	,947	,961	,872	,841	,837
	Sig. (2-tailed)		,000	,000	,000	,000	,000
	N	146	146	146	146	146	146
<b>Intrinsic Motivation</b>	Pearson Correlation		1	,821	,818	,802	,769
	Sig. (2-tailed)	,000		,000	,000	,000	,000
	N	146	146	146	146	146	146
<b>Extrinsic Motivation</b>	Pearson Correlation			1	,845	,803	,824
	Sig. (2-tailed)	,000	,000		,000	,000	,000
	N	146	146	146	146	146	146
<b>Job Satisfaction</b>	Pearson Correlation				1	,969	,953
	Sig. (2-tailed)	,000	,000	,000		,000	,000
	N	146	146	146	146	146	146
<b>Intrinsic Job Satisfaction</b>	Pearson Correlation					1	,849
	Sig. (2-tailed)	,000	,000	,000	,000		,000
	N	146	146	146	146	146	146
<b>Extrinsic Job Satisfaction</b>	Pearson Correlation						1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	146	146	146	146	146	146

\*\*Correlation is significant at the 0.01 level (2-tailed).

Obilor and Amadi (2018, p. 12) state that the correlation coefficient ( $r$ ) can get a numerical value between  $-1$  (perfectly negative) and  $+1$  (perfectly positive). In the event that the correlation value ( $r$ ) is equal to zero, this indicates that there is no correlation between the two variables. In addition, correlation coefficients ( $r$ ) between  $0.10$  and  $0.30$  indicate a weak correlation, those between  $0.30$  and  $0.50$  indicate a medium correlation, and those between  $0.50$  and  $1.00$  indicate a strong correlation (Cohen, 1977, p. 79-80). According to the relevant literature, it can be said that there is a positive and strong correlation between the motivation and job satisfaction levels of EFL instructors ( $r = 0.87$ ). In addition, a positive and strong correlation was found between intrinsic motivation and extrinsic motivation ( $r = 0.82$ ). A positive and strong correlation was discovered between intrinsic motivation and intrinsic job satisfaction ( $r = 0.80$ ). A positive and strong correlation was revealed between intrinsic motivation and extrinsic job satisfaction ( $r = 0.76$ ). A positive and strong correlation was found out between extrinsic motivation and intrinsic job satisfaction ( $r = 0.80$ ). A positive and strong correlation was discovered between extrinsic motivation and extrinsic job satisfaction ( $r = 0.82$ ). A positive and strong correlation was found between intrinsic job satisfaction and extrinsic job satisfaction ( $r = 0.84$ ). In accordance with the findings, a positive, strong, and statistically significant correlation is discovered between all correlations.

#### **3.4. Fourth Research Question**

Does the motivation level of EFL instructors significantly vary depending on demographic factors?

Independent Sample T-test and ANOVA were conducted to find an answer to the fourth research question. Independent Sample T-test was used to prove whether the motivation level of EFL instructors differs according to gender, and ANOVA was used to prove whether the motivation level of EFL instructors differs according to age, educational background, and professional seniority. Analyzes results and the interpretation of the tables are given below.

**Table 6.** *Independent Sample T-test Result for Motivation and Gender*

	<b>Gender</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Motivation</b>	Female	81	3,84	0,62	<b>0,01</b>
	Male	65	3,58	0,61	

Table 6 shows whether the motivation level of EFL instructors significantly varies according to gender. According to Verhagen et al. (2004, p.261), if the p-value is less than 0.05, it is considered statistically significant. Taking this into consideration, it is proven that the motivation level of EFL instructors significantly varies according to gender ( $p = 0.01$ ,  $p < 0.05$ ).

**Table 7.** *ANOVA Result for Motivation and Age*

	<b>Age</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Motivation</b>	25 - 34	65	3,76	0,70	<b>0,41</b>
	35 - 44	42	3,59	0,59	
	45 - 55	27	3,79	0,49	
	55 and above	12	3,87	0,59	

Table 7 shows whether the motivation level of EFL instructors significantly varies according to age. As can be seen in the table, the motivation level of EFL instructors does not vary according to age ( $p = 0.41$ ,  $p > 0.05$ ).

**Table 8.** *ANOVA Result for Motivation and Educational Background*

	<b>Educational Background</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Motivation</b>	Bachelor's Degree	14	3,76	0,62	<b>0,68</b>
	Master's Degree	107	3,70	0,64	
	PhD Degree	25	3,82	0,57	

Table 8 shows whether the motivation level of EFL instructors significantly varies according to educational background. Analysis result proves that the motivation level of EFL instructors does not vary according to educational background ( $p = 0.68$ ,  $p > 0.05$ ).

**Table 9.** ANOVA Result for Motivation and Professional Seniority

	<b>Professional Seniority</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Motivation</b>	0 - 5 years	44	3,62	0,73	<b>0,07</b>
	6 - 11 years	38	3,88	0,53	
	12 - 17 years	26	3,50	0,60	
	18 - 25 years	23	3,83	0,54	
	26 years and above	15	3,87	0,59	

Table 9 shows whether the motivation level of EFL instructors significantly varies according to professional seniority. According to the analysis result, it can be said that the motivation level of EFL instructors does not vary according to professional seniority ( $p = 0.07$ ,  $p > 0.05$ ).

### 3.5. Fifth Research Question

Does the job satisfaction level of EFL instructors significantly vary depending on demographic factors?

Independent Sample T-test and ANOVA analyses were carried out to find an answer to the fifth research question. Independent Sample T-test was used to found out whether the job satisfaction level of EFL instructors differs depending on gender, and ANOVA was used to prove whether the job satisfaction level of EFL instructors differs depending on age, educational background, and professional seniority. Analyses results and the interpretation of the tables are given below.

**Table 10.** Independent Sample T-test Result for Job Satisfaction and Gender

	<b>Gender</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Job Satisfaction</b>	Female	81	3,81	0,64	<b>0,07</b>
	Male	65	3,62	0,62	

Table 10 shows whether the job satisfaction level of EFL instructors significantly varies depending on gender. According to the results, it is proven that the job satisfaction level of EFL instructors does not vary according to gender ( $p = 0.07$ ,  $p > 0.05$ ).

**Table 11.** ANOVA Result for Job Satisfaction and Age

	<b>Age</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Job Satisfaction</b>	25 - 34	65	3,79	0,71	<b>0,47</b>
	35 - 44	42	3,59	0,58	
	45 - 55	27	3,77	0,52	
	55 and above	12	3,75	0,64	

Table 11 shows whether the job satisfaction level of EFL instructors significantly varies depending on age. According to the analysis result, the job satisfaction level of EFL instructors does not vary according to age ( $p = 0.47$ ,  $p > 0.05$ ).

**Table 12.** ANOVA Result for Job Satisfaction and Educational Background

	<b>Educational Background</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Job Satisfaction</b>	Bachelor's Degree	14	3,72	0,57	<b>0,89</b>
	Master's Degree	107	3,71	0,67	
	PhD Degree	25	3,78	0,54	

Table 12 shows whether the job satisfaction level of EFL instructors significantly varies according to educational background. According to the analysis result, the job satisfaction level of EFL instructors does not vary depending on educational background ( $p = 0.89$ ,  $p > 0.05$ ).

**Table 13.** ANOVA Result for Job Satisfaction and Professional Seniority

	<b>Professional Seniority</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Job Satisfaction</b>	0 - 5 years	44	3,67	0,72	<b>0,11</b>
	6 - 11 years	38	3,92	0,56	
	12 - 17 years	26	3,49	0,66	
	18 - 25 years	23	3,76	0,50	
	26 years and above	15	3,77	0,61	

Table 13 shows whether the job satisfaction level of EFL instructors significantly varies depending on professional seniority. Taking the analysis result into

consideration, it can be said that the job satisfaction level of EFL instructors does not vary according to professional seniority ( $p = 0.11$ ,  $p > 0.05$ ).

### **3.6. Conclusion**

According to the analysis results, it can be said that EFL instructors have a high level of motivation ( $M = 3,72$ ), and have a higher level of intrinsic motivation ( $M = 3,89$ ). EFL instructors have a high level of job satisfaction ( $M = 3,72$ ), and; have a higher level of intrinsic job satisfaction ( $M = 3,87$ ). A strong and positive correlation was found between job satisfaction and motivation level of EFL instructors. In addition, the motivation level of EFL instructors significantly varies according to gender. The motivation level of EFL instructors does not vary depending on age, educational background, and professional seniority. The job satisfaction level of EFL instructors does not vary depending on gender, age, educational background, and professional seniority.



## CHAPTER IV

### 4. DISCUSSION, IMPLICATIONS AND RECOMMENDATION

This part of the study presents a brief summary of the study, the discussion of the findings, implications, and recommendations for further studies.

#### 4.1. Summary of the Study

The aim of this study is to reveal the motivation and job satisfaction level of EFL instructors, to reveal if there is a relationship between the level of motivation and job satisfaction of EFL instructors, and to find out whether the motivation and job satisfaction levels of EFL instructors are significantly vary according to demographic factors; gender, age, educational background, and professional seniority. For this purpose, descriptive analysis was used to reveal the motivation and job satisfaction levels of EFL instructors. Secondly, Pearson Correlation Analysis was used to analyse the correlation between EFL instructors' motivation and job satisfaction levels. Finally, it was revealed whether the levels of motivation and job satisfaction experienced by EFL instructors significantly vary according to gender, age, educational background, and professional seniority. Independent Sample T-Test Analysis was used to find out whether motivation and job satisfaction levels significantly vary according to gender. Finally, ANOVA analysis was used to find out whether the motivation and job satisfaction levels of EFL instructors significantly vary according to age, professional background, and professional seniority. As a result of the analysis, the motivation and job satisfaction levels of EFL instructors were found to be high. In addition, a strong and positive correlation was found between EFL instructors' motivation and job satisfaction levels. Finally, while the motivation level of EFL instructors significantly varied according to gender, it did not vary depending on age, educational background, and professional seniority. The job satisfaction level of EFL instructors did not vary depending on gender, age, educational background, and professional seniority.

## 4.2. Discussion of the Findings

### 4.2.1. Discussion of the First Research Question:

What is the motivation level of EFL instructors?

For the purpose of determining the motivation level of EFL teachers, descriptive analysis was utilized. Following the completion of the analysis, it was discovered that the motivation level of EFL instructors was high. It was also investigated which type of motivation is more prevalent among EFL instructors. As a consequence, it was revealed that EFL instructors have a higher level of intrinsic motivation (see Table 3). The reasons for these results could be EFL instructors' desire for the academic career. Also, they may think that they are successful in their field. EFL instructors may have the belief that their salary is sufficient. They may think that they have positive relationships with colleagues and managers. Besides, EFL instructors may have the idea that teaching students a language different than their native one may have the potential to make them feel privileged and to boost their levels of motivation. According to Akan and Ulaş (2023), the reasons why teachers have a high level of motivation include careerism, collaborative relationships with colleagues, suitable physical conditions of the schools, recognition, advancement, and pay increases.

If we examine the items in the motivation scale, it can be said that item 6, which is “I believe that my job is respectable.” has the highest mean score in the motivation scale (see Table 3). There is a possibility that this is related to the fact that the English language is now more popular than before and is now an universal language, and the importance of the English teaching profession has increased accordingly. According to the data published in 2023 by the EF English Proficiency Index (EF EPI), which evaluates nations' English competence., Turkey's English level is low. This situation emphasizes the significance of English language education in our nation. Due to the increasing importance of teaching English, it may be perceived as a respected job in our society. Another reason for this result may be that being an instructor at a university requires more knowledge and responsibility than becoming an educator in elementary, middle, and high schools. Besides, item 22 which is “Support of my co-workers in solving my personal and family problems relieves me” has the lowest mean score (see Table 3). In the context of this study, this result may be due to the fact that English instructors do not prefer to be very social with their colleagues or do not prefer to discuss their personal problems in the context of their professional responsibilities. In addition to these, the mean score of item 20 which is "Being paid extra due to my

success increases my willingness to work" was not very high, but had an average value, less than expected ( $M = 3.50$ ). The reason for this situation may be associated with the current economic conditions in our country. The amount of extra payment may not satisfy some EFL instructors. In addition, EFL instructors who have a high workload may think that they already deserve this extra payment; therefore, it may not have any effect on their willingness to work.

Within the context of a study that aimed to investigate the degree to which EFL teachers who work at companies, primary schools, secondary schools, and universities were motivated towards their jobs, Kalman (2018) found that EFL teachers' motivation levels were high. Several other studies that investigated the levels of motivation of EFL teachers who are employed in secondary schools, discovered that the levels of motivation of EFL teachers were found to be high. (Dweik & Awajan, 2013; Yılmaz, 2018). According to Dweik and Awajan (2013, p.37), this high level of motivation of EFL teachers is due to the fact that they consider being an EFL teacher as a privilege and dignity and that this profession provides them with a future. The motivation of EFL instructors employed at state-run universities in Turkey was the subject of another study. In that study, Öztürk (2015) found that EFL teachers are both intrinsically and extrinsically motivated; however, the level of intrinsic motivation that teachers have is higher. In a study conducted on the factors that motivate EFL instructors in Turkey, it was found that EFL instructors have more intrinsic motivation rather than extrinsic motivation (Erkaya, 2012). In another study conducted with university-level Chinese EFL teachers, which is related to the motivation level, Liu (2022, p.156-157) indicated that Chinese EFL teachers working at universities are intrinsically motivated rather than extrinsically, and they have a high level of motivation. The fact that EFL teachers have a higher level of intrinsic motivation may be due to the fact that they enjoy their jobs as well as gaining internal satisfaction while teaching. All of these studies provide credence to the results of the present study. However, in a study that was conducted on the motivation of EFL teachers working at primary and secondary schools in Turkey, the motivation level of EFL teachers was found to be low (Sözen, 2015). In a different study, the focus of which was on the work quality and motivation of secondary EFL teachers, it was revealed that EFL teachers had medium to low levels of motivation (Baleghizadeh & Gordani, 2012). The low motivation level may be because, EFL teachers may think that they have too much course load, that their salary is not sufficient, that they have unfavorable physical working conditions (e.g. small classes,

poor ventilation, too much noise, too much heat or cold, etc.), that they experience disagreements with their colleagues. As stated by Akan and Ulaş (2023, p. 1463), low teacher motivation can be attributed to a number of factors, such as the nation's dismal economic status, disengaged students, unsuitable building conditions of the schools, additional responsibilities, and dwindling public regard for the teaching profession.

In addition, students' prejudices against learning English and their reluctance to learn it, which comes with the idea that the English language will not be of any use to them in the future, may also challenge teachers in terms of teaching and, as a result, lead to low motivation level in teachers.

#### **4.2.2. Discussion of the Second Research Question:**

What is the job satisfaction level of EFL instructors?

In order to determine the job satisfaction level of EFL instructors, descriptive analysis was conducted. Following the completion of the analysis, the results showed that the job satisfaction level of EFL instructors was high. It was also revealed that EFL instructors have a higher level of intrinsic job satisfaction (see Table 4). The reasons for these results may be that EFL instructors may think that the salary they receive is sufficient, they may have the idea that they are successful in their profession, they may believe that they have special interest and abilities towards their jobs, and they may think that their jobs provide them a high status. According to the findings of Çakır and Öztürk (2023), the extent to which instructors are content with their jobs can be affected in either a positive or negative way by various factors. These factors include:

- the relationships with colleagues
- the security and management style of the institution
- salary
- the job itself
- gender
- personality
- educational background
- age

Additionally, students who are cognizant of the global significance of English may be more interested in learning the language. With students who are more interested in

learning the English language, the teaching process may be more interactive and permanent for students as they are eager to learn. As a result, students' language learning process may be easier. Students who are interested and enthusiastic about learning English can increase EFL teachers' job satisfaction by making teachers think that they are successful in their work. Also, while preparing teaching syllabuses for English lessons, taking teachers' opinions and giving due importance to English lessons may have the potential to feel EFL teachers valued. As a result, such strategies may boost the level of work satisfaction of EFL teachers.

If the items of the job satisfaction scale are examined, it is possible to assert that item 4, which is “The chance to be “somebody” in the community” has the highest mean score in the job satisfaction scale (see Table 4). In the context of the present study, the reason for this result may be the growing significance of the English language as a universal language. Namely, English has now become a common language used to communicate with individuals from different nationalities (Yaman, 2018, p.161). In the face of this increasing importance of English, EFL instructors may contribute to the English level of society by constantly improving themselves and shaping the linguistic future of society. In this way, they can have an important place in the society. In addition to this, item 13 which is “My pay and the amount of work I do.” and item 17 which is “The working conditions.” have the lowest and same mean scores. The reason for this situation may be that the workload and responsibilities of instructors are high and they cannot receive an extra wage in return for the effort they give for this excessive workload. In addition, the physical and psychological conditions of some universities, which are not very suitable for education, may make faculty members dissatisfied with their working conditions.

Within the scope of a research focusing on the motivation and job satisfaction of EFL instructors in Turkey, it was discovered that the job satisfaction level of EFL instructors was high (Yardımcı & Sarıçoban, 2022). An other research, the primary emphasis of which was on the levels of work satisfaction experienced by EFL instructors in Turkey, found that although working conditions are very challenging, 70% of EFL instructors have a high level of job satisfaction (Öksüzoğlu, 2022). As a result of another study whose research area was the job motivation, job satisfaction, and job discontent of Chinese EFL instructors, it was revealed that although EFL instructors were dissatisfied with several aspects of their jobs, they generally had high levels of satisfaction with the work that they do (Morris & Mo, 2023). In many other studies, the

job satisfaction level of EFL teachers was discovered to be high (e.g. Ibnian, 2016; Noori et al., 2014; Karavas, 2010; Özdemir, 2021).

According to Karavas (2010, p.71), EFL teachers are satisfied both in terms of the respect they receive from society and the amount of time they spend working, as well as the praise they receive from students and parents. Besides, according to Noori et al. (2014, p.6), EFL teachers have high job satisfaction levels as the profession provides them with promotion chances, good physical working conditions, high-quality positions in society, respect in the institution they work in and in society. Ibnian (2016, p.44) stated in his study that EFL teachers are satisfied with their jobs in terms of permanent job opportunities, good relations with colleagues, favorable physical working conditions, and seminars organized for teachers to improve themselves. The findings of the current study are supported by the findings of all of these prior studies.

However, the degree of contentment of EFL teachers towards their jobs was found to be medium level in a different study that explored the professionalism and job satisfaction of elementary, secondary and high school EFL teachers. (Köse, 2020). In another study conducted to measure the job satisfaction level experienced by EFL teachers in public secondary schools, it was discovered that EFL teachers had a medium level of job satisfaction. (Köksal, 2019). This may be due in part to EFL teachers - especially those employed by private institutions - believing their pay is inadequate given their effort. Also, EFL teachers may think that they have insufficient physical conditions such as small classrooms, inadequate ventilation, inadequate lighting, etc. They may think that their needs and desires such as higher salary and position are not met, they may believe that they work under appalling conditions and stress, and they may have disagreements with their colleagues and bosses. In addition, not spending much time on teaching English in schools, students' lack of enthusiasm, and students having difficulties in learning English may have the potential to reduce EFL teachers' degrees of contentment with their jobs.

Another study found low work satisfaction among international EFL teachers at private K-12 schools in Turkey (Metaj, 2022). The reasons for the low job satisfaction level of expatriate EFL teachers include the bad economic conditions of Turkey, different physical working conditions, and unmet demands and needs of the teachers (Metaj, 2022, p.105-106). In another study related to the job satisfaction levels and stress sources of Iranian EFL teachers working in primary, secondary, and high schools, although half of the EFL teachers were satisfied with their jobs, a significant number of

them, one-third of them, were not satisfied with their jobs (Sadeghi & Sa'adatpourvahid, 2016). The reason for this is the job stress that EFL teachers intensely experience (Sadeghi & Sa'adatpourvahid, 2016, p.90).

#### **4.2.3. Discussion of the Third Research Question:**

Is there a relationship between the motivation level and the job satisfaction level of EFL instructors?

Pearson Correlation Analysis was carried out to reveal if there is any relationship between the motivation level and the job satisfaction level of EFL instructors. After conducting the analysis, a strong and positive correlation was discovered between the motivation and job satisfaction levels of EFL instructors. It is possible that the reason for this positive and strong association between the two concepts may be because the concepts of motivation and job satisfaction are closely associated with one another, and the relationship between them is based on a reciprocal interaction. That is, the level of motivation of EFL instructors may influence their level of job satisfaction, and the degree of job satisfaction may also influence their motivation level. The motivation level of employees with a high level of job satisfaction will also increase, and employees with a high level of motivation achieve internal satisfaction by doing their jobs more willingly (Boran, 2021, p.58). EFL instructors who are unable to get sufficient satisfaction from their jobs may not be sufficiently motivated for their jobs. Similarly, EFL instructors who have a low level of motivation may have a low level of satisfaction with their jobs. According to Köse (2019, p.144), the motivation level of employees with high job satisfaction is also high, and this causes employees to experience high work efficiency.

Considering the importance of English today, it is crucial for EFL teachers to work efficiently. For this reason, for a permanent and quality language education, the motivation and job satisfaction levels of EFL teachers should be kept high by taking into account the relationship between these two concepts, because the concepts of motivation and work satisfaction may have an impact, either positively or negatively, on the provision of effective language instruction.

According to studies conducted with EFL teachers in elementary, secondary, and high schools, motivation and job satisfaction were found to be positively and strongly

correlated (e.g. Farajzadeh & Alavinia, 2022; Noori et al., 2014; Abdullah, 2023; Karavas, 2010).

This section also includes research that examines the correlation between the motivation and work satisfaction levels of teachers in general. For instance, a study regarding the motivation and job satisfaction of elementary school teachers revealed a significant and positive relationship between these two variables. (Cabaron & Oco, 2023). A different study was conducted with the purpose of investigating the levels of motivation and job satisfaction experienced by teachers educating students in grades kindergarten through twelve, as well as examining the connection between these two variables. The study demonstrated that teachers' levels of motivation and work satisfaction were positively and significantly correlated (Mashaqbah, 2018). Similarly, many research have discovered that secondary school teachers' motivation and work satisfaction are positively and significantly correlated. (e.g. Tayyar, 2014; Yılmaz & Kırıl, 2014). In an other study, the motivation and job satisfaction levels of Canadian teachers employed in public elementary and secondary schools were examined, and a positive and strong correlation was discovered (Oades, 1984). These research lends support to the findings of the present study. The present study and the other exemplified studies both revealed a strong and positive relationship between teachers' levels of motivation and job satisfaction, even when teacher departments and levels varied. The main reason for this may be that the concepts of motivation and job satisfaction are based on mutual interaction. This is further supported by the literature on the topic. Lather & Jain (2005, p. 78) assert that job satisfaction and motivation are mutually promoting, elevating, and fortifying one another. On the basis of the relevant literature, it is possible to assert that the employees who have high levels of motivation are more likely to be content with their occupations. In a similar vein, workers with high levels of job satisfaction are more likely to feel motivated to perform their duties. The concepts of motivation and job satisfaction have been found to have a positive and reciprocal relationship in other relevant research. (e.g. Mertler, 2002; Karsli & Iskender, 2009; Sargent & Hannum, 2005, Yılmaz, 2014).

#### **4.2.4. Discussion of the Fourth Research Question:**

Does the motivation level of EFL instructors significantly vary depending on demographic factors?



#### 4.2.4.1. Gender

For the purpose of determining whether or not there is a significant difference in the level of motivation among EFL instructors depending on gender, an independent sample T-test analysis was carried out. With regard to the result of the analysis, the level of motivation exhibited by EFL instructors was discovered to be varied according to gender, with females were more motivated than males. One possible explanation for the fact that the motivation levels of EFL instructors varies according to gender could be that in general, women are more motivated in teaching than men. This may be because that men and women have distinct human natures. Because of their inherent nature, women have traditionally been more involved than males in the process of caring for, educating, and teaching their children, as well as assuming responsibility for their offspring. As a result of these innate characteristics of women, they may feel a greater sense of responsibility for teaching, which in turn boosts their motivation to teach. Another potential explanation may that the teaching profession is more commonly associated with women in Türkiye.

The related studies in the field of EFL are quite limited. In studies conducted with the intention of determining the motivation levels of elementary, secondary, and high school EFL teachers towards their job duties, the levels of motivation of female EFL teachers were found to be greater than their male counterparts (Erarslan & Asmalı, 2022; Yılmaz, 2018). However, there are also studies that oppose the results of the current study (Birinci, 2015; Özcan 2022; Liu, 2022). These studies show that there is no gender difference in the motivation levels of EFL teachers. EFL teachers, regardless of gender, may have similar demands and expectations from their jobs, which may explain why there is no significant difference in the motivation levels of male and female teachers according to the gender variable.

It was also investigated if there was a significant difference in the motivation level of teachers in general according to gender. Some studies showed that male teachers' had more driving force to work than female teachers (e.g. Bishay, 1996; Triyanto & Handayani, 2016; Vural, 2016,). The reason for this may be in certain societies, women are relegated to a secondary position in every conceivable way. For this reason, there are some communities that may not give women the preference when it comes to performing vital professions like teaching. As a result of this, it may be possible that women have less incentive than men to pursue a career in teaching. In addition to this, there are also studies that found out that the degree of motivation exhibited by female

teachers is higher than male teachers (e.g. Yılmaz & Kıral, 2014; Güteryüz, 2017; Üstel, 2022).

#### **4.2.4.2. Age**

ANOVA analysis was carried out to reveal whether the motivation level of EFL instructors significantly varies depending on age. According to the finding of the analysis, the motivation level of EFL instructors did not vary significantly depending on the age factor. This may be possible due to the fact that they have the same expectations from their jobs, regardless of their age. Another reason may be that the degree of the instructors to be motivated for their jobs may be closely connected with the degree to which their willingness and enthusiasm towards their jobs rather than their age.

Reviewing the existing and relevant literature proved that there was not many research conducted in the field of EFL. Based on the findings of a study, the purpose of which was investigating the level of motivation and burnout experienced by EFL teachers working at secondary and high school levels, it was discovered that the level of motivation experienced by EFL teachers did not significantly vary according to age (Özcan, 2022). One other study, conversely, which was conducted with the intention of determining the amount of motivation that EFL teachers in Turkey at elementary, secondary, and high school levels had in regard to their job tasks, discovered that the level of motivation of EFL teachers varied according to the age variable. It became shown that younger teachers had higher levels of motivation than more experienced ones (Erarslan & Asmalı, 2022). There is a possibility that the reason why EFL teachers who are younger are more driven to work may be that in comparison to older teachers, younger teachers are more enthusiastic, more receptive to new ideas, and more ready to learn by improving themselves. In another study, the subject of the research is the motivation of Chinese EFL instructors, teachers' motivation varies according to the age factor. In accordance with the results of the research, it was discovered that older teachers had more motivation than younger teachers (Liu, 2022). The higher level of motivation that older teachers have may be a result of the fact that they may have more experience and may be more knowledgeable about their jobs than younger teachers.

It was also examined whether the motivation level of teachers in general significantly varied according to gender. Studies not conducted in the field of EFL also support the current study result. Many studies found that teachers' motivation levels do

not differ significantly according to age (e.g. Mutlu, 2021; Çatalkaya, 2019; Tayyar, 2014; Yılmaz & Kiral, 2014; Taş, 2022; Vural, 2016; Emirbey, 2017; Güleriyüz, 2017).

#### **4.2.4.3. Educational Background**

ANOVA analysis was carried out to discover whether the motivation level of EFL instructors significantly varies depending on their educational background. According to the finding of the analysis, the motivation level of EFL instructors did not vary significantly depending on the educational background factor. This may be possible due to the fact that the expectations of teachers who had master's and doctoral degrees have increased in terms of monetary and spiritual dimensions (money, promotion, prestige), and these expectations are not met. This being the case, having a high level of education may not mean so much for teachers and as a result, it may not create a meaningful difference in their motivation levels.

Regarding the field of EFL, there are not many relevant studies. Based on the results of a research carried out to determine the degree of motivation that EFL instructors have, it was discovered that the motivation of EFL instructors did not vary according to their level of education. (Boz, 2020). Within the scope of another study whose research area was the motivation level of in-service EFL teachers employed in primary, secondary, and high school, it was discovered that the motivation level of the teachers varied based on their educational background. However, it was found that this difference was only valid for teachers with a doctoral degree. In other words, while there was no significant difference in the motivation level of EFL teachers who completed their bachelor's and master's degrees, the motivation level of teachers who completed their doctorate was found to be lower (Yılmaz, 2018). The reason for this may be that, in addition to the increasing expectations of teachers, their enthusiasm for improving themselves towards their jobs may decrease over time.

Studies conducted outside the EFL field were also examined. According to the results of a study that investigated the job satisfaction and motivation levels experienced by teachers working at secondary schools, it was found out that EFL teachers who completed their bachelor's and master's degrees showed higher levels of motivation than those who had PhD degrees. There was no significant difference between the motivation level of teachers who completed their bachelor's and master's degrees (Tayyar, 2014). In a different study, in which the level of motivation of secondary school teachers was examined according to the demographic variables, it

was discovered that the teachers who completed their master's degree had higher motivation levels than those with bachelor's degrees. (Triyanto & Handayani, 2016). The reason why teachers with a master's degree have a higher level of motivation may be that they attach importance to their careers and personal development. Other related studies conducted with primary, secondary, and high school teachers found that the motivation level of teachers does not significantly vary according to the educational background (e.g. Emirbey, 2017; Taş, 2022).

#### **4.2.4.4. Professional Seniority**

ANOVA analysis was carried out to find out whether the motivation level of EFL instructors significantly varies depending on their professional seniority. According to the result of the analysis, the motivation level of EFL instructors did not vary significantly depending on the professional seniority factor. The reason for this may be that similar to the educational background factor, the expectations of teachers with more experience are not met. These expectations may include factors such as higher salary, higher status, and greater prestige in society. It's possible that this failure to meet these standards may maintain newly hired teachers on par with more experienced educators. Regardless of their amount of work experience, this may not have a major impact on teachers' motivation.

When the pertinent studies were investigated, it was found that the studies in the field of EFL were quite limited. The level of motivation of EFL instructors during the online education period was investigated in a study, and the results showed that there was no significant difference in the level of motivation among EFL instructors based on their professional seniority. (Er, 2021). According to a different study, which measured the motivation level of Chinese EFL instructors at the university level, the motivation level of EFL teachers differed based on professional seniority. The motivation level of teachers with more working experience was found to be lower than that of teachers with less working experience (Liu, 2022). This may be because teachers with more working experience may think that they cannot adapt to the challenging working conditions after a while. They may also think that their profession has become monotonous over the years.

A study investigating the motivation level of EFL instructors found that the motivation level of the instructors differed based on professional seniority; that is, teachers with more professional experience were found to be more motivated than those

with less. (Boz, 2020). The reason for this may be that teachers with more work experience have become well-qualified, more talented, and more knowledgeable in doing their jobs over time. In another study that was conducted on the job motivation and job satisfaction of English and other branch teachers working at the secondary school level, the motivation level of the teachers did not significantly vary according to professional seniority (Özsüer, 2016). When studies that are not in the field of EFL were examined, it was found that teachers' motivation levels did not significantly vary according to professional seniority (e.g. Taş, 2022; Yılmaz & Kırıl, 2014; Güleriyüz, 2017; Vural, 2016)

#### **4.2.5. Discussion of the Fifth Research Question:**

Does the job satisfaction level of EFL instructors significantly vary depending on demographic factors?

##### **4.2.5.1. Gender**

An independent sample T-test analysis was carried out to discover if gender creates a significant difference in the level of job satisfaction among EFL instructors. In accordance with the findings of the analysis, it was found out that the job satisfaction level of EFL instructors did not vary according to gender. This may be because EFL teachers think that they work under the same physical conditions (e.g. number of students, interior design of the school, temperature, light, color, noise and cleanliness) regardless of their gender. Another reason for this may be that teachers' expectations from their jobs are almost the same regardless of their gender. In today's time, gender roles may not be as different as they were in ancient times. In ancient times, the jobs that men and women could do might be categorized separately from each other, and naturally, their expectations for these jobs might be also different. However, today gender roles may not be as important as they used to be. When this is the case, men and women may do the same jobs and as a result, their expectations from the work they do may be the same.

The many of the research in the field of ELT lends credence to the present study. An investigation related to the levels of job satisfaction and burnout experienced by EFL teachers employed in elementary school, secondary school, high school, and university, discovered that the level of job satisfaction experienced by EFL teachers did not vary according to gender. (Atila, 2014). In another study in which the research subject was

the job satisfaction of EFL instructors, it was discovered that EFL instructors' job satisfaction levels did not vary significantly depending on gender. (Öksüzoğlu, 2022). It was discovered in a different study that was carried out to measure the level of job satisfaction experienced by EFL teachers who were employed in public secondary schools that the levels of job satisfaction of teachers did not vary according to their genders (Köksal, 2019). Based on the research results that investigated the work satisfaction level of kindergarden and primary school EFL teachers, it was discovered that the level of job satisfaction experienced by EFL teachers did not significantly vary based on gender. (Duran, 2018). Another study was carried out for the purpose of investigating the relationship among creativity, motivation, and job satisfaction of primary-level, secondary-level, and high school-level Iranian EFL teachers. The findings of the study indicated that EFL teacher's job satisfaction levels did not significantly vary depending on their genders. (Farajzadeh & Alavinia, 2022). With regard to the level of job satisfaction experienced by Iranian EFL teachers working at high schools, it was discovered in a different study that teachers' job satisfaction levels did not vary based on their genders. (Rezai et al., 2021). Other research measuring the job satisfaction level of elementary, secondary and high school EFL teachers found no significant gender difference in teachers' job satisfaction levels. (e.g. Özdemir, 2021; Küçüksüleymanoğlu & Güngör, 2019). However, a study on the job satisfaction level of EFL teachers employed in elementary and secondary schools revealed that male teachers were less content than their female counterparts (Ibnian, 2016). The reason why teachers' job satisfaction levels differ according to gender may be due to the different roles that men and women adopt in society. Namely, compared to male teachers, the higher job satisfaction level of female teachers may be because women inherently have the instinct to care for children, raise them, and educate them.

Results showed no significant difference in teacher satisfaction levels based on gender in studies that did not focus on ELT (e.g. Smagina, 2020; Toker, 2011; Gafa & Dikmenli, 2019; Yılmaz & Kırıl, 2014; Kavutçu, 2016).

#### **4.2.5.2. Age**

ANOVA analysis was conducted to determine whether or not there is a significant difference in the degree of job satisfaction experienced by EFL instructors depending on their age. The result of the analysis proved that the job satisfaction level of EFL instructors did not vary significantly depending on their ages. This may be because all

teachers in the same branch and same level, regardless of age, receive the same amount of salary. Similarly, age may not be a factor in the respect and value teachers get from the society regarding teaching profession. In such cases, the age criterion may not have much of a privilege for teachers regarding their job satisfaction level. Numerous studies have examined the degree of work satisfaction of EFL teachers in relation to demographic factors; however, among these studies, a very limited number of them examine the level of job satisfaction based on age. In a study, in which the research subject was the job satisfaction and job professionalism of EFL teachers employed in primary, secondary, and high schools, it was discovered that EFL teachers' job satisfaction levels did not vary according to age (Köse, 2020). The results of a study that was conducted to reveal the levels of motivation and job satisfaction experienced by Iranian EFL instructors revealed that the level of job satisfaction experienced by EFL teachers did not differ significantly according to age. (Amoli & Youran, 2014, p.775). However, a different study conducted to investigate the high school EFL teachers' job satisfaction levels found that EFL teachers' work satisfaction varied with age. The study found that as EFL teachers got older, their level of job satisfaction decreased (Köksal, 2019). This may be due to the fact that as teachers get older, they become overwhelmed and tired of the responsibilities and difficulties that come with the profession. A study examining Iranian EFL teachers' work satisfaction levels based on demographic factors discovered that older teachers were more satisfied with their jobs. (Hasanzadeh & Gholami, 2022). One possible explanation for this may be because younger teachers tend to have less experience compared to older teachers, which leads them to view the teaching profession as more demanding.

When the studies carried out outside the field of ELT were investigated, it was discovered that the job satisfaction level of secondary school teachers did not significantly vary according to age (e.g. Tayyar, 2014; Yılmaz & Kırıl, 2014).

#### **4.2.5.3. Educational Background**

ANOVA analysis was carried out to discover if the job satisfaction level of EFL instructors significantly varies depending on their educational background. According to the result of the analysis, the job satisfaction level of EFL instructors did not significantly vary depending on the educational background factor. This may be due to the fact that all the instructors, regardless of whether they have bachelor's, master's, or PhD degrees, work under approximately the same conditions (work environment and

physical working conditions, working hours). Another reason may be that lecturers with a doctorate or master's degree may think that they may not be given more respect and privilege by society and students. Also, instructors who are doing their doctorate may have the idea that the process of obtaining a title may be quite challenging. So, they may have the belief that their efforts will be wasted, and as a result, there may not be a significant difference in their satisfaction levels towards the work they do.

Studies conducted in the field of EFL lend credence to the results of the present study. An investigation into the EFL teachers' job satisfaction levels at elementary school, secondary school, high school, and university found that there is no significant difference in the level of EFL teachers job satisfaction depending on their educational background (Atila, 2014). According to a study that investigated the well-being and job satisfaction of EFL instructors the degree of job satisfaction among EFL instructors did not differ according to their educational background. (Adeka & Mede, 2022). In another study, the field of study was the job professionalism and job satisfaction of EFL teachers in elementary, middle, and high schools, it was revealed that the job satisfaction level of EFL teachers did not significantly vary depending on their educational background (Köse, 2020). In a different study, the level of job satisfaction of EFL teachers employed at the high school level was discovered not to vary depending on their educational background (Köksal, 2019). However; in another study, whose field of study was to find out how satisfied EFL instructors were with their jobs in online education during the pandemic, it was discovered that EFL teachers who completed their MA had a greater level of job satisfaction (Ece & Kazazoğlu, 2021). In another study, in which the job satisfaction level of Iranian high school EFL teachers was examined according to demographic variables, it was discovered that EFL teachers who completed their master's and PhD degrees had higher motivation levels than teachers with bachelor's degrees (Rezai et al., 2021). The fact that teachers with Master's and PhD degrees have a higher level of job satisfaction may be due to the fact that they are more experienced in their jobs and naturally have more job competence than teachers with bachelor's degrees.

Studies conducted outside the field of ELT are also investigated. Research on the subject of secondary school teachers' motivation and job satisfaction discovered that teachers with doctoral degrees were less satisfied with their jobs than those with master's and bachelor's degrees, and additionally, no significant difference was found in the levels of work satisfaction experienced by teachers with a bachelor's and master's



degree. (Tayyar, 2014). This may be due to the fact that the high expectations of instructors who are increasingly becoming experts in their fields by completing their master's and/or doctorate degrees cannot be met. Examples of these expectations include salary increases, promotions, and respect in society. Today, even though teachers become professionalized in the teaching profession, unfortunately, they are not materially and spiritually valued as much as they deserve. However, other studies conducted to find out the degree to which teachers were content with their jobs found that teachers' job satisfaction levels did not vary depending on the educational background (e.g. Kumaş & Deniz, 2010; Kavutçu, 2016).

#### **4.2.5.4. Professional Seniority**

ANOVA analysis was carried out to determine if the level of work satisfaction of EFL instructors significantly varies depending on their professional seniority. According to the result of the analysis, the job satisfaction level of EFL instructors did not vary significantly depending on the professional seniority factor. This may be due to the fact that in the Turkish economy, professional seniority may not create any privileges for teachers in terms of salary. In addition, according to severance pay, employees receive a lump sum of money in direct proportion to the year they work (Çelik, 2015, p.1). Still, there is no significant difference in the degree of job satisfaction between instructors with high and low seniorities. This may be because, as in the educational background factor, EFL instructors may think that the respect and privilege from society or students may not increase with the high level of seniority. Teachers with a higher level of seniority may have the idea that they may not be given any privileges materially and non-materially. Another reason may be that teachers with higher levels of seniority may have the belief that they may not be given privileges in accessing resources or materials that may have the potential to increase their job satisfaction levels. Regardless of their professional seniority levels, EFL instructors may think that teaching with the same and undiversified materials and resources may not create a significant difference in the degree to which they are satisfied with their jobs.

The results of the present study are corroborated by other studies on this topic. According to the findings of a study, which focused on the level of job satisfaction of elementary, secondary, and high school EFL teachers, the level of job satisfaction experienced by EFL teachers did not vary according to their degree of professional

seniority. (Küçüksüleymanoğlu & Güngör, 2019). In a different study conducted on the well-being and job satisfaction of university-level EFL teachers, it was revealed that EFL instructors' job satisfaction levels did not differ significantly depending on professional seniority (Adeka & Mede, 2022). In a different study that was conducted to examine the job satisfaction level and occupational professionalism of elementary, secondary, and high school EFL teachers, it was discovered that the job satisfaction level of EFL teachers did not vary depending on their professional seniority (Köse, 2020). Another study on the job satisfaction and burnout syndrome of EFL instructors and teachers found no significant difference in the job satisfaction levels depending on the professional seniority (Atila, 2014). In accordance with the findings of a research that was conducted with the intention of investigating the relationship between motivation and job satisfaction of Iranian EFL teachers who are employed in primary, middle, and high schools, the job satisfaction level of the teachers did not vary depending on their professional seniority (Farajzadeh & Alavinia, 2022). In another study aimed to examine the job satisfaction levels of elementary, middle, and high school EFL teachers, it was proven that the job satisfaction level of teachers did not differ significantly depending on their professional seniority (Özdemir, 2021). However, in a study conducted to reveal the job satisfaction level of high school EFL teachers, it was discovered that EFL teachers' job satisfaction levels varied significantly according to professional seniority, and teachers who had been working for more years had a lower job satisfaction level than teachers who had been working for fewer years (Köksal, 2019). Based on the results of a study examining the job satisfaction level of high school EFL teachers according to demographic variables, it was shown that teachers who had more years of professional experience were less content with their professions compared to teachers who had fewer years of professional experience. (Rezai et al., 2021). The reasons for this may be that the demand and respect for the teaching profession have decreased over the years. Also, it may be due to the changing demands, desires, and expectations of teachers over the years not being met. There are also relevant studies conducted outside the field of ELT that support the results of the current study (e.g. Yılmaz & Kırıl, 2014; Gafa & Dikmenli, 2019).

### 4.3. Implications

Today, it is known by most people that an efficient education mostly depends on the level of teachers' motivation and satisfaction with their jobs. Considering these, the current study's results could highlight the significance of teachers' motivation and work satisfaction levels for a permanent and quality education. This study may also contribute to the literature as a guiding study for researchers conducting studies on the motivation and work satisfaction of EFL teachers. Furthermore, the current study has the potential to make a contribution to the Ministry of National Education, the Council of Higher Education, and the administrators in the private education sector in order to enhance the level of motivation and job satisfaction among teachers, and improve the quality of education.

As a result of the present study, EFL instructors' motivation and job satisfaction levels were high; although not extremely high. A strong and positive correlation was discovered between the two factors. Considering this relationship, it is very important that these two factors are kept at a high level by the managers and administrators since motivation affects job satisfaction and vice versa. Teachers' motivation and job satisfaction levels can be increased by measures and implementations such as salary increases, promotions, providing necessary programs to increase proficiency levels of teachers, reducing course load, and taking teachers' opinions for teacher class schedules and curriculum. Also, it may be necessary for the physical conditions of the workplaces to be suitable and sufficient in order to achieve high levels of motivation and job satisfaction. In the event where workers are content with the physical working conditions at their place of employment, their effectiveness and efficiency will increase; however, if employees are not satisfied with the physical conditions of the environment in which they work, the performance and productivity of employees will decrease (Basalamah & As'ad, 2021). Considering this, appropriate physical conditions can be provided for teachers to provide efficient education to keep their motivation and job satisfaction levels high. In addition, the effectiveness and growth in teachers' professional career are among the important factors for high-quality education (Eroğlu & Özbek, 2020). If teachers constantly improve themselves professionally, their productivity may be positively affected; and accordingly, the motivation and job satisfaction levels of teachers who provide efficient education may be positively affected. Considering this situation, in-service training programs that promise

professional development in the field of ELT can be organized for teachers by the Ministry of National Education or the Council of Higher Education.

Today, social respect for the teaching profession has gradually decreased compared to the past, as it is perceived by society as an easy profession that anyone can do. Failure to show the necessary respect for teachers by society may lead teachers to alienation from teaching and as a result, a decrease in teachers' motivation and job satisfaction levels could emerge. To prevent this, according to Köksal (2019), social awareness studies can be carried out by the necessary educational units; furthermore, considering the difficult and exhausting nature of the teaching profession, teachers should also be given depreciation. Meeting such material and spiritual needs of teachers can provide teachers with higher motivation and job satisfaction.

Another discovered finding of the study was that the motivation level of EFL instructors significantly varied according to gender, that is, female instructors had higher motivation levels than male instructors. In light of this finding, the employment of female EFL teachers can be provided by making positive discrimination among teachers. In addition, female teachers whose motivation levels are higher may be successful in motivating male teachers.

As a result, in order for societies to develop, it is necessary for every individual in the society to get a sufficient education. This is the only way for societies to avoid falling behind in terms of education. It is indisputable that educators play a crucial part in the societal development. When considering the development of society, it is necessary to take into account the English language and its learning and teaching as well. Much of the importance of the English language today is due to its use as a common communication language globally (Nishanthi, 2018). Under these conditions, learning and teaching English can prevent our society from falling behind the global culture. This can only happen with long-term and high-quality English teaching. In this case, EFL teachers have a vital role. Providing permanent language education and working efficiently is directly proportional to EFL teachers' level of motivation and job satisfaction. Accordingly, the motivation and job satisfaction levels of EFL teachers should always be kept high because only in this way a quality, efficient, permanent, and society-developing language education can be provided.

#### **4.4. Recommendations for Future Research**

Future studies on this subject may be conducted by using different data collection methods such as interviews, focus group interviews, self-reports, and journals. Also, longitudinal studies on this subject may be conducted in the future as they can provide more detailed results. The current study was carried out only with the EFL instructors employed at the School of Foreign Languages. Further studies may be conducted with different participants such as faculty members, associate professors, and professors working in the field of ELT. Furthermore, more studies may be conducted examining the levels of motivation and work satisfaction experienced by EFL instructors according to demographic variables, especially educational background and professional seniority. In addition, studies may be conducted on other factors affecting the motivation and job satisfaction levels of EFL instructors.

#### **4.5. Conclusion**

The current research, which was carried out at the School of Foreign Languages, had the purpose of examining the levels of motivation and work satisfaction experienced by EFL instructors, as well as the relationship between these two concepts. Additionally, this study explored whether the motivation and job satisfaction levels of EFL instructors differed based on the demographic variables such as gender, age, educational background, and professional seniority. For these purposes, 146 EFL instructors from 7 different universities participated in this study. According to the results obtained from the current research, motivation and job satisfaction levels of EFL instructors were found to be high. A strong and positive correlation was discovered between EFL instructors' motivation and job satisfaction levels. In light of the fact that these two concepts are interrelated to one another, it is possible for the levels of motivation and work satisfaction to be influenced by one another in either positively or negatively. For EFL teachers, being motivated is needed for being satisfied, and vice versa. Otherwise, effective language learning will not occur. Besides, the motivation level of EFL instructors varied significantly only according to the gender. It was discovered that female instructors had a higher level of motivation than male instructors. The motivation level of EFL instructors did not significantly vary depending on age, educational background, and professional seniority variables. Additionally, the job satisfaction level of EFL instructors did not vary significantly depending on gender, age, educational background, and professional seniority.

The significance of the English language, as well as the teaching and learning of English in the modern world, provided the impetus for this study. In order for our society not to fall behind the changing global culture over time, it is a must that all EFL teachers, no matter what level they are employed at, provide efficient and high-quality language education. This being the case, it is of the utmost importance to keep the levels of motivation and job satisfaction of EFL teachers high. Furthermore, it is also required to take some precautions for low levels of motivation and job satisfaction, as well as provide enlightening information regarding the motivation and level of work satisfaction for teachers and administrators.

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## APPENDICES

## Appendix A. Ethics Committee Permission Request Form

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	Eyhül Naz Bakmay
ÖĞRENCİ NO	2022008005
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Aşaması
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2023 / 2024 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin motivasyon ve iş tatmini düzeylerine ilişkin bir araştırma.
TEZİN AMACI	Bu çalışmanın amacı, İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin motivasyon ve iş tatmini düzeylerini incelemek ve bu iki faktör arasındaki ilişkiyi araştırmaktır. Ayrıca bu çalışma, İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin motivasyon ve iş tatmini seviyelerini demografik değişkenlere göre incelemeyi amaçlamaktadır.
TEZİN TÜRKÇE ÖZETİ	Bu tez araştırması İngilizceyi ikinci yabancı dil olarak öğreten öğretim görevlileri ile yürütülecektir. İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin iş doyumu düzeyleri ile motivasyon düzeyleri ve bu iki faktör arasındaki ilişki araştırılacaktır. Bunlara ek olarak, öğretim görevlilerinin motivasyon ve iş tatmini seviyeleri demografik değişkenlere göre incelenecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Çağ Üniversitesi Tarsus Üniversitesi Mersin Üniversitesi Toros Üniversitesi Osmaniye Korkut Ata Üniversitesi İstanbul Doğu Üniversitesi İstanbul Ticaret Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Çağ Üniversitesi – Yenice / Mersin Tarsus Üniversitesi – Tarsus / Mersin Mersin Üniversitesi – Yenişehir / Mersin Toros Üniversitesi – Mezitli / Mersin Osmaniye Korkut Ata Üniversitesi – Osmaniye Merkez İstanbul Doğu Üniversitesi – Ümraniye / İstanbul İstanbul Ticaret Üniversitesi – Maltepe / İstanbul

<p>İÇERİLMİŞ İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAKI GİBİ AYRINTILI BİLGİLER</p>	<p>Çağ Üniversitesi Tarsus Üniversitesi Mersin Üniversitesi Toros Üniversitesi Osmaniye Korkut Ata Üniversitesi İstanbul Doğuş Üniversitesi İstanbul Ticaret Üniversitesi</p> <p>Tez için belirlenmiş olan anketler yukarıda belirtilen üniversitelerin yabancı diller yüksekokulunda görev yapan ve İngilizceyi yabancı dil olarak öğreten öğretim görevilerine uygulanacaktır.</p>
<p>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAKI</p>	<p>Öğretim görevilerinin motivasyon seviyelerini ölçmek amacıyla Öğretmen Motivasyon Ölçeği (Polat, 2010) uygulanacaktır.</p> <p>Öğretim görevilerinin iş doyum düzeylerini ölçmek amacıyla Minnesota İş Tatmin Ölçeği (Baycan, 1985)</p>
<p>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</p>	<p>Uygulanacak olan ölçüklerin her ikisi de birer sayfa olup, isimleri aşağıda belirtildiği gibidir:</p> <p>1) Öğretmen Motivasyon Ölçeği (Polat, 2010)</p> <p>2) Minnesota İş Tatmin Ölçeği (Baycan, 1985).</p>

OGRENCİNİN ADI - SOYADI: Eylül Naz Balkmay		OGRENCİNİN İMZASI: Enstitü müdürlüğünde evrak aslı imzalıdır				
		TARİH: ..... / ..... / 20....				
<b>TEZ ARAŞTIRMA/ANKET ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu eğitim - öğretim faaliyet alanı içerisine girmektedir.						
1. TEZ DANIŞMANININ ONAYI		2. TEZ DANIŞMANININ ONAYI (VARSA)				
ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTUSU MUDURUNUN ONAYI				
Adı - Soyadı: Aysun Yurdakök Daştık	Adı - Soyadı: .....	Adı - Soyadı: Şehnaz Şahinkarakaş	Adı - Soyadı: Murat Koç			
Unvanı: Dr. Öğr. Üyesi	Unvanı: .....	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.			
İmzası: Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası: .....	İmzası: Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası: Enstitü müdürlüğünde evrak aslı imzalıdır.			
..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....			
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>						
Adı - Soyadı: Şehnaz ŞAHINKARAKAŞ	Adı - Soyadı: Vücel ERTEKİN	Adı - Soyadı: Şirvan KALSIN	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNOZU
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.
..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....
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	<input checked="" type="checkbox"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelemiş olup, ..... / ..... / 20.... - ..... / ..... / 20.... tarihleri arasında uygulanmak üzere gerekli izin verilmesi tarafımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="checkbox"/>					
AÇIKLAMA: BU FORM OĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTU MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

## Appendix B. Consent form for Thesis Survey

Tarih: 01/10/2023

**ÇAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ**

**ETİK KURULU**

**BİLGİLENDİRİLMİŞ ONAM FORMU**

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "AN INVESTIGATION INTO MOTIVATION AND JOB SATISFACTION LEVELS OF EFL INSTRUCTORS" başlıklı araştırma "Eylül Naz BAKMAY" tarafından gönüllü katılımcılarla yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya katılmama hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan çıkabilirsiniz. Bu formu onaylamanız, araştırmaya katılım için onam verdiğiniz anlamına gelecektir.

**Araştırmayla İlgili Bilgiler:**

**Araştırmanın Amacı:** Bu araştırmanın amacı İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin motivasyon ve iş doyumunu düzeyleri arasındaki ilişkiyi araştırmaktır. Ayrıca bu çalışma İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin motivasyon ve iş doyumunu düzeylerini araştırmayı amaçlamaktadır.

**Araştırmanın Nedeni:** Bu araştırma İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin motivasyon ve iş doyumunu düzeyleri arasındaki ilişkiye dair daha fazla bilimsel ve doğruluğu ispatlanmış veriler elde ederek ilgili literatüre katkı sağlamak için yapılmaktadır.

**Araştırmanın Yürütüleceği Yerler:**

Çağ Üniversitesi – Yenice / Mersin  
Tarsus Üniversitesi – Tarsus / Mersin  
Mersin Üniversitesi – Yenişehir / Mersin  
Toros Üniversitesi – Mezitli / Mersin  
Osmaniye Korkut Ata Üniversitesi – Osmaniye Merkez  
İstanbul Doğu Üniversitesi – Ümraniye / İstanbul  
İstanbul Ticaret Üniversitesi – Maltepe / İstanbul

**Çalışmaya Katılım Onayı:**

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile \*\*\*)

Adı-Soyadı:

İmzası \*\*\*:

Araştırmacının

Adı-Soyadı: Eylül Naz Bakmay

e-posta:

İmzası:

\*\*\*Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.



## Appendix C. Turkish Version of Demographic Information

Section 2 of 4

### DEMOGRAFİK BİLGİLER

1 ile 5 arasındaki ifadeler katılımcılardan demografik veriler elde etme amacı ile hazırlanmıştır. Aşağıdaki ifadeleri okuyarak kendiniz için doğru seçeneği işaretleyiniz.

1- Cinsiyetiniz \*

Kadın

Erkek

Söylemeyi tercih etmiyorum

2- Yaşınız \*

25-34

35-44

45-55

55+

3- Eğitim Durumunuz \*

Lisans

Yüksek Lisans

Doktora

4- Mesleki Kıdem \*

0 - 5 yıl

6 - 11 yıl

12 - 17 yıl

18 - 25 yıl

26 yıl ve üzeri

## Appendix D. English Version of Demographic Information

### 1- Gender

Woman

Man

Prefer not to say

### 2- Age

25-34

35-44

45-55

55+

### 3- Educational Background

Bachelor's Degree

Master's Degree

PhD Degree

### 4- Professional Seniority

0-5 year

6-11 year

12-17 year

18-25 year

26 year and above

### Appendix E. Turkish version of Teacher Motivation Scale

B. ÖĞRETMEN MOTİVASYONU ÖLÇEĞİ	Hiçbir zaman	Nadiren	Bazen	Çoğunlukla	Her Zaman
1. Yaptığım işte başarılı olduğumu düşünüyorum.					
2. Yaptığım iş ile ilgili sorumluluklar verilmesi bana kendimi değerli hissettiriyor.					
3. İş arkadaşlarımla tavrı ve davranışları beni onurlandırıyor.					
4. İşimin yapılmaya değer bir iş olduğuna inanıyorum.					
5. İşimi tam anlamıyla yapabilecek yetkiye sahip olmam, işimi isteyerek yapmama neden oluyor.					
6. Yaptığım işin saygın olduğuna inanıyorum.					
7. Kendimi kurumun önemli bir çalışanı olarak görüyorum.					
8. Yaptığım işle ilgili konularda karar verebilmem beni mutlu ediyor.					
9. Yöneticilerin tavrı ve davranışları beni onurlandırıyor.					
10. Gerektiğinde izin kullanabilmem beni rahatlatıyor.					
11. Çalışma ortamımda fiziksel şartların uygun olduğunu düşünüyorum.					
12. Yemek, çay-kahve, ulaşım gibi imkanların ücretsiz sağlanması verimli çalışmamı sağlıyor.					
13. İşyerindeki araç ve gereçlerin yeterli olduğunu düşünüyorum.					
14. Çalışanlarla iyi ilişkiler içinde olmam işe keyifle gelmemi sağlıyor.					
15. Konularında uzman olan kişilerden toplantı, seminer, konferans vb. faaliyetlerle eğitim almam etkililiğimi artırıyor.					
16. Çalıştığım kurumun ileriki yıllarda şu anki durumundan daha iyi olacağına inanıyorum.					
17. Yöneticimle ilişkilerimin iyi olması işe isteyerek gelmemi neden oluyor.					
18. İşimde terfi imkanının olması çalışma isteğimi artırıyor.					
19. Yöneticimin iş arkadaşlarımla ve velilerle olan anlaşmazlıklarımı çözmekte verdiği destek beni rahatlatıyor.					
20. Başarımdan dolayı ekstra ücret ödenmesi çalışma isteğimi artırıyor.					
21. Başarımdan dolayı ödüllendirilmem çalışma isteğimi artırıyor.					
22. Kişisel ve ailevi problemlerimin çözümünde çalışma arkadaşlarımla yardımcı olması beni rahatlatıyor.					
23. Bu işyerinden emekli olabileceğime inanıyorum.					
24. Yaptığım işten aldığım ücretin miktarı beni tatmin ediyor.					

### Appendix F. English Version of Teacher Motivation Scale

<b>Teacher Motivation Scale</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Generally</b>	<b>Always</b>
1- I think that I am successful in my job.					
2- I feel valued when I am given responsibilities regarding my job.					
3- My coworkers' attitudes and behaviors honor me.					
4- I believe that my job is worthwhile.					
5- Having the authority to do my job completely causes me to do my job willingly.					
6- I believe that my job is respectable.					
7- I consider myself to be an important employee of the institution.					
8- Being able to make decisions regarding my job makes me happy.					
9- Managers' attitudes and behaviors honor me.					
10- Taking a leave when necessary relieves me.					
11- I think the physical conditions in my work environment are suitable.					
12- Providing facilities such as food, tea-coffee and transportation free of charge allows me to work efficiently.					
13- I think the tools and materials at work are sufficient.					
14- Having good relations with the employees enables me to come to work with pleasure.					
15- Receiving training through activities such as meetings, seminars, conferences etc. from people who are experts in their fields increases my effectiveness.					

16- I believe that the institution I work for will be better than its current situation in the coming years.					
17- Being in good relationships with my manager causes me to commute to work willingly.					
18- Having the opportunity to be promoted in my job increases my will to work.					
19- The administrator's support in settling disputes with colleagues and parents relieves me.					
20- Being paid extra due to my success increases my willingness to work.					
21- Being rewarded due to my success increases my willingness to work.					
22- Support of my co-workers in solving my personal and family problems relieves me.					
23- I believe I can retire from this workplace.					
24- The amount of money I receive from my job satisfies me.					

### Appendix G. Turkish Version of Minnesota Job Satisfaction Scale

Lütfen aşağıdaki ifadeleri dikkatlice okuyarak, mevcut duygu ve düşüncelerinizi en iyi yansıtan seçeneği (X) ile işaretleyiniz.					
Sorular	Hiç Memnun Değilim	Memnun Değilim	Kararsızım	Memnunum	Çok Memnunum
1. Beni her zaman meşgul etmesi bakımından					
2. Tek başıma çalışma olanağının olması bakımından					
3. Ara sıra değişik şeyler yapabilme şansının olması bakımından					
4. Toplumda "saygın" bir kişi olma şansını vermesi bakımından					
5. Amirimin emrindeki kişileri idare tarzı açısından					
6. Amirimin karar vermedeki yeteneği bakımından					
7. Vicdanıma aykırı olmayan şeyler yapabilme şansının olması açısından					
8. Bana sürekli bir iş sağlaması bakımından					
9. Başkaları için bir şeyler yapabilme olanağına sahip olmam bakımından					
10. Kişilere ne yapacaklarını söyleme şansına sahip olmam bakımından					
11. Kendi yeteneklerimi kullanarak bir şeyler yapabilme şansının olması bakımından					
12. İş ile ilgili alınan kararların uygulanmaya konması bakımından					
13. Yaptığım iş ve karşılığında aldığım ücret bakımından					
14. İş içinde terfi olanağının olması bakımından					
15. Kendi kararlarımı uygulama serbestliğini bana vermesi bakımından					
16. İşimi yaparken kendi yöntemlerimi kullanabilme şansını bana sağlaması bakımından					
17. Çalışma şartları bakımından					
18. Çalışma arkadaşlarımla birbirleri ile anlaşması açısından					
19. Yaptığım iyi bir iş karşılığında takdir edilme açısından					
20. Yaptığım iş karşılığında duyduğum başarı hissinden					

### Appendix H. English Version of Minnesota Job Satisfaction Scale

ITEMS	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1- Being able to keep busy all the time.					
2- The chance to work alone on the job.					
3- The chance to do different things from time to time					
4- The chance to be "somebody" in the community.					
5- The way my boss handles his/her workers.					
6- The competence of my supervisor in making decisions.					
7- Being able to do things that don't go against my conscience.					
8- The way my job provides for steady employment.					
9- The chance to do things for other people.					
10- The chance to tell people what to do.					
11- The chance to do something that makes use of my abilities.					
12- The way company policies are put into practice.					
13- My pay and the amount of work I do.					
14- The chances for advancement on this job.					
15- The freedom to use my own judgement.					
16- The chance to try my own methods of doing the job.					
17- The working conditions.					
18- The way my co-workers get along with each other					
19- The praise I get for doing a good job.					
20- The feeling of accomplishment I get from the job.					

## Appendix I. Thesis Ethics Approval from Çağ University

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T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300009093

05.10.2023

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

### REKTÖRLÜK MAKAMINA

**İlgi:** Rektörlük Makamının 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazısı.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında tez aşamasında kayıtlı olan **Eylül Naz Bakmay** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez evrakları dosyası.



## Appendix J. Approval of Çağ University Scientific Research and Publication Ethics Committee



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2300009736  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

19.10.2023

### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 13.10.2023 tarih ve E-23867972- 050.01.04-2300009430 sayılı yazımız.  
b) 10.10.2023 tarih ve E-23867972- 050.01.04-2300009286 sayılı yazımız.  
c) 05.10.2023 tarih ve E-23867972- 050.01.04-2300009093 sayılı yazımız.

İlgi yazılarda söz konusu edilen Eylül Naz Bakanay, Mazlum Çankaya ve Beyza Bardakcı isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerimizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

## Appendix K. Survey Permission Request for Çağ University



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300009962  
Konu : Eylül Naz Bakmay'ın Tez Anket  
İzni Hk.

24.10.2023

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Eylül Naz Bakmay isimli öğrencinin, "İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin akademik motivasyon ve iş tatmini düzeylerine ilişkin bir araştırma" başlıklı tez çalışması Üniversitemiz öğretim üyesi Dr. Öğr. Üyesi Aysun Yurdaışık Dağtaş'ın danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında Üniversitemize bağlı Yabancı Diller Yüksekokulunda halen görev yapan ve İngilizce'yi yabancı dil olarak öğreten öğretim görevlilerini, öğretim elemanlarını kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, izin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : Öğrenciye ait tez anket evrakları dosyası.

Dağıtım:

Gereği:  
Yabancı Diller Yüksekokulu Müdürlüğüne

Bilgi:  
Rektörlük Makamına

## Appendix L. Survey Permission Request for other Distribution Locations



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300009961  
Konu : Eylül Naz Bakmay'ın Tez Anket  
İzmi Hk.

24.10.2023

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Eylül Naz Bakmay isimli öğrencinin, "İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin akademik motivasyon ve iş tatmini düzeylerine ilişkin bir araştırma" başlıklı tez çalışması Üniversitemiz öğretim üyesi Dr. Öğr. Üyesi Aysun Yurdaışık Dağtaş'ın danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında Üniversitemize bağlı Yabancı Diller Yüksekokulunda halen görev yapan ve İngilizce'yi yabancı dil olarak öğreten öğretim görevlilerini, öğretim elemanlarını kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, izin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek : Öğrenciye ait tez anket evrakları dosyası.

Dağıtım:  
Gereği:  
Doğuş Üniversitesi Rektörlüğüne  
İstanbul Ticaret Üniversitesi Rektörlüğüne  
Mersin Üniversitesi Rektörlüğüne  
Osmaniye Korkut Ata Üniversitesi Rektörlüğüne  
Tarsus Üniversitesi Rektörlüğüne  
Toros Üniversitesi Rektörlüğüne

## Appendix M. Permissions for Conducting Surveys

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T.C.  
ÇAĞ ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu

Sayı : E-23932836-044-2300010076  
Konu : Eylül Naz Bakmay'ın Tez Anket  
İzni Hk.

26.10.2023

### DAĞITIM YERLERİNE

İlgi : 24.10.2023 tarihli ve E-23867972-044-2300009962 sayılı belge.

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Eylül Naz BAKMAY'ın uygulamak istediği anket uygulaması uygun görülmüş olup Yabancı Diller Yüksekokulu Müdür Yardımcısı Öğr. Gör. Tolga ÇAY'ın nezaretinde yürütülecektir.

Saygılarımla arz/rica ederim.

Dr. Öğr. Üyesi Semiha GÜRSOY  
Yabancı Diller Yüksek Okulu Müdürü

Dağıtım:  
Gereği:  
Sosyal Bilimler Enstitüsü Müdürlüğüne

Bilgi:  
Rektörlük Makamına



T.C.  
MERSİN ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Genel Sekreterlik  
Yazı İşleri Şube Müdürlüğü



Sayı : E-15302574-302.14.04-2517015  
Konu : Eylül Naz BAKMAY'ın Tez Anket  
İzmi

30.10.2023

#### ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 25.10.2023 tarihli ve E-23867972-044-2300009961 sayılı yazınız.

Üniversiteniz Dr. Öğr. Üyesi Aysun YURDAIŞIK DAĞTAŞ'ın danışmanlığında yürütülen İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Eylül Naz BAKMAY'ın "İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Görevlilerinin Akademik Motivasyon ve İş Tatmini Düzeylerine İlişkin Bir Araştırma" başlıklı çalışması için Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğünde anket uygulanması talebi Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz/rica ederim.

Prof. Dr. Ahmet Hakan ÖZTÜRK  
Rektör a.  
Rektör Yardımcısı

Ek: Eylül Naz BAKMAY'ın Tez Anket İzni

Dağıtım:

Gereği:  
Çağ Üniversitesi Rektörlüğüne

Bilgi:  
Yabancı Diller Yüksekokulu Müdürlüğüne



T.C.  
TARSUS ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Genel Sekreterlik



Sayı : E-66676008-309.01-2016  
Konu : Eylül Naz BAKMAK'ın Tez Anket İzni  
Hk.

30.10.2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü)

İtgi : 24.10.2023 tarihli ve E-23867972-044-2300009961 sayılı yazı

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans öğrencisi Eylül Naz Bakmay'ın Dr. Öğr. Üyesi Aysun Yurdaşık Dağtaş'ın danışmanlığında yürüttüğü "İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin akademik motivasyon ve iş tatmini düzeylerine ilişkin bir araştırma" başlıklı tez çalışmasının anket uygulamasını Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğünde görev yapan öğretim elemanlarıyla gerçekleştirmesi uygun bulunmuştur.

Gereğini bilgilerinize arz ederim.

Prof. Dr. Orhan AYDIN  
Rektör

Ek : Eylül Naz BAKMAY'ın Tez Anket İzni

Sayı : E-65836846-044-303409  
Konu : Eylül Naz Bakmay'ın Tez Anket İzni

9.11.2023

### ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 24.10.2023 tarihli ve E-23867972-044-2300009961 sayılı yazınız.

İlgi yazı ile Üniversitenizin İngiliz Dili Eğitimi tezli yüksek lisans programına kayıtlı Eylül Naz Bakmay isimli öğrencinin, "*İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Görevlilerinin Akademik Motivasyon ve İş Tamini Düzeylerine İlişkin Bir Araştırma*" başlıklı tez çalışması için Üniversitemize iletilen anketin, Üniversitemiz İngilizce Hazırlık Sınıfı Koordinatörlüğünde görev yapan ve İngilizce dilini yabancı dil olarak öğreten akademisyenlere yapılması uygun görülmüştür.

Bilgilerinize arz ederim.  
Saygılarımla,

Prof. Dr. Rahmi Deniz ÖZBAY  
Rektör V.

Dağıtım:  
Gereği:  
Çağ Üniversitesi Rektörlüğüne

Bilgi:  
İngilizce Hazırlık Sınıfı Koordinatörlüğüne



T.C.  
TOROS ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Yabancı Diller Yüksekokulu Müdürlüğü



Sayı : E-21532369-605.01-41407  
Konu : Eylül Naz BAKMAY Yüksek Lisans Tezi  
Kapsamında Anket Uygulama Talebi

14.11.2023

### ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : Çağ Üniversitesi Rektörlüğü 24.10.2023 tarihli ve E-23867972-044-2300009961 sayılı yazısı.

İlgide kayıtlı yazı ile sunulan; Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Eylül Naz BAKMAY'ın Dr. Öğr. Üyesi Aysun YURDAIŞIK DAGTAŞ'ın danışmanlığında yürüttüğü "İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin akademik motivasyon ve iş tatmini düzeylerine ilişkin bir araştırma" konulu tez çalışması kapsamında birimimizde gerçekleştirmek istediği anketin uygulama izni anket bağlantısının birimimiz öğretim elemanlarıyla çevrimiçi paylaşılması durumunda ve öğretim elemanlarının gönüllülük esasına dayalı olarak Müdürlüğümüz tarafından uygun bulunmuştur.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Mustafa Şahap AKSAN  
Müdür





T.C.  
OSMANIYE KORKUT ATA ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Öğrenci İşleri Daire Başkanlığı



Sayı : E-95230812-399-148162  
Konu : Eylül Naz Bakmay'ın Tez Anket İzni.

ÇOK İVEDİ  
21.11.2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSİN

İlgi : 24.10.2023 tarihli ve E-23867972-044-2300009961 sayılı yazı,

Üniversiteniz İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Eylül Naz BAKMAY isimli öğrencimin, "İngilizceyi yabancı dil olarak öğrenen öğretim görevlilerimin akademik motivasyon ve iş tatmini düzeylerine ilişkin bir araştırma" başlıklı ve ilgi yazı ekinde anket soruları ve etik kurulu onayı bulunan tez çalışması kapsamındaki anket uygulamasını Üniversitemizde yapması Rektörlüğümüzce uygun görülmüştür.  
Gereğini arz ederim.

Prof. Dr. Turgay UZUN  
Rektör



**DOĞUŞ ÜNİVERSİTESİ**  
Rektörlük

Sayı : E-15705228-044-55569  
Konu : Anket Çalışma İzni (Eylül Naz Bakmay)

11.12.2023

**ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE**

İlgi : 24.10.2023 tarih ve E-23867972-044-2300009961 sayılı yazınız.

İlgide kayıtlı yazınıza istinaden Üniversitemiz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Eylül Naz BAKMAY'ın Dr. Öğr. Üyesi Aysun YURDAIŞIK DAGTAŞ danışmanlığında yürüttüğü "İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin akademik motivasyon ve iş tatmini düzeylerine ilişkin bir araştırma" başlıklı tez çalışmasına ait anket soruları Üniversitemiz Etik Kurul'u tarafından incelenmiş ve bilimsel araştırma etiği açısından uygun olduğuna karar verilmiş olup, rapor ekte sunulmuştur.

Bu doğrultuda anılan araştırma anketinin Üniversitemiz Yabancı Diller Birimi akademik personeline duyurulması uygun görülmüştür.

Bilgilerimi ve gereğini arz/rica ederim.

Prof.Dr. Mesut KUMRU  
Rektör a.  
Rektör Yardımcısı

Ek:Etik Kurul Raporu (1 Sayfa)

## Appendix N. Form for Changing the Thesis Title

ÇAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
YÜKSEK LİSANS PROGRAMI TEZ KONUSU-BAŞLIĞI DEĞİŞİKLİĞİ FORMU

ÇAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Tarih/Date: 25 /06 / 2024

Aşağıda bilgileri verilen tez savunma sınavı yapılan öğrencinin tez konusunun, başlığının önerildiği şekilde değiştirilmesi uygun görülmüştür. Gereğini saygılarımla arz ederim.

**Yapılan Tez Savunma Sınavı Bilgileri:**

Tarih/Date: 25 /06 / 2024 Saat/Time: 11:00

Yer/Place: ÇAĞ ÜNİV. SOSYAL BİLİMLER ENST. SOBE-1 DERSLİĞİ

Prof. Dr. Şehnaz Şahin Karakaş  
(Anabilim Dalı Başkanı)  
Department Chair  
(Enstitü müdürlüğünde evrak aslı imzalıdır.)

**ÖĞRENCİ BİLGİLERİ / ABOUT THE STUDENT**

Adı Soyadı/Name-Surname: Eylül Naz Bakmay  
Öğrenci No/No: 2022008005  
Anabilim Dalı/Department: İngiliz Dili Eğitimi  
Öğrencinin İmzası: Enstitü müdürlüğünde evrak aslı imzalıdır  
Statüsü/Status: Yüksek Lisans / MA

**ESKİ VE ÖNERİLEN TEZ KONUSU, BAŞLIĞI İLE İLGİLİ BİLGİLER / ABOUT THE PREVIOUS AND CURRENT THESIS TOPIC**

ESKİ TEZ KONUSU, BAŞLIĞI/ PREVIOUS TOPIC OF THE TITLE	AN INVESTIGATION INTO ACADEMIC MOTIVATION AND JOB SATISFACTION LEVELS OF EFL INSTRUCTORS
YENİ TEZ KONUSU, BAŞLIĞI/ CURRENT TITLE (TÜRKÇE)	İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETİM GÖREVLİLERİNİN MOTİVASYON VE İŞ TATMİNİ DÜZEYLERİNE İLİŞKİN BİR ARAŞTIRMA
YENİ TEZ KONUSU, BAŞLIĞI/ CURRENT TITLE (İNGİLİZCE)	AN INVESTIGATION INTO MOTIVATION AND JOB SATISFACTION LEVELS OF EFL INSTRUCTORS

**1. TEZ DANIŞMANININ UNVANI - ADI - SOYADI - KURUMU - BÖLÜMÜ - UZMANLIK ALANI - İMZASI - TARİHİ**

Dr. Öğr. Üyesi Aysun Dağtaş - Çağ Üniversitesi/ İngilizce Mütercim ve Tercümanlık Bölümü - İngiliz Dili Eğitimi  
(Enstitü müdürlüğünde evrak aslı imzalıdır.)  
25/06/2024

**2. TEZ DANIŞMANININ UNVANI - ADI - SOYADI - KURUMU - BÖLÜMÜ - UZMANLIK ALANI - İMZASI - TARİHİ**

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN  
UNVANI - ADI - SOYADI - İMZASI - TARİHİ  
Prof. Dr. Murat Koç

(Enstitü müdürlüğünde evrak aslı imzalıdır.)

25 / 06 / 2024