

## A Study on Teachers' job Motivation in the High Schools of Ministry of National Education in Turkey (Karabük and Sinop Sample)

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**Abstract:** The purpose of this study is to analyze teachers' job motivation level high schools of Ministry of National Education in Turkey. This is a descriptive research in the survey model. The population of the study is teachers who work in high schools in Karabük and Sinop. As a data collection instrument "Job Motivation Scale" was used. The frequency, percentage, arithmetical mean and standard deviation of the answers were calculated. Independent t-Test and One-Way ANOVA were performed to analyze the data. According to research findings, teachers have the highest motivation in dimension of commitment to job and the lowest level of motivation in the dimension of integration with the job. Job motivation level of teachers in high schools shows a significant difference in terms of age, tenure of office and education level while motivation of teachers do not show a significant difference in terms of teachers' gender.

**Key words:** Job motivation • High school • Teacher

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### INTRODUCTION

Job motivation is significant for the effectiveness of an organization as human resources are the most valuable assets of all institutions. When we think in the context of National Education, teachers are the corner stone of any working place. The effectiveness of educational institutions depends on effectiveness of each teacher. At this point teacher motivation is of great significance.

Motivation is such a factor that exerts a driving force on our actions and work. A highly motivated team of teachers helps in achieving the targets of educational institutions. When goals are aligned, institutions are better able to compete with the competitors and morale is also higher when teachers are properly motivated. Job motivation produces a teacher with high vitality and so results in good student performance. A teacher who is highly achievement motivated is very conscientious in his or her work and more responsible.

**Motivation:** Motivation is of great importance for our social and work life as motivation emerges in every aspect of life. Motivation is a strong desire to make something. This desire comes from inside of us. We take pleasure in

what we do if we do it willingly and feel well about ourselves. As a result, we work efficiently and effectively.

Motivation is a vital element of organizational behavior as a factor which directs and reveals the human behaviors in an organization [1]. Motivation can be defined as the power that directs the behavior to target or enacts the behavior according to a purpose [2]. Job motivation is regarded as a process that empowers, feeds and directs the behavior in an organization [3].

The sources of motivation that people have in workplace might be different. These sources can be intrinsic or extrinsic.

**Intrinsic Motivation:** Intrinsic motivation is an incentive that is shaped by person's interest for a duty or a job he/she is going to do, his/her curiosity or the satisfaction he/she wants to have. Person's relish and desire for the work he/she is going to do is an important component of intrinsic motivation [4]. If a person firstly cares the satisfaction, which he/she has while indicating a certain behavior or he was in a certain activity, we can mention about intrinsic motivation there. In intrinsic motivation, the job itself is a power because the person has fun from the work he/she carries out [5-9]. In other words, it is

known that a person with intrinsic motivation defines his or her job funny and interesting [10]. Intrinsic motivation is more powerful than extrinsic motivation. However, the importance of extrinsic motivation can't be ignored.

**Extrinsic Motivation:** Extrinsic motivation refers to meeting the needs indirectly by money or such things. Organizations need people to realize their purposes and they use monetary motivators to make them internalize the organizational purposes [9]. Therefore, extrinsic motivation is caused by prize and punishment on contrary to the intrinsic motivation [11, 12].

For example; Educators maybe compensated through salaries or other cash payments, food, training, or special assistances such as shelter, transport or agricultural support. All these incentives are extrinsic motivation sources. If teachers are not paid enough, they will not be eager to teach regularly or may leave the teaching profession.

**Job Motivation of Teachers:** Motivation appears to be an effective tool that teachers need mostly recently. Teachers who have a high level of motivation work efficiently and effectively and it is of great importance for teachers in terms of their job satisfaction and job performance. In addition, a high level of job motivation of teachers can have a positive impact on the achievements of students. If the teachers are satisfied and motivated then they are to greater extent committed and involved to their job. Teachers must be motivated well enough to perform well in their jobs. Otherwise, it will be impossible for them to be effective in teaching. Providing suitable psychological states in schools will help to enhance high work motivation and work satisfaction.

Teachers are the most important factor indetermining the quality of education that children receive. All governments have a responsibility to ensure that teachers perform to the best of their abilities. To do this, governments must pay attention to a number of factors that affect teachers' job motivation. At this point, all managers working in higher managerial levels and in the Ministry of National Education have great responsibility and duty.

Investigating and evaluating the factors affecting teachers' job motivation is essential at this point. However, little empirical research has been conducted on job motivation, particularly from the perspectives of teachers in the literature. There is also limited number of studies about the analysis of teachers' job motivation in Turkey [13-15].

The aim of this research is to analyze job motivation level of high school teachers in the high schools of Ministry of National Education in Turkey. In this context, answers were sought to these following questions.

- What is the job motivation level of the teachers?
- Do teachers' perceptions about job motivation show a meaningful difference in terms of teachers' gender, age, tenure of office and education level?

## MATERIALS AND METHODS

This is a descriptive research in the survey model. The population of the study is teachers who work in high schools in Karabük and Sinop. The study sample of this study was 375 high school teachers working in central provinces of Karabük and Sinop. Teachers were selected randomly from 20 high schools.

**Participants:** 450 questionnaires were delivered to the teachers and 375 questionnaires were used in data analysis. The split between genders was in favor of female with 56% female (n:210) and 44% male (n:165). 28,7% of the teachers (n:108) were 22-30 ages, 40,2% of the teachers (n:151) were 31-40 ages, 22,6% of the teachers (n:85) were 41-50 ages and 8,2% of the teachers (n:31) were 51-65 ages. Teachers whose tenure of office is between 1 to 5 years are 79 (21.1%), whose tenure of office is between 6 to 10 years are 63 (16.8%), whose tenure of office is between 11 to 20 years are 159 (42.4%) and whose tenure of office is above 21 years are 74 (19, 7%). In terms of tenure, almost 78% of the participants had more than 5 years of experience as an educator and almost 22% of the participants had 0-5 years of teaching experience. More than half of the teachers participated (57, 1%) in the study have been working for their present schools for 1-5 years (n = 214). Among the teachers who participated in the study, 298 of them have bachelor's degree (79, 3%) and 31 of them have master's degree (8.2%).

**Data Collection and Data Analysis:** As a data collection instrument "Job Motivation Scale" developed by Aksoy [16] was used. A likert scale of five was used for each item to detect the frequency of indicating the behavior. The scale items were answered on a rating scale from 1 "I'm not pleased at all" to 5 "I am really pleased". Yılmaz [15] applied a factor analysis to Aksoy's scale in his thesis study entitled as "The effect of organizational culture on teachers' job motivation in educational

organizations". The results of factor analysis conducted by Yılmaz [15] reveal that Kaiser Meyer-Olkin Sample measure was found 0.781. Considering these results Bartlett's Test of Sphericity value was significant and it was found 470.77. This result indicates that there is a relationship among the items of the scale. Results of factor analysis indicated that the scale items were distributed across six factors, however it was also seen that one subscale was consisted of two items and one was consisted of one item. Hence items included in these subscales were taken out of the scale and it was re-analyzed. In the second factor analysis it had been seen that one dimension had still included only one item and it had been taken out of the scale and the factor analysis was conducted again. As a result of the repeated analyses after taking out items off the list it was seen that scale includes four dimensions and 14 items namely; team harmony (7, 12, 13, 14), integration with job (2, 5, 6, 8), commitment to job (1, 4, 9,) and personal development (3, 10, 11). Factor loadings are ranging from 0.49 to 0.78 in the dimension of team harmony, from 0.54 to 0.78 in the dimension of integration with the job, from 0.59 to 0.81 in the dimension of commitment to job and from .43 to .73 in the dimension of personal development. On the other hand, internal consistency coefficient of the scale was calculated as 0.82 in the reliability study carried out by Yılmaz [15]. In this study, the general internal consistency coefficient of the job motivation scale was found 0.87.

The statistical package for the social sciences (SPSS) 16 program was used for statistical analysis of the data collected by the surveys filled in correctly and fully according to the explanations in the frame of the general aims of the study. The frequency, percentage, arithmetical mean and standard deviation of the answers were calculated. Independent t-Test and One-Way ANOVA were performed to analyze the data.

## RESULTS AND DISCUSSION

Arithmetical mean and standard deviation of the answers that teachers give about their job motivation level were given in Table 1.

The division of the teachers' perceptions about their motivation level in terms of job motivation scale dimensions was given in Table 1. According to findings, teachers have the highest motivation in the dimension of commitment to job ( $X=3.97$ ) and the lowest level of motivation in the dimension of integration with the job ( $X=3.46$ ). When the standard deviation scores are analyzed, it is seen that the most homogeneous

Table 1: Motivation level of the teachers in high schools

Job Motivation	X	Ss
Team harmony	3,53	,76
Integration with the job	3,46	,72
Commitment to job	3,97	,62
Personnel development	3,64	,73

Table 2: T-test results about motivation of teachers according to gender

Gender	N	X	s	sd	t	p
Female	210	3,58	,63	373	,81	,41
Male	165	3,63	,53			

evaluation is in the dimension of commitment to job ( $S = 0.62$ ) and the most heterogeneous evaluation is in the dimension of team harmony ( $S = 0.76$ ). Research findings are similar with the research findings done by Recepoglu, Kılınc&Cepni[17]. According to the research findings of this study, it can also be seen that teachers have the highest motivation in "commitment to job dimension ( $X=3.98$ ) and the lowest level of motivation in the dimension of integration with the job ( $X=3.47$ ).

T-test was done in order to determine whether motivation of teachers in high schools shows a significant difference or not according to teachers' gender. T-test results according to participants' gender are shown in Table 2 in terms of Job Motivation Scale.

According to the results of the analysis, motivation level of teachers in high schools do not show a meaningful difference according to gender [ $t_{(373)} = .81, p > .05$ ]. In other words, male and female teachers have same perceptions. This finding can be evaluated like that factors that motivate teachers do not change according to gender. The findings are similar with the researches done by Aksoy [16], Güven [18], Eroglu [19], Everett [20], Oades [21], Pennington [22], Smith [23], Tanrıverdi [14], Tiryaki [24] and Yılmaz [15].

ANOVA results according to participants' tenure of office in their schools are shown in Table 3 in terms of Job Motivation Scale.

According to the results of the analysis, motivation level of teachers in high schools show a meaningful difference according to participants' tenure of office [ $F_{(3-371)} = 7.97, p < .05$ ]. In other words, teachers' tenure of office affects motivation level of teachers in high schools. Tukey HSD test was done in order to determine the groups which have a meaningful difference between them. There is a meaningful difference between teachers whose tenure of office is 1-5 years and teachers whose tenure of office 6-10 years. There is also a meaningful difference between teachers whose tenure of office is 1-5 years and teachers whose tenure of office 11-15 years.

Table 3: ANOVA results for motivation of teachers according to participants' tenure of office

Tenure of office	N	X	s	sd	F	p	Mean. Difference
1. 1-5 years	79	3,84	,60				
2. 6-10 years	63	3,46	,67				
3. 11-15 years	159	3,51	,56	3	7,97	,000	1-2*
4. 16 year and over	74	3,69	,49	371			1-3*

Table 4: ANOVA results for motivation of teachers according to participants' ages

Age	N	X	s	sd	F	p	Mean. Difference
1. 22-30 ages	108	3,77	,60				
2. 31-40 ages	151	3,59	,58	3			3-4*
3. 41-50 ages	85	3,44	,59	371	6,49	,000	1-3*
4. 51 age and over	33	3,79	,48				

Table 5: ANOVA results for motivation of teachers according to participants' ages

Educational Level	N	X	s	sd	F	p	Mean. Difference
1. Associate degree	46	3,81	,47				
2. Bachelor's degree	298	3,63	,58	2	6,37	,002	2-3*
3. Master's degree	31	3,32	,73	372			1-3*

The motivation level of teachers who have 1-5 years of tenure of office (X= 3.84) is higher than the mean of teachers who have 6-10 years of tenure of office (X= 3.46) and the mean of teachers who have 11-15 years of tenure of office (X= 3.51). It is remarkable that the new teachers who have 1-5 years of tenure of office have highest motivation level. This situation can be explained by the enthusiasm of starting a new career in teaching profession. The findings aren't similar with the researches done by Everett [20], Güven [18], Howard [25], Pennington [22], Smith [23], Tanrıverdi [14] and Yılmaz [15]. In these researches, it was determined that motivation level of teachers does not show a meaningful difference according to participants' tenure of office. The findings are partly similar with the researches done by Öztürk [26] and Engin [27].

ANOVA results according to participants' ages in their schools are shown in Table 4 in terms of Job Motivation Scale.

According to the results of the analysis, motivation level of teachers in high schools show a meaningful difference according to their ages [ $F_{(3,371)} = 6,49, p < .01$ ]. In other words, motivation level of teachers in high schools change according to teachers' ages. Tukey HSD test was done in order to determine the groups which have a meaningful difference between them. There is a meaningful difference between teachers at 22-30 ages and the teachers at 41-50ages. According to Tukey HSD test, it is determined that motivation level of the teachers at 22-30 ages (X=3,77) is higher than the teachers at 41-50 ages (X=3,44). There is also a meaningful difference between teachers at 41-50 ages and the teachers at 51 age

and over. It is determined that motivation level of the teachers at 51 age and over (X=3,79) is higher than the teachers at 41-50 ages (X=3,44). While the teachers at 41-50 ages stated most negative opinion, both the teachers at 22-30 ages and teachers at 51 age and over stated most positive opinion about their motivation level. This situation can be explained by the enthusiasm of starting a new career in teaching profession. The more they get older, their motivation level decrease. However it is remarkable that the teachers at 51 ages and over have the highest motivation level. This situation can be explained by the fact that the older teachers who are closer to retirement may have the higher professional satisfaction in their schools. But it mustn't be disregarded that this finding may stem from the fact that young teachers' expectations are higher than the others.

The findings aren't similar with the researches done by Aksoy [16], Güven [18], Everett [20], Oades [21], Pennington [22], Smith [23], Tanrıverdi [14], Tiryaki [24] and Yılmaz [15]. In these researches, it was determined that motivation level of teachers does not show a meaningful difference according to participants' ages.

ANOVA results according to participants' educational level in their schools are shown in Table 5 in terms of Job Motivation Scale.

According to the results of the analysis, motivation level of teachers in high schools show a meaningful difference according to their educational level [ $F_{(3,372)} = 6,37, p < .01$ ]. In other words, motivation level of teachers in high schools changes according to teachers' educational level. Tukey HSD test was done in order to determine the groups which have a meaningful difference

between them. There is a meaningful difference between teachers who have master's degree and both the teachers who have associate and bachelor's degree. According to Tukey HSD test, it is determined that motivation level of the teachers who have associate degree ( $\bar{x}=3,81$ ) is higher than the teachers who have master's degree ( $X=3,32$ ) and teachers who have bachelor's degree ( $X=3,63$ ). It is remarkable that the teachers who have master's degree have the lowest motivation level. These findings show that post-graduate training of teachers doesn't increase job motivation of teachers. The fact that there is no satisfactory differences between teachers who have post-graduate training and teachers who don't have post-graduate training in terms of personal rights and financial rights may be the reason for such a conclusion. If teachers' post-graduate education they had taken is reflected to their personal and financial rights and this can be effective in increasing job motivation of teachers. The findings aren't similar with the researches done by Aksoy [16], Tanrıverdi [14], Tiryaki [24] and Yılmaz [15]. In these researches, it was determined that motivation level of teachers does not show a meaningful difference according to participants' educational level.

As a conclusion, according to the perceptions of the teachers, teachers have the highest motivation in dimension of commitment to job and the lowest level of motivation in the dimension of integration with the job. Job motivation level of teachers in high schools shows a significant difference in terms of age, tenure of office and educational level while motivation of teachers do not show a significant difference in terms of teachers' gender. Job motivation of teachers can be analyzed with new and different data collection instruments. The scope of the study may be expanded. Researches may be applied not only in high schools but also in primary schools and higher education institutions. This research includes only teachers. School principals, assistant principals and academic staff may be included in the study.

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