

Comparison of Primary and Secondary School Teachers' Motivations

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Abstract

The most important factor affecting the quality and quality of education is the teacher. For this reason, teachers' job satisfaction and motivation are important for providing good education to both teachers and the educational institutions. High or low motivation and job satisfaction of teachers will also affect the quality of the education they will provide. The study group of the research consists of Sait Çiftçi primary school and Maçka Pakmaya Hüsamettin Ziler secondary school teachers. Participants were randomly selected from primary and secondary school teachers working in public schools in Şişli district of Istanbul Directorate of National Education in the 2022-2023 academic year. 5 Likert scale questionnaire was applied to these teachers. In the research, questionnaires were sent to school teachers electronically via google forms and the answers were kept online. In the analysis of the research data, the survey results were analyzed in the SPSS program and descriptive analysis and content analysis techniques were used. In descriptive analysis, the data were organized according to the themes revealed by the research questions. In this study, the motivations of primary and secondary school teachers were compared. In addition, it was concluded that teachers' motivation levels differed according to the primary and secondary school variables. As a result, it was revealed that the motivation level of primary and secondary school teachers was not the same.

Keywords:Teacher, jobsatisfaction, motivation, approaches

1. Introduction

Education is one of the most basic needs of a country. The institution that society identifies with the concept and mission of education is the school. The main feature that distinguishes the school from other educational institutions is that it works on human beings and differentiates it (Açıklan, 1994). One of the most important elements of the school is the teachers. To work on young people for their roles for tomorrow, to free them from bad habits, to enhance their personalities, to provide that they are raised as good citizens as required by the regime, to raise a youth who learns to learn, who knows how to argue, to question, and to generate science are among the expectations of the education system in almost every society. In the efficiency of schools, which are the organizations of our education system, the most important role falls on the teacher besides the factors such as administrator, environment, program, etc. (Balci, 2000). In order for schools whose field of activity is the cultivation and development of people to work more effectively, the members present at the school must be willing to do more than their duties (Terzi and Kurt, 2004). It can be said that this can only be achieved by teachers with high work motivation (internal-extrinsic motivation). In this respect, it would be useful to mention the concept of work motivation (intrinsic and extrinsic motivation) and organizational commitment. In management research, motivation is general described as the movement to initiate, direct and maintain desirable business behaviors. Motivation is accepted to be the mobilization, orientation, importance and referral of the efforts of a person or business group to be maintained.

The teacher, whose motivation is not at the required level, will not be able to do his duty at the desired level; will not be able to adequately benefit its profession, its students and, indirectly, society. In the light of all these, the positive and negative effects of management on teacher motivation should be revealed and studies should be carried out in line with the results. It is a negative fact that we have not been able to educate our people well, that

we have not been able to make them do the behaviors they should do by providing them with appropriate conditions, and that the situation our country has been in for years has shown. The fact that teachers have a certain level of motivation while performing their profession is one of the most important factors that will increase the quality of education.

With this research, by creating a good working environment, teachers will be able to increase the efficiency of the school by ensuring their motivation, job satisfaction, ownership of the institution and feeling that they belong to the institution. When teacher motivation is kept at the maximum level, the quality and quality of education in schools will increase, so the education system will provide a certain quality of service. In the light of the research, it is aimed to clarify the behaviors and requirements that teachers should show due to their position and to ensure that people understand that the results of acting in accordance with their position will create an important awareness that will affect the future of the country. What are the differences between the factors affecting the motivation of primary and secondary school teachers and the motivation of primary and secondary school teachers?

2. Literature Review

2.1 Teaching Profession in the World and in Turkey

In general, it can be said that the teaching profession, which is as old as human history, began to be seen as a profession in many countries with the 19th century. The main reason for this is that education has become increasingly important. The spread of education and its increasing importance have increased the need for teachers. As a result, professional organizations that provide voluntary teaching and institutions responsible for teacher training have started to give various trainings and seminars. As a matter of fact, the first teacher training school in the United States (USA) is similar to the education given in the church. While this situation led to the evaluation of teachers as a semi-spiritual being in society, it prepared the environment for the definition of students, that is, spiritual beings, as people they raised morally and mentally (Popkewitz, 1991). The debate about who teachers are and who they should be began with the second half of the 19th century. Accordingly, in these discussions, some considered teachers as moral beings and others as professionals who performed a scientific duty. In Europe, the teaching profession was not fully considered a profession until the second half of the 19th century. Until those years, teaching was considered a semi-professional field that could be done by most people (LaVopa, 1979).

With the development of science and technology at the end of the 19th century, especially in the field of psychology, the development of new features and standards for the teaching profession has been facilitated. After this date, teaching has increased its tendency to be seen as a profession of its own with certain rules, qualifications and laws (Popkewitz, 1991). This trend continued to increase until the mid-20th century. This has been a source for research on exactly how the teaching profession should be. Thus, the understanding that teaching is now seen as a profession that can be done as a result of a certain education and formation beyond being a field of practice that everyone can do has become widespread. Thus, civil and official demands for the restructuring of the teaching profession have increased, and as a result, various reforms have been carried out to increase the level of professionalism of the teaching profession. As a matter of fact, many international organizations such as the International Labour Organization (ILO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have carried out various monitoring studies and researches addressing the status of the teaching profession (ILO-UNESCO, 2007). Countries that have realized the importance of the teaching profession have carried out various researches on the teaching profession and have focused on professionalization in the teaching profession and increasing the quality of the teaching profession by turning the results of the research into reports. In these researches, features have been identified that will help the teaching profession to be seen as a professional profession. As a result, it has been determined that in order for the teaching profession to be considered a professional profession, it must have qualifications such as vocational education and diploma, actively working professional organization, favorable working conditions, high prestige, authority in the working environment (Ingersoll and Merrill, 2012). In the 20th century, the idea was expressed that the teaching profession is a profession that requires a high level of knowledge and ability, and therefore should be considered in a similar status to other professional fields such as law and medicine. This situation reveals that there is still a dilemma about whether the teaching profession is a professional profession or not (Ceviz, 2018). Social and economic issues such as the increase in juvenile delinquency, moral corruption and economic competition around the world have been addressed within the objectives of education and this has spread the idea that the quality of education should be increased. As a result, the idea that the quality of teachers should be increased in order to increase the quality of education came to the fore (Ingersoll, 2012). In order to increase the quality of teachers, it has become more difficult to become a teacher, and in addition to the basic education areas of teaching, the issues of providing education such as mathematics, history, literature, language and philosophy and increasing the importance of internship education have come to the forefront. (Popkewitz, 1991). The social status of the teaching profession in Turkey has also fluctuated over time (Başkan, 2001). In the first years when Islam began to spread among the Turks, the lack of formal educational institutions prevented the implementation of a standard practice of knowledge transfer. Those who shared what they knew with others in those years often did so with religious purposes. Over time, the expansion of the territories and the strengthening of the state identity led to the emergence of formal

educational institutions (Özbilgen, 2003). In the Seljuks, teaching is seen as a functional profession. In the schools and madrasas located among the neighborhoods, the main tasks related to the teaching profession is to teach religious knowledge to the students. Teaching is not generally seen as a separate field from clergy. For this reason, there is no independent vocational school and program specific to the teaching profession (Uçan, 2001).

This situation continued until the 15th century. After the 15th century, standards began to be put forward in areas such as entry into the profession, responsibility, remuneration and responsibility calendar for teaching in madrasas in the Ottoman Empire. The teachers working in madrasas generally consist of cultured and knowledgeable people who have become experts in different branches of science (Özbilgen, 2003). After the 15th century, standards began to be put forward in areas such as entry into the profession, responsibility, remuneration and responsibility calendar for teaching in madrasas in the Ottoman Empire. The teachers working in madrasas usually consist of cultured and knowledgeable people who have become experts in different disciplines. Madrasa teachers have been qualified to teach in different fields from tafsir to fiqh linguistics (Özbilgen, 2003).

In the first half of the 19th century, with the westernization movements, the teaching profession gained its own vocational school and the teaching profession began to develop towards becoming an independent profession. As a result of this development, legal arrangements have been made regarding the teaching profession (Uçan, 2001). With the proclamation of the Republic, important duties were imposed on teachers. Teachers have undertaken important functions in transferring the republican ideology to the people and creating a modern society. Atatürk, the founder of the Republic, emphasized at every opportunity that teachers have a sacred duty in his speeches. In the years when the Republic was founded, the task of teacher training was given to universities and important steps were taken to give teachers a professional status and to close the teacher gap with trained teachers. However, the rapid increase in the population increased the need for teachers and in the 1970s, there was a significant shortage of teachers at all levels. In order to close the teacher gap, various practices have been implemented that will have an impact on the status of the teaching profession. In these applications, it has enabled people who have completed any program other than the teaching profession program to enter the courses (Akyüz, 2006). The fact that paid teaching practices are still being carried out today reveals that the dilemma in the teaching profession continues. Especially in recent years, the disruptions and deficiencies in the teacher training system, the economic difficulties experienced by teachers and the frequent changes in the criteria for teacher appointment have caused teachers to experience a serious loss of status (Başkan, 2001). There are social factors that affect the attitudes of teachers who perform an important function in society regarding their profession. It is known by everyone that teachers, who are one of the most important parts of social life, have difficulties and deficiencies in their education and in the periods after their training. These problems and difficulties may also arise from the status of the teacher in society. Considering that people are at the center of education and training, it is an undeniable fact that one of the occupational groups most affected by the developments in all areas is the teaching profession. In today's conditions, the roles and status of teaching can expand and narrow the limits of acceptance of the teaching profession in society. Unfortunately, although the duties and roles of the teacher have increased over time, his status has remained constant and even decreased compared to other professions.

2.2 The Importance of Motivation

Emotions typically involve a component of motivation, which means that emotions can trigger behavior. Emotional experiences typically motivate behaviors that help maintain physical and psychological well-being. For example, when interacting with someone you need to interact with but are afraid of, you're likely to be timid and otherwise try to avoid that person as much as you can. However, there are times when you feel positive emotions, for example, when a lesson goes really well, you feel joy, and in this case, you will probably feel revitalized and want to repeat the technique you used in that class to recreate or maintain that positive emotional experience. Motivation is an important factor that determines the performance of employees. Accordingly, while the performance of employees with high motivation is higher, this situation causes employees with high motivation to produce more quality and efficient results. Thus, organizational success also increases. In order to ensure the continuity of the enterprise in organizational success, the motivation of the employees should be high. In order to keep the motivation of the employees high, managers must provide the necessary conditions in the enterprise. For this, it should be ensured that employees feel that they belong to the organization and do their job lovingly. This situation motivates employees to produce more efficient products (Semerci, 2005). Knowing the behavior of employees and the reasons for these behaviors is important in terms of motivation. Because in front of each behavior, there is a desire behind a target behavior. Achieving this goal is possible by motivating employees (Omirtay, 2009). Employees who are new to work have different expectations from the workplace. Employees start to work thinking that these expectations will be met over time, but the motivation of the employees who feel that their expectations are not met over time decreases and this situation adversely affects the business process. Employees' motivation increases by meeting their expectations in business life and this increases work efficiency (Barutçugil, 2004).

Regardless of the field in which they operate, all managers need to focus on employee motivation. Because there is a close relationship between performance and motivation. It is not possible to expect a high level of performance from an unmotivated employee. If managers can understand and interpret the psychological, physiological, social

environment and needs inside and outside the organization, they are more successful in determining the methods of benefiting from employees to improve employee performance. Thus, both the needs of the employees are met and the objectives of the enterprise are achieved. It is not possible to expect a high level of performance from an unmotivated employee.

If managers can understand and interpret the psychological, physiological, social environment and needs inside and outside the organization, they are more successful in determining the methods of benefiting from employees to improve employee performance. Thus, both the needs of the employees are met and the objectives of the enterprise are achieved. Employees work efficiently to the extent that they are satisfied with their work or working environment. For this, managers should try to meet not only the social and economic needs of employees, but also their psychological needs. In this case, managers manage their enterprises in order to rationally benefit from the motivation of employees (Birdal and Aydemir, 1992). Managers have responsibilities towards their employees and the organization. Managers should not forget that they will fulfill these responsibilities together with the employees. From this point of view, managers should motivate their employees and consider their demands and expectations and give importance to their feelings and thoughts (İşgörür, 2020). Managers should ensure that motivation has a long-term and positive impact when implementing activities that motivate employees (Keser, 2019). Effective managers can apply their motivating elements separately or together. Managers who can know the other employee well can apply different motivation methods to employees in different situations. For example, while good relations are sufficient for some employees to increase productivity, discipline is required for others (Yüksel, 1998).

As a result, managers can increase their own success rates by offering external rewards that lead to the intrinsic motivation of employees and therefore to the achievement of desired performance and goals.

3. Method

In this part of the research; information about the model of the research, the study group, data collection tools and the analysis of the data are included.

3.1 Model of the Research

In this study, the motivation levels of teachers working at primary and secondary school levels were compared. Therefore, the issues affecting the motivation of teachers were examined electronically and in written sources. For this purpose, a questionnaire was applied in the field and a screening model was used to reveal the factors affecting the motivation of primary and secondary school teachers.

3.2 Participants

The study groups consist of teachers from Sait Çiftçi primary school and Maçka Pakmaya Hüsamettin Ziler secondary school. In this research, the factors affecting the motivation of education workers were revealed. In the 2022-2023 academic year, the participants were randomly selected from primary and secondary school teachers working in public schools in Şişli district of Istanbul National Education Directorates.

3.3 Instrument of Data Collection

In the study, the 5 likert scale questionnaires were used as a data collection tool. The questionnaire questions were developed by the researcher by using the questionnaires made on the subject of motivation in line with the information in the literature. The questions are prepared in a clear, understandable, non-multidimensional, non-guiding manners. In the research, the questionnaires were transmitted to the school teachers electronically by google forms etc. method and the answers given were kept online.

3.4 Analysis of Data

In the analysis of the research data, the questionnaire results were analyzed in SPSS program and descriptive analysis and content analysis techniques were used. In descriptive analysis, the data are organized according to the themes revealed by the research questions. The data summarized and interpreted in descriptive analysis are processed in depth in content analysis and are not noticed by descriptive analysis; concepts and themes can thus be explored (Yıldırım and Şimşek, 2011). As a result of the questionnaires, the data will be conceptualized within the framework of the literature and in line with the sub-objectives, and themes and sub-themes have been created by arranging them according to the emerging concepts. While analyzing the data, Yıldırım and Şimşek (the four stages determined by 2011; coding the data, finding the themes, editing the codes and themes, and identifying/interpreting the findings were followed.

4. Findings

The analysis of the teachers who participated in the questionnaire study in primary and secondary schools according to their answers to the questionnaire questions is indicated in the tables below with the rate of %. The results were not shared because the variables in the Personal information section were not used. The answers given according to the primary and secondary school variables were analyzed.

Table 4.7 Distribution of Primary and Secondary School Teachers According to Their Responses to the Item "The Resources and Materials Needed in the Institution Are Easily Accessible"

Stage Type		Responses (%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	25,0(8)	53,1(17)	15,6(5)	6,3(2)	0,0
Secondary	School Teachers	22,9(8)	60,0(21)	14,3(5)	2,9(1)	0,0

According to Table 4.7, the response to the questionnaire item "The resources and materials needed in the institution are easily accessible" has a higher rate in the Secondary School Teachers in the Usually option. In the Rare option, Primary School Teachers have a higher rate of responses than secondary school teachers. According to these percentages; It can be stated that Secondary School Teachers have easier access to the resources and materials needed in the institution.

Table 4.8 .distribution of Primary and Secondary School Teachers According to Their Responses to the Item "I Can Improve Myself to Work More Efficiently in My Profession"

Stage Type		Responses				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	28,1(9)	34,4(11)	37,5(12)	0,0	0,0
Secondary	School Teachers	16,7(6)	69,4(25)	11,1(4)	2,8(1)	0,0

According to Table 4.8, the questionnaire item "I can improve myself to work more efficiently in my profession", Primary School Teachers always marked the option at a higher rate than secondary school teachers. But secondary school teachers often made a more meaningful difference by responding to the Time option at a much higher rate than primary school teachers. At the same time, Secondary School Teachers selected the Sometimes option at a lower rate compared to Primary School Teachers to support this data. According to these data; It can be said that Secondary School Teachers are able to improve themselves more in order to work efficiently in their professions.

Table 4.9 .Distribution of Primary and Secondary School Teachers According to Their Responses to the Item "My Profession Allows Me to Use My Creativity"

Stage Type		Responses (%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	25,0(8)	56,3(18)	18,8(6)	0,0	0,0
Secondary	School Teachers	25,0(9)	47,2(17)	22,2(8)	5,6(2)	0,0

According to Table 4.9, the questionnaire item "My profession allows me to use my creativity", Primary and Secondary School Teachers answered the Always On option equally. In the Usually option, Primary School Teachers responded at a higher rate than Secondary School Teachers. At the same time, Secondary School Teachers sometimes returned to the option at a higher rate than Primary School Teachers. According to the data obtained; It can be stated that Primary School Teachers allow their profession to use their creativity more than Secondary School Teachers.

Table 4.10 Distribution of Primary and Secondary School Teachers According to Their Responses to the Article "The Physical Conditions in My Institution are at a Level Sufficient for Our Educational Activities"

Stage Type		Responses (%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	31,3(10)	34,4(11)	25,0(8)	3,1(1)	6,3(2)
Secondary	School Teachers	11,1(4)	47,2(17)	27,8(10)	11,1(4)	2,8(1)

According to Table 4.10, It was seen that the Primary School Teachers responded to the questionnaire item "The physical conditions in my institution are sufficient for our educational activities" at a much higher rate than the Primary School Teachers Always Option compared to the secondary school teachers. Accordingly; Primary School Teachers find the physical conditions in their institutions more adequate.

Table 4.11 Distribution of Primary and Secondary School Teachers According to Their Responses to the Item "The Number of Students in the Classes is Suitable for My Educational Activities"

Stage Type		Responses (%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	31,3(10)	28,1(9)	25,0(8)	3,1(1)	12,5(4)
Secondary	School Teachers	5,6(2)	27,8(10)	22,2(8)	22,2(8)	22,2(2)

According to Table 4.11, it was observed that the questionnaire item "The number of students in the classes is suitable for my educational activities" was answered by a much higher rate than the Primary School Teachers Always Option compared to the secondary school teachers. At the same time, secondary school teachers responded at a higher rate to the Rarely option to support this data. Accordingly; It can be stated that Primary School Teachers think that the number of students in their classes is more suitable for educational activities.

Table 4.11 distribution of Primary and Secondary School Teachers According to Their Responses to the Item "My Branch Gives the Opportunity to Have Different Experiences"

Stage Type		Responses (%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	25,0(8)	40,6(13)	31,3(10)	3,1(1)	0,0
Secondary	School Teachers	22,9(8)	45,7(16)	22,9(8)	8,6(3)	0,0

According to Table 4.12 Primary and secondary school teachers responded to the questionnaire item "My branch gives the opportunity to have different experiences" at similar rates in the Always and Usually options. Accordingly; It can be said that the branches of teachers at both levels give the opportunity to get different experiences.

Table 4.13 of Primary and Secondary School Teachers According to Their Responses to the Item "I can use my own methods and techniques in lessons"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	40,6(13)	56,3(18)	3,1(1)	0,0	0,0
Secondary	School Teachers	38,9(14)	33,3(12)	25,0(9)	2,8(1)	0,0

According to Table 4.13 Primary and secondary school teachers were seen to respond to the questionnaire item "I can use my own methods and techniques in lessons" at very close rates, while Primary School Teachers often answered Usually at a higher rate, while Secondary School Teachers answered the Sometimes option at a higher rate. According to these findings; It can be thought that primary school teachers can use their own methods and techniques at a higher rate in lessons.

Table 4.14 .Distribution of Primary and Secondary School Teachers According to Their Responses to the Article "Services Provided to Teachers are at an Adequate Level"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	15,6(5)	31,3(10)	28,1(9)	18,8(6)	6,3(2)
Secondary	School Teachers	11,1(4)	52,8(19)	25,0(9)	5,6(2)	5,6(2)

According to Table 4.14 according to the questionnaire item "The services provided to teachers are adequate", it is seen that the teacher groups at both levels respond to the Always, Sometimes and Never options at very close rates. However, they often responded at a higher rate to the time option, while Elementary School Teachers responded more highly to the Rarely option. Starting from here; It can be said that Secondary School Teachers find the services provided to teachers more adequate.

Table 4.15 Distribution of Primary and Secondary School Teachers According to Their Responses to the Article "My Institution Follows the Innovations and Developments Brought by the Age"

Stage Type		Responses (%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	25,0(8)	53,1(17)	18,8(6)	3,1(1)	0,0
Secondary School Teachers		25,7(7)	54,3(19)	17,1(6)	2,9(1)	0,0

According to Table 4.15 according to the questionnaire item "My institution follows the innovations and developments brought by the age", it is seen that Primary and Secondary School Teachers give answers at similar rates. According to the data obtained; It can be said that the teacher groups at both levels think that their institutions follow the innovations and developments brought by the age at similar rates.

Table 4.16 distribution of Primary and Secondary School Teachers According to Their Responses to the Item "Having the Authority to Do My Job Completely Causes Me to Do My Work Willingly"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	37,5(12)	50,0(16)	3,1(1)	3,1(1)	6,3(2)

Secondary Teachers	School	41,7(15)	38,9(14)	13,9(5)	2,8(1)	2,8(1)
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According to Table 4.16 distribution to the questionnaire item "Having the authority to do my job fully causes me to do my job willingly", it is seen that primary and secondary school teachers give a high percentage of similar answers to the Always and Usually options. Accordingly; It can be stated that the fact that the groups of teachers at both levels have the authority to do their jobs fully causes them to do their jobs willingly.

Table 4.17 distribution of Primary and Secondary School Teachers According to Their Responses to the Item "We work in cooperation with our teacher friends"

Stage Type		Responses (%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary Teachers	School	28,1(9)	62,5(20)	3,1(1)	6,3(2)	0,0
Secondary Teachers	School	31,4(11)	51,4(18)	14,3(5)	2,9(1)	0,0

According to Table 4.17, the questionnaire item "We work in cooperation with our teacher friends", it is seen that Primary and Secondary School teachers give a high percentage of similar answers to the Always and Usually options. Accordingly; It can be said that the teacher groups at both levels work in cooperation with our teacher friends.

Table 4.18 distribution of Primary and Secondary School Teachers According to Their Responses to the Item "I Can Communicate Healthily with My Superiors in School"

Stage Type		Responses (%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary Teachers	School	43,8(14)	37,5(12)	12,5(4)	3,1(1)	3,1(1)
Secondary Teachers	School	36,1(13)	47,2(17)	16,7(6)	0,0	0,0

According to Table 4.18 the questionnaire "I can communicate with my superiors in school in a healthy way", the responses of primary and secondary school teachers show similar high rates. According to these data; It can be stated that teachers at both levels are able to communicate with their superiors in a healthy way.

Table 4.19 distribution of Primary and Secondary School Teachers by Their Responses to the Item "My Colleagues Respect My Opinions"

Stage Type		Responses (%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary Teachers	School	31,3(10)	43,8(14)	21,9(7)	3,1(1)	0,0
Secondary Teachers	School	36,1(13)	50,0(18)	13,9(5)	0,0	0,0

According to 4.19, the questionnaire "My colleagues respect my opinions", the responses of Primary and Secondary School teachers show similar high rates. Accordingly; Elementary and secondary school teachers can be said to think that their colleagues respect their opinions.

Table 4.20 distribution of Primary and Secondary School Teachers According to Their Responses to the Item "I Can Easily Discuss My Problems with the Management"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	48,4(15)	29,0(9)	9,7(3)	6,5(2)	6,5(2)
Secondary	School Teachers	45,7(16)	22,9(8)	31,4(11)	0,0	0,0

According to Table 4.20 the questionnaire item "I can easily talk about my problems with the management", it is seen that the vast majority of teachers at both levels are always and often able to talk to the administration about their problems. On the other hand, it was seen that Secondary School Teachers responded to the Sometimes option at a higher rate compared to Primary School Teachers.

Table 4.21 Distribution of Primary and Secondary School Teachers According to Their Responses to the Item "The Administration Gives Us Enough Time for Our Ideas and Suggestions"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	40,6(13)	25,0(8)	18,8(6)	12,5(4)	3,1(1)
Secondary	School Teachers	33,3(12)	30,6(11)	30,6(11)	2,8(1)	2,8(1)

According to Table 4.21, the questionnaire item "The administration gives us enough time for our ideas and suggestions", primary school teachers responded to Always (40.6%) and Usually (25.0%) with these ratios, while Secondary School Teachers responded to Always (33.3) and Usually (30.6) with these ratios. At the same time, Primary School Teachers responded to the Rarely Option at a higher rate than Secondary School Teachers with 12.5%, while Secondary School Teachers responded to a higher rate with 30.6% to Sometimes option than Primary School Teachers. According to these data; we can say that the teacher groups at both levels think that they devote enough time to the ideas and suggestions of their management.

Table 4.22 Distribution of Primary and Secondary School Teachers According to Their Responses to the Item "Management Shows Due Importance to the Personal Problems of Employees"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	34,4(11)	34,4(11)	18,8(6)	9,4(3)	3,1(1)
Secondary	School Teachers	41,7(15)	38,9(14)	13,9(5)	5,6(2)	0,0

According to Table 4.22, the questionnaire item "Management pays due attention to the personal problems of the employees", Secondary School Teachers responded to the Always and usually options at higher rates than Primary School Teachers. At the same time, to support this data, Primary School Teachers also responded to the Sometimes and Rarely options at higher rates compared to Secondary School Teachers. According to the data obtained; we can state that they think that the management of Secondary School Teachers shows more importance to their personal problems.

Table 4.23 .Distribution of Primary and Secondary School Teachers According to Their Responses to the Article "Educational Activities are Appreciated by the School Administration"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	31,3(10)	28,1(9)	21,9(7)	12,5(4)	6,3(2)
Secondary	School Teachers	33,3(12)	44,4(16)	19,4(7)	2,8(1)	0,0

According to Table 4,23, the questionnaire item "Educational activities are appreciated by the school administration", Primary and Secondary School Teachers have very close rates in Always option, while Secondary School Teachers have a higher rate in the Usually option compared to Primary School Teachers. At the same time, Primary School Teachers have higher rates of Rarely and Never options compared to Secondary School Teachers. Accordingly; we can say that Secondary School Teachers think that their educational activities are more appreciated by the school administration.

Table 4.24.Distribution of Primary and Secondary School Teachers According to Their Responses to the Article "All employees in my institution can participate in the management and the decisions taken"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	25,8(8)	22,6(7)	29,0(9)	16,1(5)	6,5(2)
Secondary	School Teachers	19,4(7)	47,2(17)	25,0(9)	8,3(3)	0,0

According to Table 4.24, the questionnaire item "All employees in my institution can participate in the management and decisions taken"; While Primary and Secondary School Teachers have similar rates in the Always option, Secondary School Teachers have a much higher rate compared to Primary School Teachers in the Usually option. At the same time, Primary School Teachers have higher rates of Rarely and Never options compared to Secondary School Teachers. Accordingly; we can state that they think that all employees in Secondary School Teachers institutions are more able to participate in the management and the decisions made.

Table 4.25 .Distribution of Primary and Secondary School Teachers According to Their Responses to the Item "I Can Easily Talk to the Administration on Every Subject"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	46,9(15)	31,3(10)	9,4(3)	6,3(2)	6,3(2)
Secondary	School Teachers	38,9(14)	33,3(12)	22,2(8)	2,8(1)	2,8(1)

According to 4.25 table the questionnaire item "I can easily talk to the management about everything"; Elementary School Teachers have a higher proportion in the Always On option compared to Secondary School Teachers. At the same time, Secondary School Teachers also have a higher ratio in the Sometimes option compared to Primary School Teachers. Starting from here; We can say that primary school teachers talk to the administration more easily about everything.

Table 4.26 .Distribution of Primary and Secondary School Teachers According to Their Responses to the Item "My achievements are appreciated by the administration"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	31,3(10)	31,3(10)	21,9(7)	12,5(4)	3,1(1)
Secondary	School Teachers	25,0(9)	52,8(19)	19,4(7)	2,8(1)	0,0

According the table 4.26, the questionnaire item "My achievements are appreciated by the management"; Secondary School Teachers and Primary School Teachers have close rates in the Always option, while Secondary School Teachers often have a higher proportion in the usually option compared to Primary School Teachers. At the same time, Primary School Teachers have a higher proportion in the Rarely option compared to Secondary School Teachers. Starting from here; we can say that the achievements of the Secondary School Teachers are more appreciated by their administration.

Table 4.27 Distribution of Primary and Secondary School Teachers According to Their Responses to the Article "My Institution Includes Activities such as Sports, Activities, Entertainment, etc."

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	31,3(10)	34,4(11)	21,9(7)	12,5(4)	0,0
Secondary	School Teachers	27,8(10)	38,9(14)	25,0(9)	8,3(3)	0,0

According the table 4.27, the questionnaire item "My institution includes activities such as sports, activities, entertainment, etc."; Primary and Secondary School Teachers appear to give close answers to the Always and Usually options at high rates. At the same time, close rates are seen in the Sometimes and Rare options. Accordingly; we can say that teachers in both groups think that similar amounts of sports, activities, entertainment, etc. are included in their institutions.

Table 4.28 .Distribution of Primary and Secondary School Teachers According to Their Responses to the Item "My fellow teachers appreciate my achievements"

Stage Type		Responses ((%)				
		Always	Usually	Sometimes	Rarely	Never
Elementary	School Teachers	37,5(12)	43,8(14)	9,4(3)	3,1(1)	6,3(2)
Secondary	School Teachers	28,6(10)	48,6(17)	20,0(7)	2,9(1)	0,0

According to the table 4.28, the questionnaire item "My fellow teachers appreciate my achievements"; Elementary and Secondary School Teachers have often responded at very close rates usually option. But while Primary School Teachers always responded at higher rates than Secondary School Teachers; Secondary School Teachers also sometimes responded higher in the option compared to Primary School Teachers. According to these data; It can be stated that Primary School Teachers think that their success is more appreciated by their friends.

5. Discussion and Conclusion

The aim of this study is to reveal some intrinsic and extrinsic motivational factors that affect the motivation of primary and secondary school teachers. When the intrinsic motivation elements are examined, it is seen that spiritual satisfaction and academic success are the most emphasized elements. According to Maslow's hierarchy of needs, it can be said that these needs are among the higher-level needs such as value and self-actualization. According to McClelland (Eren, 2004, p. 523), one of the classical theorists of the classical approach, the drive for success arises from the inner satisfaction that success gives to the individual. When the elements of extrinsic

motivation are examined, it is seen that technological opportunities and the element of being rewarded and appreciated come to the forefront. At this point, the extrinsic motivation of teachers plays an important role in the appreciation of the administrator, the national education directorate or parents for their work. Research conducted by Yıldırım (2008) shows that teachers and administrators think that rewarding teachers is necessary in terms of motivation. Karabağ Köse (2018) cooperation, solidarity, communication, sincerity, appreciation and relationships are other elements that emphasize the impact of increasing the intrinsic motivation of teachers. According to Herzberg's Double Factor Theory, these needs are counted among the intrinsic factors. Similarly, according to Maslow's Hierarchy of Needs Theory, "the needs of belonging and love are considered among the needs of level 3 (Eren, 2006). It will be difficult for teachers to focus on the need for achievement at a higher level without meeting these needs. All these elements bring to the fore the organizational climate that is effective in increasing the intrinsic motivation of the teacher. It can be said that teacher motivation can also be positively affected in schools where a sincere organizational climate is adopted. According to the results of the research conducted by Göksoy and Argon (2015), the support of managers related to the profession was determined as healthy physical environment, in-service training, justice, healthy communication and socio-cultural activities as expectations of teachers to increase their motivation and performance. It is also stated that in the professional work of teachers, they often expect spiritual verbal rewards, followed by salary, certificates of approval and appreciation. Given the importance of motivation in the realization of organizational goals, it is important to create an environment that reduces employees' sense of burnout and increases their motivation and job satisfaction. However, providing this favorable environment requires a correct understanding of various factors that affect employees' work motivation (Iwu et al., 2018). In this context, the creation of a sincere communication environment between teachers and administrators and the ability of teachers to express themselves comfortably can also help to understand the factors affecting motivation. In the same framework, it is emphasized that remembering special days increases the motivation of teachers. Similarly, Özdemir, Kartal and Yirci (2008) state that the fact that teachers are side by side with their colleagues increases their motivation not only in their happy days but also in their difficult days. Factors that reduce teacher motivation, which is another dimension of the research; are considered as elements arising from general policies, school administrators, parents, society and other teachers. When the parent-society-based factors that reduce motivation are examined, the indifference of the family towards the school and the student and the communication problems between the school and the families attract attention. In schools, especially non-meritorious administrators; Failure to provide elements such as justice, participation in the decision, and a sincere environment adversely affects the motivation of teachers (Karabağ Köse, 2018). Miscommunication between teachers and the inability to adopt the school as a result are among the other factors that reduce motivation. Similarly, Kocabaş and Karaköse (2006) found that teachers had motivational problems in terms of communication, participation in decisions, appreciation, working environment, and promotion opportunities. The most emphasized motivating elements of the teachers are the spiritual satisfaction of the profession and academic success.

Although it is not possible to make generalizations, the findings of the small study group indicate that there may be significant differences in teacher perspectives on motivation. Accordingly, in addition to extrinsic motivation elements, it can be said that intrinsic motivation elements also have an effect on teacher motivation. A similar differentiation is also involved in relation to the factor that reduces motivation. In the research conducted by Emiroglu, Guneyli and Burgul (2017) on teachers' perceptions of motivation sources, it was revealed that both intrinsic and extrinsic motivation are very important for teachers, but intrinsic motivation is more important than extrinsic motivation. In their research on motivational factors, Ada, Akan, Ayık and Yıldırım (2013) concluded that external factors are more effective in the motivation of teachers. In this context, it may be suggested that a comparison study be approached quantitatively with larger groups of teachers and administrators. The results of the research reveal that teachers put more emphasis on the factors that reduce motivation in schools. Although the study is a qualitative research, it is noteworthy that the factors that teachers emphasize about the factors that reduce motivation in school are much more than the factors that increase motivation.

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