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**THE FACTORS THAT AFFECT
THE ENGLISH INSTRUCTORS' MOTIVATION:
A CASE STUDY**

AT

**HACETTEPE UNIVERSITY
THE SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF BASIC ENGLISH**

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CHAPTER I

INTRODUCTION

1.0. Introduction

In this chapter, the background to the present study, the aim, the scope of the study, the methodology, the assumptions and the limitations will be discussed.

1.1. Background to the Study

Motivation is defined as “some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2001:51). As is stated in Brown (1994:152), motivation is a term that is used to define the success or the failure of any complex task. Steers and Porter (1991:6) deal with three matters while discussing motivation “(1) what energizes human behavior, (2) what directs or channels such behavior and (3) how this behavior is maintained or sustained”.

Educators form the most important element in education, as they shape the society. There have been a number of studies carried out in education to increase success and tackle with the motivation issue. However, there still seems to be a need for further research.

No information about the factors affecting the English instructor motivation has been found in the review of literature. However, we have encountered some studies which have contributed to the field. A short summary of these studies is given below:

Gökçe (1995), in her MA thesis, examines the attitudes of employees working at public sectors, chosen randomly, according to the motivational theories

within opportunity and time limitation. The research is an empirical one. The conclusion of this study reveals that employee motivation is increased when the desired atmosphere is provided.

In another MA thesis, Özbek (1998) studies the comparison of the qualifications that the primary school principals should have regarding communication and motivational skills with the present situation of the principals. A questionnaire with 75 items including organization, coordination, communication and motivation skills was conducted. The following findings are obtained from this study:

“the expectations and perceptions of the teachers concerning the motivational skills of the principals show no differences according to their personal characteristics, there are significant differences between the perceptions and the expectations of the teachers regarding the motivational skills of the principals”.

Yet, in another MA thesis concerning motivation, the profile, work satisfaction, and motivation of physics teachers are examined (Çermik, 2001). In this research, four different questionnaires are used for collecting data: form of the teacher's profile property, scale of motivation concept, scale of motivation factors priorities and scale of work satisfaction. At the end of the research, general profile properties of physics teachers are determined. Also, the motivation degree does not change according to their age and seniority.

Ensari (2001) discusses the factors affecting manager motivation in public sectors and “the determination of the relationship existing between these factors” in his thesis. The research shows that when managers work with a successful team, the motivation increases.

In order to evaluate the relationship between motivation and productivity Pekel (2001) conducts a research. A questionnaire is administered to the employees at Antalya airport. The study shows that the fewer hours they work, the more motivated they become.

In Çiçek's PhD thesis (2001), a questionnaire is conducted to primary school teachers and principals to find out what motivates them to work. Also, in practice some clear suggestions are made to motivate them.

In another research, the factors of financial, psychological and organizational motivation on labor power are examined (İpek, 2002). A questionnaire is conducted to the employees in finance sectors. The result of the study shows that the most important motivational factor is the financial one.

In Koçak's MA thesis (2002), how primary school principals motivate their teachers and what motivates teachers are studied. In this research, interview forms, prepared by taking the views of academicians, are used. The result of the study shows that not only do the principals use administrative attitudes most but also they give importance to informal relationships among teachers so as to increase productivity in work.

Sakarya (2002) studies employee motivation in his thesis. The problems of being unproductive, which is difficult to solve, and suggestions for them are studied. In this research, one of the public sectors in defense industry is examined. As a conclusion, it is found out that philosophy of Total Quality Management is the gateway for the problems. With this philosophy, the employees do not have any problems in terms of motivation.

However, when all the points mentioned above are considered, needless to say that there is not any research examining the factors affecting the English instructors' motivation at the preparatory school of any university. So, this study is thought to be the first one to examine the factors affecting the English instructors' motivation.

Despite the fact that this study will be carried out only at Hacettepe University, the results can be generalized for other instructors who are working at

preparatory schools of other universities. Moreover, this study can contribute to the staff in universities in terms of finding the reasons of lack of motivation and how to strengthen educator motivation. Also, this research can lead new studies.

1.2. Problem

When the technological, social, economic and cultural development of the 21st century is considered, various changes are inevitable around the world. Because of the rapid development in science and technology, a language should become a lingua franca. Harmer (2001:1) defines a lingua franca as “a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second’ language”. English has become a lingua franca. It is being widely used in many areas of the globe because of the economic and cultural influence.

Dubin and Olshtain (1986:13) state that the role of English in the process of modernization should be considered in the following questions.

- “1. To what extent are technological and scientific journals available in the local language(s)?
2. To what extent are instructions and catalogues accompanying modern machinery made available in the local language(s)?
3. To what extent do professionals receive training abroad?
4. To what extent is the community dependent on assistance given by foreign experts?

When all the things above are considered, the importance of communication is clearly seen. Needless to say that education is an inevitable result. So, the great interest in learning a foreign language increases day by day.

It is a widespread idea that at least one foreign language should be studied in order to learn the latest developments in the world. Hence, teaching English has gained great importance. In order to teach this language many studies take place in education. Most of the universities in Turkey have been subjected to such a process. To respond to such calls, preparatory schools are founded. If a learner's language proficiency is not sufficient enough, which is decided as a result of a proficiency test, he is directed towards the preparatory classes.

In these preparatory classes, English instructors take most of the responsibility to teach the foreign language. It is highly depressing for human beings to continue working in an uncertain and complex situation in a developing society. Instructors are the ones who are in that group. As a result they may lose their motivation. This fact urges universities to create human-centered approaches for instructors in order to increase the productivity and promote the quality of education.

The term motivation which can be defined as “the *direction* and *magnitude* of human behavior, the *choice* of a particular action, the *persistence* with it, and the *effort* expended on it” (Dörnyei, 2001c:8) has direct impact on increasing productivity and promoting the quality of education. It is said that human motivation can reach its highest level when they “are competent, have sufficient autonomy, set worthwhile goals, get feedback and are affirmed by other” (Dörnyei, 2001c:18).

There are two kinds of motivation known as extrinsic and intrinsic rewards.

“Extrinsic rewards are the tangible benefits surrounding a job, such as salary and job security, whereas intrinsic rewards are the emotional and personal benefits of the job itself, such as personal growth and a sense of accomplishment” (Lantham, 1998:82).

It is stated that intrinsic rewards outweighs extrinsic ones in educator motivation and job satisfaction (Ellis, 1984:1).

The necessity of meeting a challenging situation because of being responsive to learners creates a difficult realm to be successful for educators. In addition to this, considering the accountability demands for achievement as well as trying to build a real meaning in education to public and learners makes educators think about how to continue to be an educator in the face of pressure. Therefore, motivation is considered to be a critical aspect of teaching (Elawor and Nevin, 2003:48).

Furthermore, instructor success is closely related to the knowledge, experience and motivational skills of the administrators. Mostly, administrators are responsible for instructor motivation. Administrators should give importance to extrinsic factors in order to release intrinsic motivation of instructors to maintain the success in the job (Stembridge, 1989:3).

Lack of motivation may cause an instructor to be less successful in teaching a foreign language. Unreasonable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are the factors related to demotivation.

It should not be forgotten that every instructor is not motivated entirely by the same demands and needs. There are various factors affecting motivation. Koçak (2002) states in his research that job satisfaction of each employee is different from each other. Also, he emphasizes that without having intrinsic motivation lack of success is inevitable. If there are not any factors motivating employees, the productivity will decrease dramatically.

According to YÖK's statistics, between 2000 and 2003 in Turkey about 53 public universities had preparatory schools. In these schools, approximately 1550 instructors were working.

Hacettepe University is one of the universities which have the preparatory classes aiming at teaching English. There are 100 people in the teaching staff including the administrators, the testing officers and the instructors.

Each class has two different instructors. Lack of motivation of any instructors will reflect onto the class atmosphere. So, the productivity will be low.

Because of being in financial difficulties, having crowded classes, insufficient materials, and other negative effects, it is necessary to bring motivational skills which will be beneficial to instructors.

1.3. Aim and Scope of the Study

The aim of this study is to find out the factors that affect the motivation of the English instructors who are currently employed at the preparatory school, Hacettepe University.

To achieve this aim, the answers for the following questions will be examined.

- 1) What are the demographic features of the people who are participating in the survey?
- 2) What is the level of the English preparatory instructor motivation?
- 3) What are the factors that affect the English preparatory instructor motivation?

This study will be done among the English preparatory instructors working in the 2004-2005 academic year at Hacettepe University. 100 instructors are reported to be working at the preparatory school.

1.4. Method

A questionnaire will be administered as a data collection device. Before preparing a questionnaire, the related literature will be revised. The researcher will draw up an outline of the questionnaire. The draft of the questionnaire will be examined by the academicians to test its validity and a pilot study will be carried out to test its reliability. In the light of the results, the questionnaire will be revised.

The researcher will be with the instructors while administrating the questionnaire. The results will be analyzed by the help of the statistical methods.

1.5. Assumptions

The following assumptions have been considered throughout the study.

1. the results of the data collection can be generalized for the instructors who are working at preparatory schools of different universities.
2. the data collection device shows the sincere thoughts and opinions of the instructors.

1.6. Limitations

The current study will have certain limitations. The following limitations are taken into consideration while analyzing the data collected.

1. the study will be limited to the English preparatory instructors at Hacettepe University.
2. a data collection instrument will be limited to a questionnaire.

CHAPTER II

REVIEW OF LITERATURE

2.0. Introduction

Chapter II is designed to review the studies that have been carried out on our subjects. It also introduces the definitions of motivation, teacher motivation and its types, sources of motivation.

2.1. Motivation

There are many varied definitions of “motivation” because the concept, itself, is a complex phenomenon (Ellis, 1984:1). However, there is a general agreement that “it denotes something of high importance” (Dörnyei, 2001a:7). Another common view is that motivation helps human energy activate (Stembridge, 1989:2).

Hughes (2003:17) has defined motivation as “an important aspect of successful management that can both maximize productivity and foster a positive corporate culture”.

Dörnyei and Otto say that

“motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out” (Dörnyei, 2001a:9).

Different conclusions are drawn from these definitions. Motivation is thought to be responsible for “*why* people decide to do something, *how long* they are willing to sustain the activity and *how hard* they are going to pursue it” (Dörnyei, 2001a:8).

Ryan and Deci (2000a:54) state that “to be motivated means *to be moved* to do something”. Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task. “Interest, curiosity, or a desire to achieve” (Williams and Burden, 1997:111) are the key factors that compose motivated people. However, they believe that arousing interest is not enough to be motivated. This interest should be sustained. In addition to this, time and energy should be invested and the effect which is required needs to be sustained so as to reach the aim. Thus, motivation can be constructed as in the following items:

“a state of cognitive and emotional arousal which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and /or physical effort in order to attain a previously set a goal or goals”

(Williams and Burden, 1997:120).

According to Steers and Porter (1991:6), motivation can be characterized as follows “(1) needs or expectations, (2) behavior, (3) goals, and (4) some form of feedback”. It should be kept in mind that “motives cannot be seen but inferred from observed behavior” (Steers and Porter, 1991:7). In fact, it can be really difficult to infer motives from behavior because of being subjective. For example, “any single act may express several motives or similar motives may be expressed in different behavior”.

Goals or personal standards are the basic elements in motivation. It is ruled by three kinds of self-influences: (1) self-satisfying and self-dissatisfying reactions to one’s performance, (2) perceived self-efficacy for goal attainment, (3) readjustment of personal goals depending on one’s progress (Bandura, 1995: 8).

The complexity of the term “motivation” is centered on some specific theories.

Expectancy-value theory is one of the most influential ones in motivational psychology beginning with Atkinson’s classic achievement motivation. Wong and Csikszentmihalyi (1991:541) define achievement motivation as

“an individual characteristic reflecting the tendency to strive to do something difficult as well and as quickly as possible; the capacity to experience pride in successes and shame in failures; and the willingness to work hard to attain excellence”.

Thus, people are different from each other in terms of their needs to achieve or to be successful (Williams and Burden, 1997:113).

The main concept in this theory is “not what motivates but rather what directs and shapes inherent motivation”. Also, “the individual’s *expectancy of success* in a given task” and “the value the individual attaches to success on that task” (Dörnyei, 2001a:20) are the two elements for motivation.

More even than that, *self-determination theory* is found in the mainstream of motivational psychology. The well-known distinction between intrinsic and extrinsic motivation is explored in this theory. This theory will be discussed in 2.3. Source of Motivation part in a detailed way.

The notion “need” which general human motivation relies on is replaced by the specific concept “goal”. There are two kinds of goal theories: *goal-setting theory* and *goal-orientation theory*. The first one emphasizes that any human actions have purposes. In order to start the action, goals should be pointed out. The second one is especially for student’s learning and performance in school life. Mastery orientation and performance orientation are in the second group. Mastery orientation asserts that

effort leads to success, one's own growth, whereas performance orientation calls learning just a way to reach a goal.

In social psychology part, there are two theories called "*the theory of reasoned action*" and "*the theory of planned behavior*" (Dörnyei, 2001a:29). While the former one deals with "a person's intention to perform the particular behavior", the latter one refers to "the perceived ease or difficulty of performing the behavior".

It is thought that the complex of motives is directly related to individual's social environment as *social motivation*. Weiner (1994:557) asserts that "psychological presence of another and reactions to that person or group" are necessary in terms of social motivation. On the other hand, *personal motivation* is considered in the absence of significant others (Dörnyei, 2001a:30, 2001b:45). The effect of "self-confidence" and "self-efficacy" on someone's success is an example for personal motivation.

When all the things above are considered, that the starting point for motivation is "the concept of human needs" (Steers and Porter, 1991:29) can clearly be seen.

2.2. Teacher Motivation

Richard Ingersoll, a University of Georgia sociologist, defines teaching as "an occupation with a very high turnover rate and the graying workforce is only a piece of the puzzle" (Lawrence, 1999:13).

In the light of this definition, it is not wrong to say that teachers are the cornerstone of the problems of education and their solutions. It is a challenge for education researchers and administrators to boost teacher motivation to high levels of performance.

Johnson (1986:55) states that there are three theories of motivation and productivity that teacher motivation is based on.

- *Expectancy theory*: It is probable for a person to struggle for work if there is an expected reward such a bonus or a promotion that is worth working.

- *Equity theory*: Unfair treatment for their efforts and achievements makes individuals displeased.

- *Job enrichment theory*. The more varied and challenging their work is the more productive employees become.

While merit pay and career ladders are dealt with in the first two theories, the third one studies distinguished staffing and “reform-oriented staff development” (NAEN, 1999).

There is a tight relation between performance-based pay and a career ladder to be climbed to take higher pay and higher status. Also, merit pay is known as “a compensation system” where employees are paid in terms of their performance. However, in educational practice, merit pay indicates a bonus plan that “supplements that standard pay scale and rewards teachers for special services, a multitrack pay scale that provides rapid salary advancement for outstanding teachers, or a bonus plan for accomplishment such as improving test scores, participating in extracurricular activities, or conducting in-service training” (Johnson, 1986:61).

According to Hawley (1985:58), in order to increase teacher competence career ladder plans should be done. There are some principles to be designed for career ladder plans.

- For high performance, economic rewards are important.
- In order to keep higher levels of pay and status, teachers carry on showing high performance.

- There should not be any competitive rewards which can discourage peer interaction and social approval, important to effective teaching.
- Fair and predictable assessment measures should be used.

“The need to avoid pain and the need for psychological growth” are two basic elements found in job enrichment theory (Silver, 1982:551). It is said that motivation factors should be intrinsic which present tasks that are more enjoyable, interesting and psychologically rewarding. Achievement, recognition, work, responsibility, advancement and possibility of growth take place in that group. On the other hand, other factors are extrinsic in terms of the context or setting where the work is performed. Organizational policy and administration, technical supervision, salary, working conditions, status, job security, effects on personal life, and interpersonal relations with superiors, peers and subordinates are in that group.

It should be kept in mind that pay does not tolerate the unsatisfactory aspects of teachers' jobs. Sylvia and Hutchison (1985), in their research, examine the motivation of public school teachers in terms of teacher perceptions of pay equity in relation to other elements including work autonomy, intrinsic work factors. The conclusion of this study shows that although teachers are dissatisfied with pay, it is not the main element in any factor. It is found out that freedom to try new ideas, achievement of appropriate responsibility levels and intrinsic work factors have a great impact on teacher motivation.

In another research, Frase (1989) studies the comparison of the changes in teachers' job-enrichment opportunities and recognition, internal motivator, after having one of the rewards including travel to professional training conferences or cash. Elementary and junior high school teachers are the participants in this study. The number of teachers who prefer professional travel is more than those who choose cash. The former ones say that “there is a great increase in the number of opportunities to encounter new experience in terms of job-enrichment in the form of conducting workshops for teachers and redesigning curricula. These opportunities

are known as intrinsic motivators. So, the research indicates that intrinsic rewards are more powerful than external ones.

In order to identify motivation and organizational incentives for high vitality teachers, Sederberg and Clark (1990) conduct a study. They (1990:6) define vitality as “an essential, intangible, positive quality of individuals that is synonymous with purposeful production, dedication to beliefs that produce action and sustained commitment”. The teachers of the year who are still working in the same school are selected to have an interview. There are seven sections in an interview guide including career choice, preparation, initial employment, work satisfaction, productivity/success, morale and future plans. The result of the study shows that high vitality teachers do not think to be rich in teaching also they disagree about reward scheme which gives higher salaries to a few at the expense of others, showing teaching as a more financially rewarding occupation. Dedication and missionary zeal imply are the key elements for high vitality teachers in terms of motivation.

Lee and et al. (1991) discuss if there is a relationship between social organization of schools and teachers' efficacy and satisfaction. Catholic and public high schools teachers participated in this research. To some extent, low pay demoralizes (Hawley, 1985:57) but there is no explanation about this aspect in this study. Although, two different kinds of schools are mentioned here, both of them have the same idea that the absence of academic organization is an important element in efficacy and satisfaction of teachers.

In Elawar and Nevin's research (2003), the role of motivation in the development of teacher identity is studied. A questionnaire is administered to 98 subjects who are qualified for entrance into the pre-professional or graduate teacher preparation programs. The authors believe that goal orientation theory has a great impact on teacher's role as an organizer of students' learning. Also, they add that two motivational perspectives which are cognitive and humanistic view. While the former one emphasizes “teachers' thoughts guide their motivation to achieve success in the classroom”, the latter one supports personal growth, fulfillment and self-

determination (Elawar and Nevin, 2003:48). The following findings are obtained from this research: (1) the humanistic and socio-cultural frameworks help participants to be a role model, to develop self-confidence and to become intrinsically motivated, (2) in spite of pressure put by factors outside their control such as politics, socio-economic status of schools where they teach, public perception and low teacher salaries, they are still making a big commitment to teaching.

The findings of all these studies show that payment does not have an important role on teaching. Mostly, intrinsic motivation takes place in job satisfaction of teachers. However, as a counter attack, Bishay (1996), in his research, studies levels of job satisfaction and motivation. A survey is conducted in this research. Although he finds out that job satisfaction and motivation is related with responsibility levels, age, years of teaching experience and activity, he concludes from responses that greater satisfaction with salary is in the first place followed by higher levels of self-esteem and higher levels of respect for the teaching profession and decreased levels of stress.

According to Dörnyei (2001a:157), there are four motivational aspects in terms of teacher motivation: a) Intrinsic component, b) Contextual factors, c) Temporal dimension, d) Negative influences.

a) Intrinsic Component

There is a high correlation between intrinsic motivation and teaching. Internal desire to educate people, to give knowledge and value is always in teaching as a vocational goal. Fulfillment of teaching is provided with intrinsic rewards. "Performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity" is the definition of intrinsic motivation (Dörnyei, 2001b:47). With the help of this definition, intrinsic reward is divided into most satisfying views of teaching as a profession: a) the educational process itself, and, b) the subject matter. The previous

one is about teacher's performance affected by working with students and perceiving the changes in the students' performance and behavior. The latter one is related to studying a valued field and new information in it so it leads to increase one's own level of professional skills and knowledge. Such intrinsic rewards make teachers forgo high salaries and social recognition.

Professional effectiveness comes from being aware of one's strengths and limitations (Kottler and Zehn, 2000:3). Not only being in an autonomous manner, which means that the worker is given control of what, how and when the work is done, but also "competence" replaced by "efficacy" are crucial aspects in intrinsic dimension of teacher motivation. Wheatley (2000:14) states that "teacher efficacy refers to teachers' beliefs about their ability to influence student outcomes". It has also been defined as "teachers' general beliefs about the possibility of producing student learning in the face of multiple obstacles such as unsupportive home environment" (Dörnyei, 2001a:169). Looking for and dealing with challenges are the result of the need for efficacy (Steers and Porter, 1991:45).

Bandura (1995:2) defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations". Efficacy beliefs take the bulkiest part in the self-regulation of motivation. Efficacy beliefs have some contributions to teacher motivation. They decide the goals which teachers establish for themselves: how much effort they need, how long they continue trying to do in spite of difficulties and their ability to feel better quickly after failures. When a teacher has a strong belief in his capabilities, he can use greater effort to rescue from a failure. "Strong perseverance contributes to performance accomplishments" (Bandura, 1995:8).

b) Contextual Factors

Environment plays a key role in job motivation, in other words, it is not the worker but work itself which has a great influence on persistence and performance.

Extrinsic influences on work motivation are thought to be a real domain. While its presence results in dissatisfaction, its absence does not make any sense in the increase of job satisfaction. These contextual influences are the negative side of the positive part, intrinsic domain, of work motivation. There are two types of contextual influences on teacher motivation, called macro-contextual and micro-contextual influences. Macro-contextual motives are related to teaching as the job itself should fulfill the chief societal duties such as bringing up and educating the next generation of people. Thus, every level of society as an external influence deals with teaching. However, micro dimension is featured with the organizational climate of the particular institution where teachers work, the class, and the traits of teaching environment, students. Some school effects which are affected by the following factors:

- “-the school’s general climate and the existing school norms;
- the class sizes, the school resources and facilities;
- the standard activity structure within the institution;
- collegial relations;
- the definition of the teacher’s role by colleagues and authorities;
- general expectations regarding student potential;
- the school’s reward contingencies and feedback system;
- the school’s leadership and decision-making structure”

(Dörnyei, 2001a:161)

c) Temporal Dimension

Teacher motivation is not only about the motivation to teach but also about the motivation to be a teacher as a lifelong career. A career view emphasizes the temporal dimension of motivation in terms of a vocational situation. The steps on a career path, known as the “contingent path structure” (Dörnyei, 2001a:162) activate long-term success in a challenging manner as intrinsic pleasure of being involved in one’s profession and different extrinsic rewards which career advancement causes are important.

Dörnyei (2001a:164) cites Pennington (1995) on possible advancement contingency paths as follows:

- the increased kinds of courses taught,
- helping to develop curriculum
- monitoring role with new discipline
- being responsible for developing new courses / programs
- making conference presentations / preparing professional publications
- managing teacher-training workshops

d) Negative Influences

Dörnyei (2001a:165) defines teaching as a profession whose energy is supplied from intrinsic motives and that there are some damaging elements which weaken and destroy the intrinsic character of teacher motivation. Apart from economic matters such as low salaries, which should be out of this circle because they change from country to country, there are general de-motivating factors accountable for the detrimental process.

“*Burnout* is a professional hazard” (Kottler and Zehn, 2000:98). Teaching is known as one of the most stressful professions. There are three reasons why teachers burn out. *Emotional exhaustion* is the first element. It is the result of emotional and physical overextension. Trying to do too many things in a short time, in other words, amount of work that has to be done within a time limit can cause emotional exhaustion. The next factor is *depersonalization*, which means being cynical, frustrated and critical when teachers have negative attitudes towards their colleagues. *The lack of personal accomplishment* is the third one. Feeling discouraged and disillusioned are the signs of burned-out teachers as they are dissatisfied with their own needs for challenges, recognition and appreciation. There is no full satisfaction in their job. Humphreys (1996:8) says that burnout is the reason of personal vulnerability and occupational stress. He adds that there is a close relationship between demands and control. While demands are high and control is low high-

stress job occurs. In contrast to this, a low-stress job occurs when demands are low and control is high. The role demands on teachers have been increasing day by day and also control and discipline matters are the major issues in many schools.

Lack of intellectual challenge is another de-motivating factor. Without discovering and acquiring new knowledge, skills and abilities, many teachers teach the same subject so they can “lose spark” (Dörnyei, 2001a:169). The prescribed requirements and fixed, imposed course content do not let teachers have leeway to create “variations” and “intellectual detours”.

Restricted autonomy is believed to be one of the negative influences on teacher motivation. Nationwide standardized tests, national curricula, and general mistrust reflected by the increasing administration demands are in this group. Growing centralized control will be an obstacle for teacher autonomy.

The harsh reality of everyday classroom life hit young and inexperienced teachers. Not identifying their level of self-esteem, in other words, *insufficient self-efficacy* will make them be at a loss when something goes wrong in the class. “Awareness” (Humphreys, 1996:31) is insufficient. Teacher-training programs are supposed to give practical skills such as any awareness about how to manage groups including group dynamics and effective leadership strategies. If the training program lacks of one of them, there will not be any chance for new teachers to be aware of these elements (Dörnyei, 2001a:168).

Friedman and Ferber (1992) discuss the relationship of teacher burnout to the various ways that teachers view themselves professionally and to the ways in which they sense others within the educational system. The result of the questionnaire administered to 641 teachers shows that some teachers who are happy with their work are least likely to feel stressful. Others who think that they are making differences in the lives of students can tolerate a great deal of stress and avoid burnout. They state that effort which is used to fight with burnout through “the alleviation of stress, the promotion of social support networks,” or large salary

increases as a reward are not totally successful in preventing burnout or early retirements in this field. However, reducing classroom size, allowing teachers to choose their own texts and designing their own curricula, providing additional services for students with learning difficulties, facilitating parent-teacher collaboration are the reform efforts, related to the goals of increasing the possibility of class success. These efforts make a difference to teachers in terms of combating burnout.

Freeman and Freeman (1994, cited in Connie, 2000:4) claim that “exposure to new ideas, the availability of materials and equipment, the quality of colleagues and supervisors and the type of students they have” are the main elements which have a great impact on teacher motivation.

Crookes (1997:68) has found that there are some basic areas in the motivation or demotivation of professional ESL/EFL teachers. One of the areas as indicative of the deskilling of the job is that a curriculum planning is not done by teachers, although it is in teacher preparation programs. On the contrary, the curriculum and choice of course-books are mandated by authorities, outside the institution, regarding the need to prepare students for standardized tests. So teachers have almost no control over the curriculum and other aspects of school structure.

The next issue is the administrative top-down decision. Davis and Wilson (2000:349) state that teacher empowerment modifies the role and involvement of teachers in planning and decision related with school goals and policies. Teachers are believed to be greater in job satisfaction when they take part in decision making more. Crookes (1997:69) asserts that some teachers feel forgotten and taken advantages of by their supervisors also consider not being given feedback on their job performance when they are not involved in decision making. On the other hand, Davis and Wilson (2000:349) criticize that when teachers take part in critical decisions more including the direction of the school and also have more autonomy and input, their communication will be more complex. Thus, it leads to demotivation

and job stress. In that situation, empowerment efforts related with shared power can have a negative effect on the lives of teachers.

As is seen, a balanced empowerment can create a positive atmosphere in a workplace. Leadership takes the bulkiest part in creating an empowering environment. "By encouraging and establishing positive, collaborative relationships and by facilitating decision making that enhances both personal and organizational growth" (Davis and Wilson, 2000:349), a leader can develop intrinsic empowerment. A good leader or administrator should create an open ambience where the information is easily accessible among teachers. Moreover, an evaluation process that is clear should be implemented. This can become a shared commitment to organizational goals and motivate employees because teachers have pride in their success. Feeling that administrators provide teachers choices, they can complete their work with success.

According to Rowntree (1999:49), there can be some problems encountered by teachers towards new teaching methods. Teachers may unwelcome a new teaching method. Due to personal reasons, there may be some doubts about the innovation. For example, teachers might be afraid of not being able to deal with new ideas or learn new ways. Fear for loss of status, security, money, time or influence lead to unwelcoming ideas for new methods. So, these negative influences cause decline in teacher motivation. While staff, in our case, teachers, are trying to change their working methods and develop new concepts of teaching and learning with the help of new skills and values, senior management, both at institutional and departmental level, should support and encourage staff.

Sutton and Wheatley (2003:338) inform that intrinsic motivation, attributions, efficacy beliefs and goals can be affected by emotions. Teachers' intrinsic motivation is decreased by negative emotions. That is, teachers are less intrinsically motivated when ineffective administration, disruptive students, difficult parents make them angry. Moreover, teachers become less intrinsically motivated as their students' life conditions affect them. "Emotions are at the heart of teaching" (Hargreaves,

1998:835). Good teaching is related to positive emotion. Knowing the subject, being efficient, having the necessary competencies and learning all the right techniques are not enough for teachers. Teachers are emotional and passionate beings who desire to deal with their students and classes with pleasure, creativity, challenge and joy.

Hargreaves (1998:850) states that the following suggestions are important for positive emotions:

1. the centrality of the emotions to the processes and outcomes of teaching, learning and caring in schools must be honored and acknowledged by the discourse of educational reform.

2. educational policy statements should present more authentic pride in what many school and teachers have accomplished and are still accomplishing.

3. individuals should admit both pride and shame in their past.

4. government and other reformers should work together for the sake of the emotional dimensions of teaching and learning into learning standards or curriculum targets for students and into professional standards or competencies for teachers and administrators regarding the content of educational reform.

5. better emotional understanding between policy-makers and teachers is necessary.

6. reformers, administrators and teachers should know that checklists, targets, meetings and paperwork do not take teachers' time to care for students.

Positive emotions such as relief and relaxation lead to immediate motivation. Also, it is known as reinforcement to strengthen motivation for the next job life of teachers. Anger, anxiety and shame are supposed to reduce intrinsic motivation due to the fact that negative emotions are incompatible with enjoyment of teaching as

implied by intrinsic motivation. Thus emotions can trigger, sustain and reduce motivation (Pekrun and et. al, 2002:97).

As all the things are considered, “flow” should be at peak moments in order to have highly motivated teachers. Csikszentmihalyi (cited in Tardy and Synder, 2004:118) defines flow as “a mental state resulting from peak experiences in which the level of challenge is high, but manageable given a person’s skills”. Flow occurs as a person encounters a task with clear targets which need appropriate answers and when immediate feedback on the success in meeting goals is given.

In his research, Brunetti (2001) has found that students are the prime motivators. Satisfaction at seeing young people grow is a crucial factor in teacher motivation. Also, seeing the personal growth of the students is the most rewarding experience. The moment that teachers take the most satisfaction is when they see the success of students who are doomed to failure. Joy in teaching the subject matter is another important motivator. That is, passion for subject activates teaching and motivates teachers. His findings show that not only autonomy, freedom and flexibility in the classroom, but also collegiality, working with fellow teachers, is a strong element of teacher satisfaction. However, practical motivators including job security, salary, benefits, and vacations are found in the lowest part of motivation.

There is a tight correlation between students’ motivation and teacher’s self determined motivation (Pelletier and et. al, 2002:194). It is stated that this relation is not directly related but is mediated by teachers’ motivation. The more positive student engagement or students’ intrinsic motivation is, the more teacher engagement towards their work occurs. In contrast to this, students’ lack of motivation makes teachers feel incompetent. So, teachers may become reluctant to spend time with them and less intrinsically motivated.

In her study, Atkinson (2000) has found that there is a considerable difference between the motivated teacher and demotivated teacher’s attitude towards their students. The motivated teacher is interested in his students’ work, his teaching in

general and the school where he works also he is pleased with his students' performance. On the other hand, the demotivated teacher sees his students' ability, progress and outcomes in a negative side and also he believes that his students are not competent in carrying out the task given by their teachers.

There are three types of pressure that affect teachers' self-determined motivation (Pelletier and et. al, 2002:193).

- Being responsible for students' behavior and students performing up to standards.
- Being forced to follow colleagues' teaching methods or involvement in school activities.
- Having limited freedom in determining the course's curriculum or following a certain curriculum decided by the school's administration.

Tschannen-Moran and Hoy (2001:783) state that the correlation between teacher's sense of efficacy and student achievement is high. Efficacy is believed to have a great impact on the effect required in teaching and on the goals established. Moreover, a strong sense of efficacy leads teachers to reveal greater levels of planning and organization. More open to new ideas and more eager to experiment with new methods to fulfill the needs of their students are concerned with teacher efficacy.

The following needs found in teacher development programs should be met - extra-personal, interpersonal, and intrapersonal (Tuohy, 1999:148). The more these needs are fulfilled, the more motivated teachers become. The first need is extra-personal development which deals with the technical aspects of knowledge of subject matter and pedagogical skills. This kind of development can be provided with in-service courses that includes updating the teacher's knowledge of course content, increasing their repertoire of practical pedagogical skills, the psychology of learning,

new methods of assessment. The next one is interpersonal development. It studies the teacher's skills of communication, understanding, empathy and forming objective and fair judgments about students. In-service courses dealing with classroom management techniques, mentoring and teamwork can meet the needs of this domain. The last development is intrapersonal one which refers to teacher's sense of personal mission, their ability to invest their personal satisfaction in the growth of students and have definite role models to guide their work. In-service courses which focus on stress management and time management are known to be in that area. So, these items make teachers motivated in their job easily.

Language learning is thought to be at its best when it is taught by teachers not by the syllabus. Also, learners are successful when teachers deal with students not just the subject, itself, when the lesson is about 'here and now' not an artificial world. It can be rewarding for teachers. Therefore, a better learning situation occurs with a happier teacher (Cormon, 1986:278).

Spear and et al. (2000) emphasize that teachers' morale depends on the quality of life in the school. Some external factors to the process of teaching have an impact on the morale of the profession. Increased pay, good conditions and less pressure are examples for these external factors that have a positive effect.

Evans (1997:832) defines morale as "a state of mind determined by the individual's anticipation of the extent of satisfaction of those needs which s/he perceives as significantly affecting her/his total work situation". In the light of this definition, high morale of a teacher can be found in a situation where the achievement of a high level of satisfaction occurs. While satisfaction is regarded as "present-oriented", morale is future-oriented.

Kelley and et al. (2002) study the place of school-based performance in teacher motivation. The aim of this program is to provide teachers and other school staff with pay bonuses for the success of specific school wide educational goals. This program is criticized as it can narrow the curriculum, warp teaching practice, and

reduce teachers' ability to access student performance levels. Also, the design of performance pay programs can give harm to teacher morale. The research done in different schools shows that teacher learning outcomes and the goal attainment outcomes including bonus are high. In relation to this, the bonus is one of many outcomes appreciated by teachers. On the other hand, the sanction and stress outcomes are low. Bonus can be thought as coping behavior for the sanction and stress. Coping behavior is thought to be "a series of transactions between an individual who has a certain set of resources, values and commitments with a particular environment with its own demand and constraints" (Parkinson and Colman, 1995:91).

When teachers are motivated, they are eager to apply an educational innovation with great enthusiasm. However, applying the innovation depends on the availability of materials, class size and time requirements. Abrami and et al. (2004:203) emphasize that value, expectancy and cost items are important for teachers to decide to implement an educational innovation. Value items are related with outcomes which are worthwhile, including consistency in teaching philosophy, career advancement also increased achievement, improved attitudes for students. Expectancy items include internal attributions, for example; teacher self-efficacy and skill. The physical and psychological demands are found in cost items – class and preparation time, effort and specialized materials, that is. When all are completed, highly motivated teachers are willing to implement an educational innovation.

Wheatley (2000:19) believes that the teachers choosing reformed teaching can be aware of their self-efficacy less than the teachers who are dealing with traditional ways. In other words, traditional teaching uses the well-known techniques mastered constantly but in reformed teaching, teachers should create a new performance in a different manner. So, the past achievement is important for maintaining one's sense of efficacy.

2.3. Sources of Motivation

“Locus of control is one major construct of motivation” (Czubaj, 1996:372). Internal and external are the two types of locus of control. While the internal locus of control is defined as “a state of belief that one’s behavior determines the events of one’s life”, external locus of control is regarded as “a state where one feels the events are beyond one’s control”. These issues are concerned with *self-determination theory*. Self-determination theory highlights the three psychological needs - competence, autonomy and relatedness which are universal. Satisfaction of these needs produces positive outcomes (Deci and et al., 2001: 932). Environmental factors that impede and weaken self-motivation, social functioning and personal well-being are studied in self-determination theory (Ryan and Deci, 2000b:69).

2.3.1. Extrinsic Motivation

“Tangible benefits” (Latham, 1998:82) related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards. Wage increase or insufficient salary increase are in salary category involving all sequences of events where compensation takes place. Tenure and company stability are handled in job security. In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards (Herzberg and et al., 1993:49).

Latham (1998:83) points out that “sociologically extrinsic” elements play a role in disparity in job satisfaction. The research shows that the public school teachers have a small average class size and a much higher average salary when compared to the Catholic school teachers. However, public school teachers do not feel efficacious and satisfied despite the good condition.

Ryan and Deci (2000b:71) define that extrinsic motivation is concerned with the performance of an activity to succeed in getting separable outcomes, which contrasts sharply with intrinsic motivation.

Extrinsic motivation has four types:

1. Externally regulated: This refers to least autonomous behaviors. Meeting an external demand or reward contingency is in that group. Externally regulated behavior is regarded as controlled and alienated by the individuals who are experienced.

2. Introjected regulation: It is a controlled form of regulation where behaviors are carried out in order to keep away from guilt or anxiety or succeed in getting ego enhancements such as pride. External regulation (interpersonally controlled) and introjected regulation (intrapersonally controlled) are thought together to form a combination of controlled motivation.

3. Regulation through identification: It is a more autonomous or self-determined form of extrinsic motivation. A conscious valuing of a behavioral regulation is in this field. That the action is accepted is personally important.

4. Integrated regulation: The last one is the most autonomous one. It can be defined as one's evaluating and reaching an agreement with their other values and needs.

Although all four can share more or less some qualities with intrinsic motivation, actions done in extrinsic motivation are to achieve separable outcomes rather than for inherent enjoyment as in intrinsic motivation. Activities which are done for reward or recognition are called extrinsically motivated behaviors (Boggiano and Pittman, 1992:3).

Because of being prompted, modeled or valued by others to whom they want to feel related, extrinsically motivated behaviors are not pleasing. In the light of this explanation, it is so clear that relatedness takes part in this issue which includes the need to feel belongingness and connectedness with others. In order to internalize extrinsically motivated activities, a function of perceived competence should be carried out. People are more likely to feel efficacious with respect to those activities that are valued by relevant social groups (Ryan and Deci, 2000b:71).

2.3.2. Intrinsic Motivation

Ellis (1984:1) defines intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. Latham (1998:83) emphasizes that intrinsic rewards take an important role in teachers' life. Seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his students. The activities that satisfy curiosity or lead to enhance the effectiveness are regarded as intrinsically motivated behaviors (Boggiano and Pittman, 1992:3).

Competence and autonomy are the important issues on intrinsic motivation. Social-contextual events such as feedback, communications, rewards which cause feelings of competence foster intrinsic motivation (Ryan and Deci, 2000b:70). While positive performance feedback increases intrinsic motivation, negative performance feedback decreases it. The feeling of competence is not effective to strengthen intrinsic motivation without a sense of autonomy, in other terms, an internal perceived locus of causality. Also, intrinsic motivation is decreased not only by tangible rewards but also threats, deadlines, directives, pressured evaluations and imposed goals known as external perceived locus of causality. However, choice, acknowledgement of feeling and opportunities for self-direction, which allow people a greater feeling of autonomy, nurture intrinsic motivation.

Intrinsic motivation is likely to be increased by a sense of relatedness. Raffini (1996:8) defines relatedness as “the degree of emotional security” that teachers feel. A sense of belonging and acceptance is developed by conforming to the social and academic expectations of their colleagues and administrator. A secure relational base is thought to be an important issue for intrinsic motivation. Inherent satisfaction of an activity refers to intrinsic motivation (Ryan and Deci, 2000b:71).

Czubaj (1996:372) states that the teachers with an internal locus of control are under less stress and more successful in teaching. Therefore, the students of these teachers feel less school related stress and take higher scores in their assessments. It is clear that teacher efficacy affects students directly. There is a tight correlation between teacher efficacy and students performance. “Good enough motivator” (Dörnyei, 2001c:135) is such a concept that a desired outcome by students can occur with the help of this certain teacher function. However, a teacher who lacks motivation cannot be a successful motivator.

CHAPTER III

METHODOLOGY AND DATA COLLECTION

3.0. Introduction

This chapter examines the data collection device, the pilot study, the settings, the participants and the objectives of the main study. In 3.1, the data collection device of the study will be introduced. Section 3.2 is designed to explain the piloting of the questionnaire. In 3.3, the administration of the questionnaire is explained.

3.1. The Data Collection Device in the Study

A questionnaire is used as a data collection device in this study. "Questionnaires are printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously" (Seliger and Shohamy, 2000:172). The questionnaire in the present study is composed of 'The Importance Level of Satisfaction in Career in terms of job, administration, physical condition, colleague and payment' and 'Satisfaction in Current Profession in terms of job, administration, physical condition, colleague and payment' (See Appendix 1). Brunetti (2001:50) examines the sub-headings in the questionnaire in three broad areas: 'Professional satisfaction' including satisfaction in teaching, in seeing students' success, the job, itself; 'Social Factors' which is composed of the relationship with colleagues, administration; 'Practical Factors' which include job security, salary and resources used in education.

The questionnaire used in this study has some statements taken or adapted from the articles by Gerald J. Brunetti, 2001, Wayne K. Hoy and Anita E. Woolfolk, 1993, and Fred M. Newmann and et al., 1989. Other statements in the questionnaire

have been developed by the researcher. Each part of the questionnaire has been designed to elicit teacher's responses through 5-point Likert scales. The questionnaire has two purposes: (1) to identify the importance level of satisfaction in teachers' career, (2) to provide information about teachers' satisfaction in current profession.

3.2. Piloting the Questionnaire

Before administering the questionnaire to the actual subjects at Hacettepe University, the pilot administration has been done to find out possible problems that can occur and whether the questionnaire is reliable or not. "The purity and consistency of a measure" is tested via a pilot study (Oppenheim, 2000:144).

The pilot study has been carried out in the Research and Application Center for Instruction of Foreign Languages at Gazi University. The Participants are 60 instructors who work at the Research and Application Center for Instruction of Foreign Languages at Gazi University.

In order to reach face validity, whether the statements are clear and understandable, the questionnaire has been examined by a professor at English Language Teaching Department and a lecturer at the Department of Measurement and Evaluation. Then, the questionnaire has been administered to 60 instructors at Gazi University. After the data collection, to run the reliability analysis, the data from the questionnaires have been analyzed with the SPSS package program. The analysis indicated the alpha of reliability is .87 for this questionnaire in the pilot study so it can be said that the questionnaire has reliability (Oppenheim, 2000:159), (See Appendix 2).

3.3. Administration of the Questionnaire

The target of the main questionnaire is the School of Foreign Languages, Department of Basic English at Hacettepe University during the spring term of the 2004-2005 academic years. There are 100 instructors, including level responsible staff, level responsible staff in curriculum unit, testing officers, coordinators and teaching staff. The questionnaire has been administered to all instructors in the school.



CHAPTER IV

DATA COLLECTION AND ANALYSIS

4.0. Introduction

Chapter four aims to analyze and evaluate the results of the questionnaire collected as data from the instructors: demographic features of the participants, the frequency analysis of 'The Importance Level of Satisfaction in Career', the central tendencies of 'Satisfaction in Current Profession', the analysis according to the factors: gender, teaching experience, hours taught will be examined.

4.1. Data Analysis

The analysis and interpretation of the questionnaire are done in this section. Some parts of the questionnaire are analyzed with the help of *descriptive* statistics, providing *how often* certain phenomena happen, how *different* and *varied* certain groups are related with certain phenomena and the *relationship* among various variables (Seliger and Shohamy, 2000:211).

Frequency analysis, one type of descriptive statistics, which is used to show *how often* a phenomenon occurs and done by counting the number of occurrences, will be used for the first and the second part of the questionnaire. *Central tendency measures*, another part of descriptive statistics giving information about the average and the typical behavior of subjects concerning a specific phenomenon, will be used for the third part (Seliger and Shohamy, 2000:215).

When the means of two groups, female and male, are compared, the *t-test* will be used for the second and the third part of the questionnaire. *One way analysis of*

variance, used to compare more than two groups: years of teaching experience and the hours taught, will be used for the second and the third part of the questionnaire.

4.1.1. Demographic Features of the Participants

Table 1: Gender

	Frequency	Percent
Female	92	92,0
Male	8	8,0
Total	100	100,0

All of the 100 hundred (100%) instructors have participated in the survey. 92% of the subjects are female; 8% of them are male.

Table 2: Years of Experience at Hacettepe University

	Frequency	Percent
1-5 years	21	21,0
6-10 years	31	31,0
11-15 years	22	22,0
More than 16 years	26	26,0
Total	100	100,0

Their teaching experience at Hacettepe University ranges from 1 to more than 16 years. 21% have 1-5 years of experience, 31% have 6-10 years of experience, 22% have 11-15 years of experience and the remains, 26%, have more than 16 years of experience.

Table 3: Years of Teaching Experience

	Frequency	Percent
1-5 years	8	8,0
6-10 years	19	19,0
11-15 years	29	29,0
More than 16 years	44	44,0
Total	100	100,0

Their teaching experience at teaching ranges from 1 to more than 16 years. 8% have 1-5 years of experience, 19% have 6-10 years of experience, 29% have 11-15 years of experience and the remains, 44%, have more than 16 years of experience.

Table 4: The hours you are teaching in the School of Foreign Languages in the 2004 – 2005 academic years.

	Frequency	Percent
None	20	20,0
12-15 hours	20	20,0
16-20 hours	51	51,0
More than 21 hours	9	9,0
Total	100	100,0

20% of instructors do not have classes because nearly all have administrative roles (See Table 5) 20% of them have 12-15 hours, 51% of the instructors have 16-20 hours, the remaining, and 9% of them have more than 21 hours in a week.

Table 5: The administrative roles you have in the 2004 – 2005 academic year

	Frequency	Percent
None	79	79,0
Level Responsible	4	4,0
Level Responsible in Curriculum Unit	5	5,0
Levrel Responsible in Testing Office	8	8,0
Coordinator	4	4,0
Total	100	100,0

79% of the instructors do not have administrative roles, 4% of them are responsible for levels. 5% of them work in the curriculum unit. 8% of them work for the testing office and the remains, 4% of them are the coordinators.

4.1.2. The Frequency Analysis of 'The Importance Level of Satisfaction in Career' Survey

'The Importance Level of Satisfaction in Career', the second part of the questionnaire, is composed of three sections: Professional Satisfaction, Social Factors, and Practical Factors. Frequency analysis is used to analyze each part. Social Factors are divided into two parts: administration and colleagues. Practical Factors has also two parts: physical condition and payment.

Part 2: I. Professional Satisfaction

Table 1: Satisfaction in being successful

	Frequency	Percent
Not Important	1	1,0
Somewhat Important	3	3,0
Important	22	22,0
Very Important	74	74,0
Total	100	100,0

More than half (74%) of the instructors state that satisfaction in being successful is very important. 22 of the instructors mention that it is important. While 3 of them think that this idea is somewhat important, only one of them marks it as not being important.

Table 2: Satisfaction at seeing your students learn and be successful

	Frequency	Percent
Important	12	12,0
Very Important	88	88,0
Total	100	100,0

Students' success is another professional satisfaction which is very important for 88% of the instructors and important for 12% of them in terms of professional satisfaction.

Table 3: Freedom and flexibility in the classroom

	Frequency	Percent
Somewhat Important	8	8,0
Important	38	38,0
Very Important	54	54,0
Total	100	100,0

While freedom and flexibility in the classroom is very important for 54 instructors and important for 38 instructors, 8 instructors mention that it is somewhat important.

Table 4: The opportunity to be creative

	Frequency	Percent
Of Little Importance	3	3,0
Somewhat Important	7	7,0
Important	45	45,0
Very Important	45	45,0
Total	100	100,0

The opportunity given to be creative in designing curriculum and lessons takes on great importance from 45 instructors and importance from 45 instructors, 7 of the instructors state it is somewhat important, just 3 of the instructors state it is of little importance in terms of professional satisfaction.

Table 5: Being responsible for developing programs

	Frequency	Percent
Not Important	6	6,0
Of Little Importance	12	12,0
Somewhat Important	23	23,0
Important	34	34,0
Very Important	25	25,0
Total	100	100,0

25 of the instructors attach great importance to being responsible for developing programs, 34 of them state it is important, 23 mention it is somewhat important, 12 instructors mark 'of little importance' and 6 do not think that this concept is important.

Table 6: Being involved in decision-making

	Frequency	Percent
Not Important	3	3,0
Of Little Importance	8	8,0
Somewhat Important	15	15,0
Important	33	33,0
Very Important	41	41,0
Total	100	100,0

It is very important for 41 instructors to be involved in decision-making. 33 say it is important. 15 state that this idea is somewhat important. Little importance is attached to this phenomenon by 8 instructors. Only 3 mention that being involved in decision-making is not important.

Table 7: Having regular meetings

	Frequency	Percent
Not Important	2	2,0
Of Little Importance	10	10,0
Somewhat Important	26	26,0
Important	42	42,0
Very Important	20	20,0
Total	100	100,0

Concerning the professional satisfaction, having regular meetings is very important for 20 instructors. 42 state it is important. For 26 instructors, this phenomenon is somewhat important. 10 give little importance to having regular meetings. Only 2 of them believe that it is not important.

Table 8: Making collective agreements to participate in a program

	Frequency	Percent
Not Important	2	2,0
Of Little Importance	7	7,0
Somewhat Important	27	27,0
Important	35	35,0
Very Important	29	29,0
Total	100	100,0

Making collective agreements to participate in a program such as in-service courses is very important for 29 of the instructors. 35 of them state it is important. 27 believe that this idea is somewhat important. This concept has little importance for 7 instructors. 2 of them mark that it is not important.

Table 9: Attending in-service courses

	Frequency	Percent
Not Important	10	10,0
Of Little Importance	6	6,0
Somewhat Important	24	24,0
Important	37	37,0
Very Important	23	23,0
Total	100	100,0

Attending in-service courses is considered very important for 23 instructors. 37 see this idea as important. This phenomenon is regarded as somewhat important for 24 of them. 6 instructors mark 'of little importance'. The remaining, 10, do not think it is important, given the professional satisfaction.

Table 10: Rotation in working hours

	Frequency	Percent
Not Important	7	7,0
Of Little Importance	17	17,0
Somewhat Important	34	34,0
Important	27	27,0
Very Important	15	15,0
Total	100	100,0

In professional satisfaction, rotation in working unit such as testing office, curriculum unit and etc. is very important for 15 of the instructors. 27 state that it is important. 34 of them believe that this idea is somewhat important. Little importance is given to this phenomenon by 17 instructors. Only 7 think that it is not important.

Table 11: Having a substitute teacher

	Frequency	Percent
Not Important	7	7,0
Of Little Importance	12	12,0
Somewhat Important	23	23,0
Important	29	29,0
Very Important	29	29,0
Total	100	100,0

It is clearly seen from the responses that 29 instructors believe having a substitute teacher is very important with respect to professional satisfaction. 29 of them state it is important. 23 mention it is somewhat important. Little importance is attached to this concept by 12 of the instructors. 7 of them mention that this idea is not important.

Table 12: Being able to determine one's own working hours

	Frequency	Percent
Not Important	1	1,0
Of Little Importance	2	2,0
Somewhat Important	16	16,0
Important	32	32,0
Very Important	49	49,0
Total	100	100,0

The idea of being able to determine one's own working hours is considered to be very important by 49 of the instructors. 32 state that it is important. There are 16 instructors who think that this concept is somewhat important. 2 of the instructors give little importance to this idea. There is only one instructor who believes this phenomenon is not important, given professional satisfaction.

Table 13: Making collective agreements to test an idea

	Frequency	Percent
Not Important	2	2,0
Of Little Importance	3	3,0
Somewhat Important	16	16,0
Important	48	48,0
Very Important	31	31,0
Total	100	100,0

It is very important for 31 of the instructors to make collective agreements to test an idea. Also, 48 of the instructors think that this idea is very important. 16 of them mention that it is somewhat important. 3 of the instructors attach little importance to this phenomenon. Only 2 of the instructors believe that it is not important.

Table 14: The work, itself, being challenging

	Frequency	Percent
Somewhat Important	15	15,0
Important	45	45,0
Very Important	40	40,0
Total	100	100,0

Almost all instructors think positively about the work, itself, being challenging in terms of professional satisfaction, 40 of them – very important; 45 of them – important, only 15 of them believe this idea is somewhat important.

Part 2: II. Social Factors

A) Administration

Table 15: A good administrator

	Frequency	Percent
Important	7	7,0
Very Important	93	93,0
Total	100	100,0

Nearly all (93%) of the instructors think that having a good, open, supportive administrative / coordinator is very important in terms of satisfaction in social factors. 7 of the instructors mention this idea is important.

Table 16: Praising instructors

	Frequency	Percent
Not Important	1	1,0
Of Little Importance	2	2,0
Somewhat Important	6	6,0
Important	32	32,0
Very Important	59	59,0
Total	100	100,0

In satisfaction of social factors, praising instructors is very important for 59 of the instructors. 32 state that it is important. This idea is considered somewhat important by 6 of them, 2 of them give little importance to this phenomenon and only 1 believes that being praised by the administration is not important.

Table 17: Positive feedback

	Frequency	Percent
Of Little Importance	1	1,0
Somewhat Important	2	2,0
Important	27	27,0
Very Important	70	70,0
Total	100	100,0

More than half of the instructors (70%) consider 'positive feedback' very important. 27 of the instructors mention this attitude towards themselves is important. While 2 of them state this concept is somewhat important, 1 of them attaches little importance to this concept with respect to satisfaction in social factors.

Table 18: Respectful to the personality

	Frequency	Percent
Important	13	13,0
Very Important	87	87,0
Total	100	100,0

Practically, all the instructors (87%) state that being respectful to the personality is very important, the rest (13%) mention it is important.

Table 19: Positive attitudes towards instructors

	Frequency	Percent
Of Little Importance	1	1,0
Important	9	9,0
Very Important	90	90,0
Total	100	100,0

90 of the instructors point out that positive attitudes towards instructors is very important, 9 of them state this concept is important, however, only 1 places little importance on this concept.

Table 20: Being sincere towards instructors

	Frequency	Percent
Somewhat Important	3	3,0
Important	7	7,0
Very Important	90	90,0
Total	100	100,0

Nearly all of the instructors (90%) state that being sincere towards instructors is very important. 7 of them regard this phenomenon as important. 3 of them mention that it is somewhat important.

B) Colleague

Table 21: Supportive

	Frequency	Percent
Somewhat Important	2	2,0
Important	26	26,0
Very Important	72	72,0
Total	100	100,0

A colleague, being supportive, is very important for 72 of the instructors in terms of satisfaction in social factors. 26 of them mention it is important. Only 2 of them mention this concept is somewhat important.

Table 22: Committed to teaching

	Frequency	Percent
Of Little Importance	1	1,0
Somewhat Important	4	4,0
Important	29	29,0
Very Important	66	66,0
Total	100	100,0

Having a colleague, committed to teaching, is very important for 66 of the instructors. 29 of them think that this idea is important. 4 of them state that it is somewhat important. Only 1 gives little importance, given satisfaction in social factors.

Table 23: Encouraging

	Frequency	Percent
Somewhat Important	5	5,0
Important	24	24,0
Very Important	71	71,0
Total	100	100,0

71 of the instructors mention having an encouraging colleague is very important. 24 of them believe it is important. The rest, 5, consider this phenomenon is somewhat important.

Part 2: III. Practical Factors

A) Physical Condition

Table 24: The class size

	Frequency	Percent
Not Important	1	1,0
Somewhat Important	4	4,0
Important	20	20,0
Very Important	75	75,0
Total	100	100,0

In terms of satisfaction in practical factors, 75 of the instructors state that ‘the class size’ is very important. This concept is considered important by 20 of the instructors. 4 of them mention it is important. Only 1 marks that it is not important.

Table 25: The condition of my school

	Frequency	Percent
Somewhat Important	1	1,0
Important	25	25,0
Very Important	74	74,0
Total	100	100,0

More than half (74%) of the instructors believe ‘the condition of the school’ very important. 1 of them considers this idea somewhat important, given satisfaction in practical factors.

Table 26: The physical environment of my classroom

	Frequency	Percent
Somewhat Important	9	9,0
Important	24	24,0
Very Important	67	67,0
Total	100	100,0

Considering the physical environment of the classroom, 67 of the instructors think it is very important. It is important for 24 of them. Only 3 believe that this concept is somewhat important.

Table 27: Easy access to resources and materials

	Frequency	Percent
Not Important	1	1,0
Somewhat Important	2	2,0
Important	18	18,0
Very Important	79	79,0
Total	100	100,0

79 of the instructors state that accessing to resources and materials easily is very important regarding satisfaction in practical factors. 18 of them mention it is important. While 3 of them believe this idea is somewhat important, only 1 of them states it is not important.

Table 28: Easy access to a free, private telephone

	Frequency	Percent
Not Important	5	5,0
Of Little Importance	6	6,0
Somewhat Important	15	15,0
Important	21	21,0
Very Important	53	53,0
Total	100	100,0

Accessing to a free, private telephone easily is very important for 53 of the instructors. 21 believe this concept is important. 15 of them mention it is somewhat important. 6 of them give little importance. The rest, 5, believe this phenomenon is not important in terms of satisfaction in practical factors.

B) Payment

Table 29: Job security

	Frequency	Percent
Somewhat Important	1	1,0
Important	12	12,0
Very Important	87	87,0
Total	100	100,0

Nearly for all (87) of the instructors 'job security' is very important. 12 of them state it is important. Only 1 of them mentions this idea is somewhat important.

Table 30: Financial rewards

	Frequency	Percent
Not Important	2	2,0
Of Little Importance	2	2,0
Somewhat Important	5	5,0
Important	13	13,0
Very Important	78	78,0
Total	100	100,0

Financial rewards are very important for 78 of the instructors in terms of satisfaction in practical factors. 13 of them think it is important. 5 of them state it is somewhat important. While 2 of them attach little importance to this idea, the rest, 2, state it is important.

Table 31: Retirement insurance

	Frequency	Percent
Important	8	8,0
Very Important	92	92,0
Total	100	100,0

Nearly all (92%) instructors believe it is very important to have retirement insurance. The rest, 8, state that it is important.

4.1.3. The Central Tendencies of 'Satisfaction in Current Profession' Survey

A cut point is specified to dichotomize the variables that are chosen. The observed mean is used as a cut point. Cases with value less than the cut point are categorized in one group and cases with values greater than or equal to the cut point are categorized in another group. As for means, the cut point was determined as 3 because the survey is a 5-point Likert scale. As cases with values less than the cut point need to be developed to increase motivation among instructors, cases with values greater than or equal to the cut point will not be examined.

Part 3: I. Professional Satisfaction

Table 1: Job

	N	Mean	Std. Deviation
Statement 1	100	4,0300	,8343
Statement 2	100	4,0100	1,0683
Statement 3	100	2,7300	1,0333
Statement 4	100	3,0000	1,0825
Statement 5	100	3,1900	1,2768
Statement 6	100	3,4000	1,3853
Statement 7	100	2,8300	1,2638
Statement 8	100	3,6200	1,0710
Statement 9	100	2,9000	1,2831
Statement 10	100	3,6500	1,1135
Statement 11	100	1,4900	,9045
Statement 12	100	2,6600	1,1910
Valid N (listwise)	100		

The statements in Table 1 measure satisfaction in job. The mean ($m = 2.7300$) of the third statement 'I need more training sessions' is lower than the cut point which was determined so it is clear that too many training sessions do not provide considerable benefits in order to have satisfaction in instructors' current job. On the contrary, it reduces motivation level. When they are voluntarily involved in these kinds of programs, clearly seen in the fifth statement ($m = 3.1900$) 'I would like to attend in-service programs voluntarily', they are motivated.

The seventh statement ‘I am asked to determine the content of in-service program’ whose mean is 2.8300 and the ninth statement ‘I am asked to be involved in decision-making’ whose mean is 2.9000 show that they are displeased with not being asked to be involved in determining the content of in-service programs and decision-making so this attitude in their current job makes them lose their motivation for their job. However, practically, the instructors strongly agree ($m = 3.6500$) with the tenth statement ‘I would like to be involved in decision-making’. It can be said that they are satisfied when they are asked to be one of the parts in decision so it generates the necessary motivation in their job.

The mean ($m = 1.4900$) of the eleventh statement ‘I would like to be a substitute teacher’ is lower than the cut point. It shows that the instructors do not feel the necessity to be a substitute teacher. Thus, lack of motivation occurs when they become a substitute teacher.

Another point which demotivates the instructors is being asked to find new materials and ideas for the curriculum unit, statement twelve whose mean is 2.6600 so it is clear that they do not feel the necessity of being asked to find new materials and ideas for the curriculum unit. When they are not asked to do so, they are satisfied which leads to increase the motivation.

Part 3: II. Social Factors

Table 2: Administration

	N	Mean	Std. Deviation
Statement 1	100	3,0000	1,3181
Statement 2	100	3,9200	,9606
Statement 3	100	3,7700	1,1358
Statement 4	100	3,6900	1,1608
Statement 5	100	3,4600	1,2096
Statement 6	100	2,7300	1,1879
Valid N (listwise)	100		

The statements in Table 2 are related to satisfaction in administration. The mean ($m = 2.7300$) of statement six 'The principal does a poor job of getting resources for this school' is lower than the cut point which was determined. While analyzing this statement, the reverse technique is used for the circled numbers: $5 \rightarrow 1$, $4 \rightarrow 2$, $3 \rightarrow 3$, $2 \rightarrow 4$, and $1 \rightarrow 5$ because the stem of the statement has a negative item, which can lead misunderstanding. So, it is clearly seen that when the principal does a poor job in terms of getting resources, the instructors, who do not access the resources that they want, lose their motivation in their job due to the inefficiency in the principal to get the necessary resources.

Table 3: Colleague

	N	Mean	Std. Deviation
Statement 1	100	3,6100	,8027
Statement 2	100	3,7900	,7148
Statement 3	100	3,9800	,7383
Statement 4	100	4,3700	,6301
Statement 5	100	3,9100	,8887
Valid N (listwise)	100		

The statements in Table 3 are related to satisfaction in colleague. When Table 3 is examined, it is seen that given the colleagues, the instructors are highly motivated.

Part 3: III. Practical Factors

Table 4: Physical Condition

	N	Mean	Std. Deviation
Statement 1	100	2,2300	1,2701
Statement 2	100	1,6500	1,0577
Statement 3	100	2,0400	1,2943
Statement 4	100	3,4300	1,0275
Statement 5	100	3,0600	,9829
Valid N (listwise)	100		

The statements in Table 4 measure satisfaction in physical condition. Statement one 'I have easy access to necessary equipment (including sufficient paper)' whose mean ($m = 2.2300$) is lower than the cut point which was determined. Not having easy access to necessary equipment makes the instructors have a low level of motivation.

The mean ($m = 1.6500$) of statement two 'I have easy access to a free, private telephone' is lower than the cut point. So, this situation is another practical factor which demotivates the instructors in terms of their career.

Not having easy access to a computer, statement three, 'I have easy access to a computer whose mean ($m = 2.0400$) is lower than the cut point, makes the instructors lose their motivation, regarding their career.

So, it can be said that deficiencies in technological devices create a poorly motivated group of instructors.

Table 5: Payment

	N	Mean	Std. Deviation
Statement 1	100	4,1500	,9468
Statement 2	100	1,8500	,9987
Statement 3	100	3,9000	1,0589
Valid N (listwise)	100		

The statements in Table 5 are related to satisfaction in payment. The mean ($m = 1.8500$) of statement two 'I am satisfied with my salary and other additional wages' is lower than the cut point which was determined so not being satisfied with their salary makes the instructors lose their motivation.

4.1.4. The Analysis According to the Factors: Gender, Teaching Experience, Hours Taught

In order to analyze, the observed significance level is used, often called the p value. 0.05 is determined as the p value in this research. In the tables, it is shown as 'Sig.'. For each analysis, there are two hypotheses: H_0 and H_1 , the reverse hypothesis. The basic for deciding is whether or not to reject the null hypothesis. If the observed significance level is small enough, usually less than 0.05, the null hypothesis is rejected.

Table 1: The analysis of 'Independent T-Test' according to gender with respect to total means of 'The Importance Level of Satisfaction in Career' survey

H_0 : There is no relationship between gender and the importance level of satisfaction in career.

H_1 : There is a relationship between gender and the importance level of satisfaction in career.

	GENDER	N	Mean	Std. Deviation
The Importance Level of Satisfaction in Job	Female	92	56,2065	7,2469
	Male	8	59,0000	10,4881
The Importance Level of Satisfaction in Administration	Female	92	28,7174	1,7994
	Male	8	28,1250	3,0909
The Importance Level of Satisfaction in Colleague	Female	92	13,9130	1,5093
	Male	8	14,5000	1,0690
The Importance Level of Satisfaction in Pyhsical Condition	Female	92	23,0109	2,4740
	Male	8	20,8750	5,2219
The Importance Level of Satisfaction in Payment	Female	92	14,4239	1,1695
	Male	8	14,2500	1,4880

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
The Importance Level of Satisfaction in Job	Equal variances assumed	-1,007	98	,316
	Equal variances not assumed	-,738	7,592	,483
The Importance Level of Satisfaction in Administration	Equal variances assumed	,837	98	,405
	Equal variances not assumed	,534	7,418	,609
The Importance Level of Satisfaction in Colleague	Equal variances assumed	-1,074	98	,285
	Equal variances not assumed	-1,434	9,615	,183
The Importance Level of Satisfaction in Physical Condition	Equal variances assumed	2,098	98	,039
	Equal variances not assumed	1,146	7,276	,288
The Importance Level of Satisfaction in Payment	Equal variances assumed	,395	98	,694
	Equal variances not assumed	,322	7,770	,756

When the observed significance level is examined in the importance level of satisfaction in job, professional satisfaction, in terms of gender, the p value is bigger $.316 > 0.05$. It means that the difference is not found significant in professional satisfaction, given the gender.

Given the importance level of satisfaction in social factors such as administration, it is clearly seen that the difference is not found significant in terms of gender, $.405 > 0.05$.

Also, when another factor, colleagues, in social factors is examined, it can be said that the difference is not found significant regarding the gender, $.285 > 0.05$.

When the practical factors are considered, it is seen that the difference is found significant in physical condition, $.039 < 0.05$. Importance level of satisfaction in

physical condition is higher for females ($m = 23.0109$), compared to males ($m = 20.8750$).

On the other hand, payment, another practical factor, has nearly equal importance according to gender ($m = 14.4239$ for female, $m = 14.2500$ for male), seen in the observed significance level $.694 > 0.05$, which has no difference in significance level.

Table 2: The total means of 'The Importance Level of Satisfaction in Career' survey in terms of teaching experience

		N	Mean	Std. Deviation
The Importance Level of Satisfaction in Job	1-5 years	8	59,2500	4,1662
	6-10 years	19	52,4737	7,9468
	11-15 years	29	58,4483	7,0183
	More than 16 years	44	56,2955	7,6084
	Total	100	56,4300	7,5254
The Importance Level of Satisfaction in Administration	1-5 years	8	29,3750	1,4079
	6-10 years	19	27,8947	2,2827
	11-15 years	29	28,9310	1,7099
	More than 16 years	44	28,7045	1,9118
	Total	100	28,6700	1,9178
The Importance Level of Satisfaction in Colleague	1-5 years	8	13,6250	1,5980
	6-10 years	19	13,6316	1,6401
	11-15 years	29	14,2759	1,4116
	More than 16 years	44	13,9545	1,4460
	Total	100	13,9600	1,4834
The Importance Level of Satisfaction in Physical Condition	1-5 years	8	23,6250	2,0659
	6-10 years	19	22,1053	3,8715
	11-15 years	29	23,1034	2,3352
	More than 16 years	44	22,8409	2,6932
	Total	100	22,8400	2,8095
The Importance Level of Satisfaction in Payment	1-5 years	8	14,5000	,7559
	6-10 years	19	14,6316	1,0116
	11-15 years	29	14,5862	,9456
	More than 16 years	44	14,1818	1,4350
	Total	100	14,4100	1,1900

The highest mean ($m = 59.2500$) for the importance level of satisfaction in job, professional satisfaction, is found in the instructors who have 1-5 years of experience. The lowest one ($m = 52.4737$) is for the instructors with 6-10 years of experience.

For social factors, it is clearly seen that 1-5 years of experienced instructors have the highest mean ($m = 29.3750$) for the importance level of satisfaction in administration. The lowest one ($m = 27.8947$) is again for the instructors who have 6-10 years of experience. In terms of colleague, the highest mean ($m = 14.2759$) of the importance level of satisfaction is seen in 11-15 years of experienced instructors. 1-5 years of experienced instructors have the lowest mean ($m = 13.6250$).

Given the practical factors, 1-5 years of experienced instructors have the highest mean ($m = 23.6250$) for the importance level of satisfaction in physical condition. 6-10 years of experienced ones have the lowest mean ($m = 22.1053$).

The highest mean ($m = 14.6316$) for the importance level of satisfaction in payment is found in 6-10 years of experienced instructors. More than 16 years experienced ones have the lowest mean ($m = 14.4100$).

In general, when the importance level of satisfaction in career is examined closely, it is seen that 1-5 years of experienced instructors give the highest importance to the career.

Table 3: The analysis of 'One Way ANOVA' in 'The Importance Level of Satisfaction in Career' survey in terms of teaching experience

H₀: There is no relationship between teaching experience and the importance level of satisfaction in Career.

H₁: There is a relationship between teaching experience and the importance level of satisfaction in Career.

		Sum of Squares	df	Mean Square	F	Sig.
The Importance Level of Satisfaction in Job	Between Groups	479,942	3	159,981	2,996	,035
	Within Groups	5126,568	96	53,402		
	Total	5606,510	99			
The Importance Level of Satisfaction in Administration	Between Groups	17,424	3	5,808	1,608	,193
	Within Groups	346,686	96	3,611		
	Total	364,110	99			
The Importance Level of Satisfaction in Colleague	Between Groups	5,842	3	1,947	,882	,453
	Within Groups	211,998	96	2,208		
	Total	217,840	99			
The Importance Level of Satisfaction in Pyhsical Condition	Between Groups	17,200	3	5,733	,720	,542
	Within Groups	764,240	96	7,961		
	Total	781,440	99			
The Importance Level of Satisfaction in Payment	Between Groups	4,189	3	1,396	,986	,403
	Within Groups	136,001	96	1,417		
	Total	140,190	99			

In the analysis of one way ANOVA, only one difference is found significant in the importance level of satisfaction in career survey, $.035 < 0.05$. It is seen that teaching experience only affects the importance level of satisfaction in job.

In order to find out which means (teaching experience) differ in terms of the importance level of satisfaction in job, LSD, known as a post hoc range test: pair wise multiple comparisons, will be used.

Table 3a: Pair wise multiple comparisons for teaching experience

Dependent Variable: JOB

LSD

Teaching Experience (I)	Teaching Experience(J)	Mean Difference (I-J)	Std. Error	Sig.
1-5 years	6-10 years	6,7763	3,0799	,030
	11-15 years	,8017	2,9183	,784
	More than 16 years	2,9545	2,8087	,295
6-10 years	1-5 years	-6,7763	3,0799	,030
	11-15 years	-5,9746	2,1569	,007
	More than 16 years	-3,8218	2,0061	,060
11-15 years	1-5 years	-,8017	2,9183	,784
	6-10 years	5,9746	2,1569	,007
	More than 16 years	2,1528	1,7479	,221
More than 16 years	1-5 years	-2,9545	2,8087	,295
	6-10 years	3,8218	2,0061	,060
	11-15 years	-2,1528	1,7479	,221

The mean difference will be studied to find out these differences. When the mean difference is examined for 1-5 years of experienced instructors' part, compared to 6-10, 11-15 and more than 16 years of experienced ones, the mean difference is positive for 1-5 years of experienced ones. So, the importance level of satisfaction in job is higher for the instructors who have 1-5 years of experience, compared to 6-10, 11-15 and more than 16 years of experienced ones. The importance level of satisfaction in job is higher for the instructors who have 11-15 years of experience when compared to 6-10 and more than 16 years of experienced ones. It is clearly seen that more than 16 years of experienced teachers give more importance to satisfaction in job than 6-10 years of experienced ones.

Table 4: The total means of 'The Importance Level of Satisfaction in Career' survey in terms of hours taught

		N	Mean	Std. Deviation
The Importance Level of Satisfaction in Job	None	20	59,8000	5,2073
	12-15 hours	20	50,6000	8,0026
	16-20 hours	51	56,9804	6,5650
	More than 21 hours	9	58,7778	9,6667
	Total	100	56,4300	7,5254
The Importance Level of Satisfaction in Administration	None	20	28,6000	1,6983
	12-15 hours	20	28,3000	2,2965
	16-20 hours	51	28,6863	1,9544
	More than 21 hours	9	29,5556	1,0138
	Total	100	28,6700	1,9178
The Importance Level of Satisfaction in Colleague	None	20	14,0000	1,3765
	12-15 hours	20	13,7500	1,4824
	16-20 hours	51	14,0196	1,5426
	More than 21 hours	9	14,0000	1,5811
	Total	100	13,9600	1,4834
The Importance Level of Satisfaction in Physical Condition	None	20	21,2000	3,0539
	12-15 hours	20	23,3500	2,5808
	16-20 hours	51	23,3529	2,0671
	More than 21 hours	9	22,4444	4,8762
	Total	100	22,8400	2,8095
The Importance Level of Satisfaction in Payment	None	20	13,8500	1,5313
	12-15 hours	20	14,3500	1,2680
	16-20 hours	51	14,6667	,9933
	More than 21 hours	9	14,3333	,8660
	Total	100	14,4100	1,1900

The highest mean ($m = 59.8000$) for the importance level of satisfaction in job is found in the instructors who have no classes. The lowest mean ($m = 50.6000$) is taken from the instructors who have 12-15 teaching hours.

In social factors, in terms of administration, the highest mean ($m = 29.5556$) is for the instructors who have 16-20 hours a week. The lowest one is taken from the ones who have 12-15 teaching hours.

Regarding the colleague, another social factor, the instructors who have 16-20 teaching hours have the highest mean ($m = 14.0196$). The lowest one ($m = 13.7500$) is taken from the instructors who have 12-15 teaching hours.

For the practical factors, when the importance level of satisfaction in physical condition is considered, the highest mean ($m = 23.3529$) is taken from the instructors who have 16-20 teaching hours. The lowest one ($m = 21.2000$) is taken from the ones who have no classes.

As for the payment, one of the practical factors, instructors who have 16-20 teaching hours have the highest mean ($m = 14.6667$) while the instructors who have no classes have the lowest mean ($m = 13.8500$).

In general, it can be said that the importance level of satisfaction in career is high among the instructors who have 16-20 hours a week.

Table 5: The analysis of 'One Way ANOVA' in 'The Importance Level of Satisfaction in Career' survey in terms of hours taught

H₀: There is no relationship between hours taught and the importance level of satisfaction in Career.

H₁: There is a relationship between hours taught and the importance level of satisfaction in Career.

		Sum of Squares	df	Mean Square	F	Sig.
The Importance Level of Satisfaction in Job	Between Groups	971,974	3	323,991	6,711	,000
	Within Groups	4634,536	96	48,276		
	Total	5606,510	99			
The Importance Level of Satisfaction in Administration	Between Groups	9,907	3	3,302	,895	,447
	Within Groups	354,203	96	3,690		
	Total	364,110	99			
The Importance Level of Satisfaction in Colleague	Between Groups	1,110	3	,370	,164	,920
	Within Groups	216,730	96	2,258		
	Total	217,840	99			
The Importance Level of Satisfaction in Physical Condition	Between Groups	73,821	3	24,607	3,338	,023
	Within Groups	707,619	96	7,371		
	Total	781,440	99			
The Importance Level of Satisfaction in Payment	Between Groups	9,757	3	3,252	2,394	,073
	Within Groups	130,433	96	1,359		
	Total	140,190	99			

In the analysis of one way ANOVA, two differences are found significant in terms of hours taught. One is found in the importance level of satisfaction in job, $.000 < 0.05$ (p value is smaller) the other one is found in the importance level of satisfaction in physical condition, $.023 < 0.05$.

In order to find out which means (hours) differ in terms of the importance level of satisfaction in job and physical condition, LSD, known as a post hoc range test: pair wise multiple comparisons, will be used.

Table 5a: Pair wise multiple comparisons for hours taught

LSD

Dependent Variable	(I) HOURS	(J) HOURS	Mean Difference (I-J)	Std. Error	Sig.
JOB	None	12-15 hours	9,2000	2,1972	,000
		16-20 hours	2,8196	1,8331	,127
		More than 21 hours	1,0222	2,7889	,715
	12-15 hours	None	-9,2000	2,1972	,000
		16-20 hours	-6,3804	1,8331	,001
		More than 21 hours	-8,1778	2,7889	,004
	16-20 hours	None	-2,8196	1,8331	,127
		12-15 hours	6,3804	1,8331	,001
		More than 21 hours	-1,7974	2,5121	,476
	More than 21 hours	None	-1,0222	2,7889	,715
		12-15 hours	8,1778	2,7889	,004
		16-20 hours	1,7974	2,5121	,476
PHYCOND	None	12-15 hours	-2,1500	,8585	,014
		16-20 hours	-2,1529	,7163	,003
		More than 21 hours	-1,2444	1,0898	,256
	12-15 hours	None	2,1500	,8585	,014
		16-20 hours	-2,941E-03	,7163	,997
		More than 21 hours	,9056	1,0898	,408
	16-20 hours	None	2,1529	,7163	,003
		12-15 hours	2,941E-03	,7163	,997
		More than 21 hours	,9085	,9816	,357
	More than 21 hours	None	1,2444	1,0898	,256
		12-15 hours	-,9056	1,0898	,408
		16-20 hours	-,9085	,9816	,357

When the mean difference studied, it is clearly seen that the mean difference is positive for the instructors who have no classes, compared to the ones who have 12-15, 16-20 and more than 21 hours. So, the importance level of satisfaction in job is higher for the instructors who have no classes, compare to the ones who have 12-15, 16-20 and more than 21 hours. The importance level of satisfaction in job is higher for the instructors who have 16-20 hours a week when compared to the ones who have 12-15 hours. It is clearly seen that the instructors who have more than 21

hours give more importance to satisfaction in job than the ones who have 12-15 and 16-20 hours in a week.

In terms of physical condition, when the mean difference is examined, it can be said that the instructors who have 12-15 hours give higher importance than the ones who have no classes and more than 21 hours. The importance level of satisfaction in job is higher for the instructors who have 16-20 hours, compared to the ones who have no classes, 12-15 and more than 21 hours in a week. It is clearly seen that the instructors who have more than 21 hours give more importance to satisfaction in job than the ones who have no classes.

Table 6: The analysis of 'Independent T-Test' according to gender with respect to total means of 'Satisfaction in Current Profession' survey

H₀: There is no relationship between gender and satisfaction in current profession.

H₁: There is a relationship between gender and satisfaction in current profession.

	GENDER	N	Mean	Std. Deviation
Satisfaction in Job	Female	92	37,4022	7,1561
	Male	8	38,7500	8,5649
Satisfaction in Administration	Female	92	20,3370	4,8523
	Male	8	23,2500	3,8079
Satisfaction in Colleagues	Female	92	19,6522	2,7871
	Male	8	19,7500	2,8158
Satisfaction in Physical Condition	Female	92	12,4022	4,1854
	Male	8	12,5000	4,8990
Satisfaction in Payment	Female	92	10,0326	2,0513
	Male	8	8,3750	2,5036

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Satisfaction in Job	Equal variances assumed	-,503	98	,616
	Equal variances not assumed	-,432	7,873	,677
Satisfaction in Administration	Equal variances assumed	-1,652	98	,102
	Equal variances not assumed	-2,025	9,102	,073
Satisfaction in Colleague	Equal variances assumed	-,095	98	,924
	Equal variances not assumed	-,094	8,239	,927
Satisfaction in Physical Condition	Equal variances assumed	-,063	98	,950
	Equal variances not assumed	-,055	7,914	,958
Satisfaction in Payment	Equal variances assumed	2,155	98	,034
	Equal variances not assumed	1,820	7,839	,107

When the observed significance level is examined on satisfaction in current profession, it is seen that except one all p values in Table 6 are bigger ($p > 0.05$) so the difference is not found significant for satisfaction in current profession in terms of gender. However, when payment is considered, it is seen that the difference is found significant, $.034 < 0.05$. That is, satisfaction in payment is higher for females ($m = 10.0326$), compared to males ($m = 8.3750$).

Table 7: The total means of 'Satisfaction in Current Profession' survey in terms of teaching experience

		N	Mean	Std. Deviation
Satisfaction in Job	1-5 years	8	39,7500	7,4594
	6-10 years	19	38,0000	6,8232
	11-15 years	29	37,8276	6,3643
	More than 16 years	44	36,6818	7,9935
	Total	100	37,5100	7,2384
Satisfaction in Administration	1-5 years	8	19,0000	6,3920
	6-10 years	19	20,4211	6,1039
	11-15 years	29	20,1034	4,5930
	More than 16 years	44	21,2273	4,0741
	Total	100	20,5700	4,8268
Satisfaction in Colleague	1-5 years	8	18,7500	3,4122
	6-10 years	19	19,3684	2,7123
	11-15 years	29	20,2414	3,0078
	More than 16 years	44	19,5682	2,5371
	Total	100	19,6600	2,7751
Satisfaction in Physical Condition	1-5 years	8	11,5000	4,4078
	6-10 years	19	11,5263	4,0190
	11-15 years	29	12,1724	4,4567
	More than 16 years	44	13,1136	4,1328
	Total	100	12,4100	4,2190
Satisfaction in Payment	1-5 years	8	9,6250	1,4079
	6-10 years	19	10,3684	1,8918
	11-15 years	29	9,6897	2,1398
	More than 16 years	44	9,8864	2,3349
	Total	100	9,9000	2,1249

The highest mean ($m = 39.7500$) for satisfaction in job is found in the instructors who have 1-5 years of experience. The lowest one ($m = 36.6818$) is for the instructors who have more than 16 years of experience.

For social factors, the highest mean ($m = 21.2273$) is taken from the instructors who have more than 16 years of experience, however, the instructors with 1-5 years of experience have the lowest mean ($m = 19.0000$), given satisfaction in administration.

For another social factor, colleagues, the highest mean is found in the instructors who have 11-15 years of experience; the ones who have 1-5 years of experience have the lowest mean ($m = 18.7500$).

The instructors who have more than 16 years of experience have the highest mean ($m = 13.1136$) as for physical condition, a practical factor. The lowest one is found in the instructors with 1-5 years of experience.

For payment, another practical factor, the highest mean ($m = 10.3684$) is found in the instructors who have 6-10 years of experience; the lowest one ($m = 9.6250$) is taken from the ones who have 11-15 years of experience.



Table 8: The analysis of 'One Way ANOVA' in 'Satisfaction in Current Profession' survey in terms of teaching experience

H₀: There is no relationship between teaching experience and satisfaction in current profession.

H₁: There is a relationship between teaching experience and satisfaction in current profession.

		Sum of Squares	df	Mean Square	F	Sig.
Satisfaction in Job	Between Groups	77,807	3	25,936	,487	,692
	Within Groups	5109,183	96	53,221		
	Total	5186,990	99			
Satisfaction in Administration	Between Groups	45,461	3	15,154	,643	,589
	Within Groups	2261,049	96	23,553		
	Total	2306,510	99			
Satisfaction in Colleague	Between Groups	18,413	3	6,138	,792	,501
	Within Groups	744,027	96	7,750		
	Total	762,440	99			
Satisfaction in Physical Condition	Between Groups	44,883	3	14,961	,836	,477
	Within Groups	1717,307	96	17,889		
	Total	1762,190	99			
Satisfaction in Payment	Between Groups	6,065	3	2,022	,440	,725
	Within Groups	440,935	96	4,593		
	Total	447,000	99			

When the observed significance level is examined on satisfaction in current profession in one way ANOVA, it is seen that all p values in Table 8 are bigger ($p > 0.05$) so the difference is not found significant for satisfaction in current profession in terms of experience at teaching. In other words, teaching experience does not affect the satisfaction in current profession.

Table 9: The total means of 'Satisfaction in Current Profession' survey in terms of hours taught.

		N	Mean	Std. Deviation
Satisfaction in Job	None	20	42,8000	5,3959
	12-15 hours	20	31,2500	4,7890
	16-20 hours	51	37,5098	6,6193
	More than 21 hours	9	39,6667	8,8176
	Total	100	37,5100	7,2384
Satisfaction in Administration	None	20	22,9500	3,5165
	12-15 hours	20	20,5500	4,9892
	16-20 hours	51	19,6078	4,8829
	More than 21 hours	9	20,7778	5,5403
	Total	100	20,5700	4,8268
Satisfaction in Colleague	None	20	20,9500	2,4597
	12-15 hours	20	19,7500	2,5930
	16-20 hours	51	19,1373	2,6459
	More than 21 hours	9	19,5556	3,9087
	Total	100	19,6600	2,7751
Satisfaction in Physical Condition	None	20	15,7000	4,4022
	12-15 hours	20	10,6000	2,9092
	16-20 hours	51	12,0588	3,7598
	More than 21 hours	9	11,1111	5,2784
	Total	100	12,4100	4,2190
Satisfaction in Payment	None	20	10,4000	1,7290
	12-15 hours	20	9,1500	1,7852
	16-20 hours	51	10,0196	2,4289
	More than 21 hours	9	9,7778	1,4814
	Total	100	9,9000	2,1249

The highest mean ($m = 42.8000$) for satisfaction in job is found in the instructors who have no classes. The lowest mean ($m = 31.2500$) is taken from the instructors who have 12-15 teaching hours.

In social factors, in terms of administration, the highest mean ($m = 22.9500$) is for the instructors who have no classes. The lowest one ($m = 19.6078$) is taken from the ones who have 16-20 teaching hours.

Regarding the colleague, another social factor, the instructors who have no classes have the highest mean ($m = 20.9500$). The lowest one ($m = 19.1373$) is taken from the instructors who have 16-20 teaching hours.

For the practical factors, when satisfaction in physical condition is considered, the highest mean ($m = 15.7000$) is taken from the instructors who have no classes. The lowest one ($m = 11.1111$) is taken from the ones who have more than 21 hours.

As for the payment, one of the practical factors, instructors who have no classes have the highest mean ($m = 10.4000$) while the instructors who have 12-15 teaching hours have the lowest mean ($m = 9.1500$).

In general, it can be said that satisfaction in current profession is high among the instructors who have no classes but administrative roles.



Table 10: The analysis of 'One Way ANOVA' in 'Satisfaction in Current Profession' survey in terms of hours taught

H₀: There is no relationship between hours taught and satisfaction in current profession.

H₁: There is a relationship between hours taught and satisfaction in current profession.

		Sum of Squares	df	Mean Square	F	Sig.
Satisfaction in Job	Between Groups	1385,295	3	461,765	11,660	,000
	Within Groups	3801,695	96	39,601		
	Total	5186,990	99			
Satisfaction in Administration	Between Groups	160,898	3	53,633	2,400	,073
	Within Groups	2145,612	96	22,350		
	Total	2306,510	99			
Satisfaction in Colleague	Between Groups	47,479	3	15,826	2,125	,102
	Within Groups	714,961	96	7,448		
	Total	762,440	99			
Satisfaction in Physical Condition	Between Groups	303,478	3	101,159	6,657	,000
	Within Groups	1458,712	96	15,195		
	Total	1762,190	99			
Satisfaction in Payment	Between Groups	17,114	3	5,705	1,274	,288
	Within Groups	429,886	96	4,478		
	Total	447,000	99			

In the analysis of one way ANOVA, two differences are found significant in terms of hours taught. One is found in satisfaction in job, $.000 < 0.05$ (p value is smaller) the other one is found in satisfaction in physical condition, $.000 < 0.05$.

In order to find out which means (hours) differ in terms of level of satisfaction in job and physical condition, LSD, known as a post hoc range test and pair wise multiple comparisons, will be used.

Table 10a: Pair wise multiple comparisons for hours taught

LSD

Dependent Variable	(I) HOURS	(J) HOURS	Mean Difference (I-J)	Std. Error	Sig.
JOB	None	12-15 hours	11,5500	1,9900	,000
		16-20 hours	5,2902	1,6603	,002
		More than 21 hours	3,1333	2,5259	,218
	12-15 hours	None	-11,5500	1,9900	,000
		16-20 hours	-6,2598	1,6603	,000
		More than 21 hours	-8,4167	2,5259	,001
	16-20 hours	None	-5,2902	1,6603	,002
		12-15 hours	6,2598	1,6603	,000
		More than 21 hours	-2,1569	2,2752	,346
	More than 21 hours	None	-3,1333	2,5259	,218
		12-15 hours	8,4167	2,5259	,001
		16-20 hours	2,1569	2,2752	,346
PHYCOND	None	12-15 hours	5,1000	1,2327	,000
		16-20 hours	3,6412	1,0284	,001
		More than 21 hours	4,5889	1,5646	,004
	12-15 hours	None	-5,1000	1,2327	,000
		16-20 hours	-1,4588	1,0284	,159
		More than 21 hours	-,5111	1,5646	,745
	16-20 hours	None	-3,6412	1,0284	,001
		12-15 hours	1,4588	1,0284	,159
		More than 21 hours	,9477	1,4093	,503
	More than 21 hours	None	-4,5889	1,5646	,004
		12-15 hours	,5111	1,5646	,745
		16-20 hours	-,9477	1,4093	,503

When the mean difference studied, it is clearly seen that the mean difference is positive for the instructors who have no classes, compared to the ones who have 12-15, 16-20 and more than 21 hours. So, satisfaction in job is higher for the instructors who have no classes, compare to the ones who have 12-15, 16-20 and more than 21 hours. Satisfaction in job is higher for the instructors who have 16-20 hours a week when compared to the ones who have 12-15 hours. It is clearly seen that the instructors who have more than 21 hours are more motivated than the ones who have 12-15 and 16-20 hours in a week.

In terms of physical condition, when the mean difference is examined, it can be said that the instructors who have no classes are more satisfied than the ones who

have 12-15, 16-20 and more than 21 hours. Satisfaction in job is higher for the instructors who have 16-20 hours, compared to the ones who have 12-15 and more than 21 hours in a week. It is clearly seen that the instructors who have more than 21 hours are more satisfied than the ones who have 12-15 hours in a week.



CHAPTER V

CONCLUSION

5.0. Introduction

In this chapter, the summary is made. Then, the conclusion is explained and some suggestions are put forward.

5.1. Summary

In this study, the motivational level of the instructors who are currently employed at Hacettepe University has been presented. The aim of this study has been to ascertain the factors that affect the motivation of the English instructors at the School of Foreign Languages, Department of Basic English.

With this end in view, a survey of literature is done. Majority of the studies that have been used in the review of the literature show that rather than extrinsic motivation including tangible benefits such as salary, fringe benefits, job security and also physical condition, intrinsic rewards which are the emotional and personal benefits of the job become important for teachers.

In this study, a questionnaire is administered to the instructors. The responses to the inquiries in the questionnaire show what the instructors want, what they do not want, what they expect, what they need and what they have in terms of motivation.

The analysis and interpretation of the questionnaire have been done by descriptive and variance analysis, and t-test.

5.2. Conclusion

Upon having analyzed and examined the results of the data, the following elements, which are supposed to affect the motivation of the instructors, are deduced.

Giving responsibilities to someone entails that that person is trustworthy which emotionally motivates the worker as he feels that he is trustworthy. However, having *heavy* responsibilities can demotivate the ones as seen in the instructors in the study. The instructors are not happy to be involved in *too many* decision-making meetings. In addition to their paperwork which they already regard as a big burden, they do not want to get involved in such meetings all the time.

It is clearly seen that rotation in different working units, such as testing offices and curriculum unit is necessary in order to share the responsibilities among the instructors.

The instructors are intrinsically motivated in terms of administrators' attitude towards them. Being praised is related to how successful others think someone is. While some are motivated by others' appraisal, some become happy by fulfilling a really hard task. Being remembered on good or bad days and being praised for the success make the instructors highly motivated.

The instructors point out that administrators do not provide resources for the school. Feeling there is something lacking in the school vis-à-vis resources causes the instructors to lose motivation for teaching. The responses to the open-ended question, answered on a voluntary basis, in the questionnaire show that the instructors are dissatisfied with not having any classroom equipments such as video, posters, flipcharts etc. Without these resources, the lessons become boring and monotonous. In respect of this, lower-achieving students appear. The fact to be borne in mind is that students' success is of great value to the instructors in their motivation.

As the aim of the school is to improve student achievement, this goal is associated with the primary motivator of instructors, which is the power to help students learn. So, the attrition of instructors from less access to resources can be diminished by providing the availability of materials. The instructors should decide on what kind of materials are needed. This gives instructors the satisfaction of being committed to school improvement goals.

In addition to this, the study shows that the instructors are not extrinsically motivated in terms of physical conditions. Large class sizes, thought as a bad working condition, demotivate the instructors. The more students there are in a class, the more paperwork the instructors will have. If instructors are expected to bear heavy teaching loads, one solution can be reducing the class sizes.

In the academic world, the innovations in language teaching are commonly followed via computers. The results of the study show that it is a necessity for the instructors to have a computer to develop themselves and to prepare materials for their students. Thus, instructors have strong complaints about not being able to use computers when necessary as they do not have computers in their own offices. It is hard for them to access to a computer. Feeling that they do not have the necessary equipment demotivates them.

The instructors point out that salaries are relatively low. This issue can be solved by the government. However, the administrators can organize some language courses for the language learners from which the instructors get financial benefit.

When *gender* is examined in terms of motivation, it is clearly seen that there is no meaningful difference in professional satisfaction, social factors and practical factors among different sexes. However, from the viewpoint of payment and financial satisfaction, the results show that female instructors are more satisfied.

Years of teaching experience do not affect the satisfaction in current profession directly. However, when the instructors' responses are arranged in order

of satisfaction in job, it is clearly seen that the instructors who have 12-15 *hours* in a week are found as the least motivated group. Majority of these instructors are the experienced ones.

Being satisfied in profession is the most important thing for the instructors concerning the success of the learners. So, when this situation is considered, the teaching loads of the experienced instructors who are close to retirement should be reduced because they have difficulties to deal with students. The instructors whose teaching hours are more than 15 seem satisfied in their job. Their years of teaching experience vary from 1 to 10, so they are not burnt out and still enthusiastic about their job. Nevertheless, because of being young and eager to work hard, teaching loads should not be more than an instructor can handle. They can feel daunted by these teaching loads.

The job, itself, can be attractive for the experienced teachers to some extent but when the teaching hours are more than they can handle, they become tired and it lowers the success in the class. So, teaching load should be shared fairly among instructors.

As a result, one can conclude that the instructors at the School of Foreign Languages, Department of Basic English, Hacettepe University seem reasonably satisfied with their current job condition. The study identified the principal motivators as intrinsic rewards: approval by colleagues and administrators, involvement in decision-making, autonomy in the class, the success of the students. Extrinsic motivators such as salary, job security, teaching loads, physical condition are also important to the instructors; however, intrinsic motivators outweigh the extrinsic ones. Despite relatively low salaries, heavy teaching loads, lack of necessary equipments, the instructors are motivated due to the intrinsic rewards.

It is a difficult challenge to discover what matters to instructors and how best to motivate them for good performance. It can be achieved when the issues which have made the instructors demotivate, mentioned above, are dealt with.

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APPENDIX 1 QUESTIONNAIRE

Dear Colleagues,

This study was designed to find out Prep-School teacher's motivational levels. Please do not put your name on the questionnaire. Your answers will be used for this study and only for scientific purposes. Thank you for answering every question in the questionnaire.

PART I: Please check (✓) the relevant ones

1) Gender: ☐ Female ☐ Male

2) Years of Experience at Hacettepe University

☐ 1 - 5 years

☐ 6 - 10 years

☐ 11 - 15 years

☐ More than 16 years

3) Years of Experience at Teaching

☐ 1 - 5 years

☐ 6 - 10 years

☐ 11 - 15 years

☐ More than 16 years

4) The hours you are teaching in the School of Foreign Languages in the 2004 – 2005 academic years.

☐ None

☐ 12 - 15 hours

☐ 16 - 20 hours

☐ More than 21 hours

5) The administrative roles you have in the 2004 – 2005 academic years.

☐ None

☐ Level Responsible

☐ Level Responsible in Curriculum Unit

☐ Level Responsible in Testing Office

☐ Coordinator

PART II: For each statement below, please circle the number that best represents your view

Very Important *Important* *Somewhat Important* *Of Little Importance* *Not Important*
 5 4 3 2 1

JOB

1. Satisfaction in being successful.	5	4	3	2	1
2. Satisfaction at seeing your students learn and be successful.	5	4	3	2	1
3. Freedom and flexibility in the classroom.	5	4	3	2	1
4. The opportunity to be creative (e.g. in designing curriculum and lessons).	5	4	3	2	1
5. Being responsible for developing programs.	5	4	3	2	1
6. Being involved in decision-making.	5	4	3	2	1
7. Having regular meetings.	5	4	3	2	1
8. Making collective agreements to participate in a program (e.g. in-service courses).	5	4	3	2	1
9. Attending in-service courses (teacher training programs).	5	4	3	2	1
10. Rotation in working units (testing-office, curriculum unit and etc.).	5	4	3	2	1
11. Having a substitute teacher.	5	4	3	2	1
12. Being able to determine one's own working hours.	5	4	3	2	1
13. Making collective agreements to test an idea.	5	4	3	2	1
14. The work, itself, being challenging.	5	4	3	2	1

<i>Very Important</i>	<i>Important</i>	<i>Somewhat Important</i>	<i>Of Little Importance</i>	<i>Not Important</i>
5	4	3	2	1

ADMINISTRATION

1. A good administrator / coordinator (open, supportive, able, and good).	5	4	3	2	1
2. Praising instructors.	5	4	3	2	1
3. Positive feedback.	5	4	3	2	1
4. Respectful to the personality.	5	4	3	2	1
5. Positive attitudes towards instructors.	5	4	3	2	1
6. Being sincere towards instructors.	5	4	3	2	1

COLLEAGUE

1. Supportive.	5	4	3	2	1
2. Committed to teaching.	5	4	3	2	1
3. Encouraging.	5	4	3	2	1

PHYSICAL CONDITION

1. The class size.	5	4	3	2	1
2. The condition of my school (clean and healthy).	5	4	3	2	1
3. The physical environment of my classroom.	5	4	3	2	1
4. Easy access to resources and materials.	5	4	3	2	1
5. Easy access to a free, private telephone.	5	4	3	2	1

PAYMENT

1. Job security.	5	4	3	2	1
2. Financial rewards.	5	4	3	2	1
3. Retirement insurance.	5	4	3	2	1

PART III: For each statement below, please circle the number that best represents your view

<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
5	4	3	2	1

JOB

1. I am satisfied with my job.	5	4	3	2	1
2. If I had the chance to do over, I would choose the teaching profession again.	5	4	3	2	1
3. I need more training sessions.	5	4	3	2	1
4. In-service training program has given me the necessary skills to be an effective teacher.	5	4	3	2	1
5. I would like to attend in-service programs voluntarily.	5	4	3	2	1
6. I would like to attend seminars, conferences, in-service training.	5	4	3	2	1
7. I am asked to determine the content of in-service programs.	5	4	3	2	1
8. The amount of work is manageable.	5	4	3	2	1
9. I am asked to be involved in decision-making.	5	4	3	2	1
10. I would like to be involved in decision-making.	5	4	3	2	1
11. I would like to be a substitute teacher.	5	4	3	2	1
12. I would like to be asked to find new materials and ideas for curriculum units.	5	4	3	2	1

***Strongly
Agree******Agree******Neutral******Disagree******Strongly Disagree*****5****4****3****2****1****ADMINISTRATION**

1. I am given positive feedback when I am successful.	5	4	3	2	1
2. Instructors are remembered on their good or bad days.	5	4	3	2	1
3. I feel understood by my administration.	5	4	3	2	1
4. I feel that my administration cares about me as a person.	5	4	3	2	1
5. I feel my administration provides me choices and options.	5	4	3	2	1
6. The principal does a poor job of getting resources for this school.	5	4	3	2	1

COLLEAGUE

1. My colleagues encourage me in academic work.	5	4	3	2	1
2. My colleagues are eager to work.	5	4	3	2	1
3. I can count on my colleagues	5	4	3	2	1
4. I feel accepted and respected by my colleagues	5	4	3	2	1
5. I can coordinate the content of my course with other teachers.	5	4	3	2	1

<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
5	4	3	2	1

PHYSICAL CONDITION

1. I have easy access to necessary equipment (including sufficient paper).	5	4	3	2	1
2. I have easy access to a free, private telephone.	5	4	3	2	1
3. I have easy access to a computer.	5	4	3	2	1
4. My school is in good condition (well-maintained, safe and clean).	5	4	3	2	1
5. The physical environment of my classroom is good (lighting, size, air).	5	4	3	2	1

PAYMENT

1. I know that I will not be fired.	5	4	3	2	1
2. I am satisfied with my salary and other additional wages.	5	4	3	2	1
3. I know that I have a retirement program.	5	4	3	2	1

***Anything else you would like to tell about the things that disturb you or make you feel satisfied.**

APPENDIX 2
THE ANALYSIS OF THE PILOT STUDY

RELIABILITY ANALYSIS - SCALE (ALPHA)

Analysis of Variance				
Source of Variation Prob.	Sum of Sq.	DF	Mean Square	F
Between People	374,6993	59	6,3508	
Within People	5972,2985	3960	1,5082	
Between Measures	2764,9478	66	41,8931	50,8619
,0000				
Residual	3207,3507	3894	,8237	
Nonadditivity	,1192	1	,1192	,1446
,7037				
Balance	3207,2316	3893	,8238	
Total	6346,9978	4019	1,5792	
Grand Mean	3,7007			

Tukey estimate of power to which observations
must be raised to achieve additivity = ,9204

Reliability Coefficients

N of Cases = 60,0 N of Items = 67
Alpha = ,8703

ABSTRACT

The aim of this study is to find out the factors that affect the motivation of the English instructors who are currently employed at the School of Foreign Languages, Department of Basic English, Hacettepe University. To achieve this aim, a questionnaire was used as a data collection instrument. Before administering the questionnaire to the instructors, the pilot study was done to see the reliability of the questionnaire.

The questionnaire was applied to 100 instructors at the preparatory school. The analysis and interpretation of the questionnaire were done by descriptive analysis, t-test and ANOVA.

The analysis of the data collected has indicated that the instructors are reasonably motivated. Approval by colleagues and administrators, involvement in decision-making but to some extent, autonomy in the class, the success of the students are the intrinsic rewards which outweigh the extrinsic motivators such as, salary, job security, teaching loads, physical condition. The first chapter gives a general background to the study, states its aim and makes some assumptions about it and also it defines the limitations. The second chapter deals with the definition of motivation and its types. Also, it gives information about teacher motivation. In chapter three, methods of data collection and the data collection device have been discussed. The analysis and interpretation of the questionnaire is studied in chapter four. The summary, conclusion and suggestions have been given in chapter five.

ÖZET

Bu çalışmanın amacı Hacettepe Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Birimi okutmanlarının motivasyonlarını etkileyen etmenlerin saptanmasıdır. Bu araştırma anket yöntemi yolu ile yapılmıştır. Anketin güvenilir olup olmadığını saptamak için pilot uygulama yapılmıştır.

Anket, İngilizce Hazırlık Birimindeki 100 okutmana uygulanmıştır. Anketlerin analizi ve yorumu, tanımlayıcı istatistik, t-testi ve ANOVA ile yapılmıştır.

Verilerden elde edilen sonuçlar gösteriyor ki okutmanlar nispeten motive edilmişlerdir. İçsel motivasyonun, meslektaşlar ve idare tarafından tasvip edilme, belli bir noktaya kadar karar verme mericinde yer alma, sınıftaki özerklik, öğrenci başarısı, dışsal motivasyona, maaş, iş güvenliği, iş yükü, fiziksel koşullar, göre daha önemli olduğu ortaya çıkmıştır. Çalışmanın ilk bölümü tezin amacını, önemini varsayımları, sınırlılıkları ve kavramsal çerçeveyi kapsamaktadır. İkinci bölüm motivasyon ve çeşitlerini, öğretmen motivasyonunu açıklamaktadır. Üçüncü bölüm bu çalışmadaki yöntemi açıklamaktadır. Anketin analizi dördüncü bölümde anlatılmıştır. Özet, sonuç ve öneriler beşinci bölümde yer almaktadır.