

## Investigation of the Work Motivation Levels of Primary School Teachers\*

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### Abstract

This study was conducted to examine the work motivation levels of primary school teachers working in primary school institutions located in Istanbul province, Kucukcekmece district. The descriptive survey model was used in this study. The population of the study consists of primary school teachers and primary school administrators working in state primary school institutions that are affiliated to the Ministry of National Education in Kucukcekmece district. The sample of the study consisted of 343 primary school teachers and 28 primary school administrators that were selected using the disproportionate element sampling method from 14 state primary schools among the primary school institutions located in Kucukcekmece district. The “Work Motivation Scale” was used in order to collect data in the study. The Cronbach’s alpha reliability coefficient of the work motivation scale was calculated as 0.897 in this study. SPSS 20.0 package software was used in the study. The average of the scores obtained by primary school teachers from the work motivation scale is  $\bar{X} = 41.84$ , and the standard deviation is 10.32. The scores that can be obtained from the scale are between 18 and 90. Accordingly, scores between 18 and 42 were interpreted as the low level of motivation, scores between 43 and 66 were interpreted as the intermediate level of motivation, and scores between 67 and 90 were interpreted as the high level of motivation. In general, it can be said that the work motivation of primary school teachers is low. The average work motivation scores do not vary by gender, age and marital status.

**Keywords:** work motivation, primary school teacher, primary school

### 1. Introduction

The fact that education has the most important contribution to the development of a country is widely accepted (Ozdemir, Yalin and Sezgin, 2008). Education is important for shaping the society (Celik and Gomleksiz, 2000). The place and importance of schools within the education system, which is an important factor in taking societies from past to present, and from present to future, are indisputable. Schools are places where educational activities are held. The efficiency of schools is subject to their good management (Ada and Baysal, 2012). The opinion that schools make up the most important part of the process of education is a widely accepted fact in Turkey and around the world (Fidan, 2012). The education-school administrator and teachers should exhibit effective behaviours in order for innovations to be created in the education system (Can, 2013). The success of the system is closely related to the success of the educator (Unal and Ada, 1999).

Nowadays, each society has prioritized raising individuals who protect their own culture and who are tolerant, productive, modern and have the highest level of social consciousness with the idea that suits the scientific norms over any other policy for its future, and has arranged the education system accordingly (Sulak, 2012). Teachers ensure the development of a country and raising qualified citizens (Celikten, Sanal and Yeni, 2005). A school is an environment of learning. A school is a social environment. A school is a working area if it can ensure that teachers create positive attitudes (Ultanır, 2007). A school is a place where the school administrator, teachers and students spend most of their time. Therefore, a school is an environment of socialization for these individuals (Ozdemir, 2015). Schools must create an effective

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communication network to fulfil their aims. Schools must have an effective communication policy to be effective (Gunes, 2016). Teaching is a profession that requires expertise. The social status and respectability of the profession are also related to the knowledge, skills, competence and expertise of teachers. The levels of teachers' commitment to the school organization and their profession may increase in a teaching profession in which specialization is attached more importance, encouraged and rewarded (Sezgin, 2013).

Teachers are responsible for structuring an effective classroom climate in order for effective communication to take place (Aydin, 2004). It is necessary for all the employees in the organization do more than their duties willingly in order to increase the impact area of schools (Terzi and Kurt, 2005). The main element of arrangements for the education of human beings is the teacher. It is clear that raising qualified people is only possible with teachers with high qualities (Sulak, 2012). Each teacher who has taken an oath committing himself/herself to the values of teaching should be a principled and conscientious guide in the society as a human and as a teacher (Gungor, 2016). The motivation of teachers affects their working efficiently and willingly (Ates, Yildiz and Yildiz; 2012). The factors that motivate teachers and reduce their motivation should be paid attention, and teachers must be provided with the opportunities to work in a happy, peaceful and eager way in their education environments by taking these factors into account (Tas, 2005). The duty of taking the motivation of teachers to the top level primarily falls to the administrator (Karakose and Kocabas, 2006).

Motivation is a power that drives individuals for a certain aim, encourages them to work and increases the willingness to work in people. Managers who want to motivate their employees should especially be aware of personal differences, give feedback on the targets achieved, encourage participation in the decision, associate the rewards with performance, and review the fairness of the system. Economic rewards are important, but money is not everything. Appreciating the success is the way of motivating with the lowest cost. It should be noted that ingenuity is subject to compliments (Donmez, 2013). The school principal can show his/her formal effects by fulfilling one's written duties and responsibilities, performing the administrative tasks on time and adequately, providing the school's facilities to teachers, behaving in a fair and balanced way, rewarding the teachers who deserve it orally and in writing, i.e., by fulfilling his/her formal duties. By demonstrating the necessities of cooperation and team spirit, exhibiting democratic behaviours, creating an environment of mutual trust, and developing adopting, supportive and informal relationships in a sense, they will be able to make teachers and other employees feel their effect on them. Such effects and incentives will primarily positively support the performance of teachers (Can, 2013).

Motivation means the power that drives people to act for various aims (Eren, 2010). It basically means an impellent. Motivating means providing an individual with the incentive and motive for performing any act. Motivation is a summary of all factors that mobilize an individual (Adair, 2013). Motivation is a subject that concerns the employees and managers of any organization (Donmez, 2013). Motivation increases the productivity of an employee. The fact that the organization motivates its employees ensures providing high-quality service (Aydin, 2011). Work motivation means psychological processes that affect the behaviours of an individual. The consequences of work motivation are complex since there are many organizational and environmental factors that affect these psychological processes (Bennell and Akyeamong, 2007). These are processes that drive, guide and encourage an individual to work in order to achieve a particular aim and increase the concentration and willingness to work in individuals (Robbins, 2000).

It is important to increase the motivation levels of teachers (Yalcin and Korkmaz, 2013). Motivation is the key to a successful life. A motivated person considers problems as opportunities for development (Shinn, 2010). Motivation is based on fulfilling the needs (Hanks, 1999). The fact that school administrators try to solve their problems by monitoring the requirements of teachers in organizations will increase the quality of education, and therefore success (Gokay and Ozdemir, 2010). According to a study conducted abroad, especially young teachers who are new in the profession are not satisfied with their income. According to the researcher, payment incentives should be taken into consideration as a tool for increasing the motivation of teachers (Bishay, 1996). If the raw material of education institutions is human, teachers may cause problems in students when they are not fully motivated (Arslan, 2012). Motivation is among the most important factors that will affect the performance of teachers (Yavuz and Karadeniz, 2009). Job satisfaction and motivation are very important for the development of education. These elements that are indispensable in the lives of teachers make up the main reason for the study (Ololube, 2005).

The motivation of the teacher affects almost any factor related to the teacher in the school system (Tecer, 2011). It is known that the motivation levels of teachers are lower than those in other professions (Kurt, 2005). The number of studies on which incentives are found important by teachers is quite low (Cemaloglu, 2002). It is known that occupational motivation is associated with various factors that affect the working life (Unsar, 2011). Considering the negativities of giving the same reward to people who do their job well in the organization and others shows the importance of motivation (Gokay and Ozdemir, 2010). The more productive teachers are, the more motivated they are (Ayaydin and Tok, 2015). Managers should ensure that the sources are used in the most effective and efficient way with motivation (Genc, 2005).

Motivation is of vital importance for individual and institutional performance, and even skilled and well-educated staff will not exhibit an efficient performance if they are not motivated (Addison and Brundrett, 2008). Teachers listed the factors that are necessary to increase the motivation of teachers as follows: “financial, incentive/promotion, time management, reward/appreciation, proper training, multiple duties, lack of authority and internal motivation were defined as the main motivation-reducing elements. Financial rewards, appreciation of the head of department and school administrator, certificate (medal) for special services, good working environment, providing assurance and supporting by including in decision-making processes were put forth as the most basic improving solutions” (Shukr, Qamar and Hassan, 2016). The motivation system developed for the performance of teachers at primary schools consists of six sub-systems, these are job-based motivation, reward-based motivation, good communication, establishing institutional relationships, working environment and the suitability of the working environment (Pasathang, Tesaputa and Sataphonwong, 2016). Motivation is the activation of the inner energy of individuals to guide them towards specific objectives (Duren, 2000).

School administrators must use the tools of motivation to achieve the required level of success. An effective, interactive, efficient and qualified school environment is created in this way (Yilmaz and Ceylan, 2011).

According to the opinions of primary school teachers, the elements that positively affect their motivation include organizational harmony, school culture and the personality traits of managers (being virtuous, adopting ethical principles). The fact that managers have high managerial qualities, i.e. they take initiatives, do not use only their own emotions and thoughts as a decision-making mechanism, and attach importance to the suggestions of teachers increase the work motivation of primary school teachers. According to the opinions of primary school teachers, the factors that negatively affect work motivation are an atmosphere of competition-gossip among teachers, the absence of work, activity, material, information sharing, the unfair criticism of activities such as year-end events, fest celebrations, etc., distributing the rewards to teachers who open an exhibition/perform a year-end show/activity, and perform visual activities, favouritism and discrimination. Primary school teachers stated that they are discriminated by gender, acquaintances, fellow citizenship, and spouse of the manager. Other organization-centered factors that reduce work motivation are the fact that the personality traits of the manager are not suitable for managing, acting as if he/she is the owner of the school and all employees are his/her slaves rather than only being the administrator of the school, the fact that audits are not conducted in a healthy and objective way, the management tries to establish the superior-subordinate relationship in an authoritarian manner, rudeness in the talking style when giving/distributing tasks, discouraging behaviours, offending teachers in the society, reprimanding them like a student, making face, inappropriateness in the conversational style, lack of the school culture (Cerit, Kadioglu Ates and Yilmaz, 2017). The fact that primary school teachers that are managed with non-ethical behaviours, with an authoritarian, repressive attitude also have low motivation is also an unexpected result.

The research results show that there is authoritarian management at schools in Turkey. However, the management style that seems to be the most suitable for the nature of schools is the supportive management style (Cicek Saglam, 2015).

Providing the physical conditions that will support cooperation and positive relationships between colleagues and improving the human capacity can be regarded as pre-conditions in turning the vocational education societies that act on the axis of learning and student in an effective school (Kilinc and Ogdem, 2013).

In another study conducted, primary school teachers stated that they are discriminated based on their syndicate, gender, hometown and political views, etc. A primary school teacher talks about an incident he/she has experienced in relation to favouritism as follows: “The principal and head deputy manager of the school where I worked were the representatives of a syndicate. One day, they called me when I was at the lesson, handed me a file, and told me to sign it. The file was the file of the syndicate. They said, “we are all from this syndicate. People from other syndicates are not accepted here.” They caused no problem after that signature. They were clearly favouring people from their syndicate. Those who were given a certificate of achievement and rewarded through wage were also from that syndicate. No one objected to it.” (Kadioglu Ates and Tinaztepe, 2016). The fact that primary school teachers managed with unethical behaviours, authoritarian and oppressive attitudes have low motivation is an expected result.

In the 21st century, when the element of competition came into prominence, concepts such as productivity, performance and quality started to become important in contemporary organizations, and schools started to become affected by this situation. In this process, it is believed that a positive school culture and climate are important for schools to fulfil their aims effectively by playing an active part (Buluc, 2013).

The duty of the manager is to keep the organization alive according to its aims (Bursalioglu, 2014). Schools may keep up with the pace of the modern world only by being able to direct the change correctly. The speed and quality of this change are shaped according to many factors. The fact that schools are effective is primarily under the responsibility of school principals. A school principal is a leader first of all (Oklay, 2016). School administrators and teachers must be ethical and moral leaders as role model individuals. Therefore, school administrators must have the administrative and

professional ethics and values system in the first place (Gungor, 2016). It is a must to leave models that are still dominant in our education system but have failed and to accept that education and school management is a professional field of the occupation, which requires various competences apart from “executive ability” (Simsek and Orucu, 2016).

Management processes that do not include the human dimension much in the organization may fail in managing a complex school structure and operation. School administrators should make radical changes in terms of understanding and putting into operation the management processes. While it is argued that school principals must have competences related to technical, human and conceptual subjects according to the traditional understanding, the dynamics of change in the internal and external environment have emphasised that these responsibilities should be developed and include leadership, communication, program development, learning and teaching processes, performance assessment skills (Kondakci and Zayim, 2013).

In a study that investigates the factors that cause a decrease in the motivation of primary school teachers, the student, parent and teacher-centered behaviours are expressed as follows: the normlessness of students, the fact that parents question the philosophy behind any behaviour of the teacher/necessary-unnecessary interference, the fact that the teaching profession is not sufficiently respected (Cerit, Kadioglu Ates and Yilmaz, 2017).

Nowadays, teachers need to build positive relationships with parents. Since the behaviours of teachers are constantly criticized when safe communication cannot be established between parents and teachers, the sense of belongingness of teachers can be negatively affected, and serious stress may occur. This increases the level of anxiety in teachers. It leads to the sense of not doing anything good in the teacher. Consequently, the need to protect themselves arises in teachers (Skaalvik and Skaalvik, 2011). The fact that the teacher does not effectively communicate with parents and leaving him/her in a state of constant self-defence may affect his/her motivation negatively.

It is obvious that success in education is only possible with teachers who believe in their job, who are conscious, freed from concerns about any kind of creativity, in short, teachers with high spirits (Demirci, 2011).

Motivation is quite an important concept for education institutions. Education closely concerns the teacher’s training programs at each level and not only the field of education management. Motivation, which appears very frequently in recent years in our country, has been examined variably in many studies conducted in the education literature abroad to date (Mansfield, Wosnitza and Beltman, 2012; Dinham and Scott, 1996; Ololube, 2006; Njiru, 2014; Perie and Baker, 1997; Wahab et al., 2014; Inayatullah and Jehangir, 2011; Nero, 1985; Losos, 2000; Frase and Sorenson, 1992; Kuvaas, 2006). The motivation of teachers is such a lionized phenomenon since it concerns teachers themselves, students, other colleagues and managers closely. The aim of this study is to examine the work motivation levels of primary school teachers. The problem sentence of the study was determined as “What is the work motivation level of primary school teachers?” The aims of the study are as follows:

1. What is the work motivation level of primary school teachers?
2. Does the work motivation of primary school teachers vary by gender?
3. Does the work motivation of primary school teachers vary by age?
4. Does the work motivation of primary school teachers vary by marital status?
5. What are the descriptive analysis results on the satisfaction factor of the work motivation of primary school teachers?

## **2. Method**

There are four types of stages in which education studies are basically conducted. These are descriptive, causal, generalization and basic-theoretical-research. The descriptive research has two important branches. These are historical and contemporary research. While the historical one depicts “what it was”, the contemporary descriptive research depicts “what is happening”. The descriptive research is the first and main research action. It has great importance in understanding and increasing knowledge. Most education problems are descriptive (Balci, 2015). In descriptive studies, the natural and social phenomena examined are not controlled. The researcher does not interfere with these phenomena. He does not prevent their flow. In other words, he does not put a new variable in the environment. He takes and processes the phenomenon as it is (Sonmez and Alacapinar, 2014). The research in question is a descriptive study. Descriptive statistics include techniques such as frequency, percentage, central tendency measures, variability measures and correlation coefficient that are used to describe the features of a group (Buyukozturk, 2007). The study was designed in the screening model. The screening model consists of research approaches that aim to describe a past or existing situation as it is (Karasar, 2003). Another advantage of the screening model is that it can be used without disturbing the existing order in the institution where the study is conducted and without creating administrative difficulties for the staff of the institution (Kaptan, 1998). The population of the study consists of primary school teachers and administrators working in state primary school institutions affiliated to the Ministry of National Education in Kuşçekmece district. The sample of the study consisted of 343 primary school teachers and 28

administrators selected using the disproportionate element sampling method from 14 state primary schools among primary school institutions in Kucukcekmece district. The simple random sampling method was used in the study. One of the basic types of unbiased sampling is simple random (unbiased) sampling (Christensen et al., 2015). As can be understood from its name, it is the sampling that consists of elements that have an equal chance of being selected (Arli and Nazik, 2003). In disproportionate element sampling, the number of the element types in the population that entered the sampling was completely left up to chance (Karasar, 2006). Sampling by chance (random) is like drawing lots. It is beneficial to select sampling by chance when the objects in the population are similar, change and are distributed on the same grounds, and they change in a similar way. Each has the same chance to be selected. Then the objects will be selected from everywhere in the population, and not from a single point of it (Kaptan, 1998).

Kucukcekmece is a district that receives immigrants, where people from different cultures live, and that reflects the socio-economic and cultural structure of Turkey. Furthermore, it is an easily accessible sample for the researchers. The area of education that the researchers investigated, Kucukcekmece is a place that is suitable for conducting research with its population of teachers. The number of schools in

Kucukcekmece district is 47, with 2107 primary school teachers. 14 schools and 371 teachers were included in the sample, and 57% of the population was reached.

Table 1. Distribution of the participants by their age group

Age	N	%
21-25 years	21	5.7
26-30 years	51	13.7
31-35 years	89	24
36-40 years	97	26.1
41 years and above	113	30.5
Total	371	100

According to Table 1, it is understood that the majority of the participants are from the groups of “41 years and above” and “36-40 years”. The ratio of the participants in the age group of 21-25 years is 5.7%, the ratio of the participants in the age group of 26-30 years is 13.7%, and the ratio of the participants in the age group of 31-35 years is 24%. The participants were divided into four groups during the analyses by combining the age range of 21-25 years and 26-30 years in order to ensure the equal distribution of the participants.

92.2% (342 individuals) of the participants consist of primary school teachers, 2.4% (9 individuals) consist of school principals, and 5.4% (20 individuals) consist of deputy principals. By gender, 59.6% (221 individuals) of the participants that participated in the study are female, and 40.4% (150 individuals) are male.

The “Personal Information Form” and the “Work Motivation Scale” were used to collect data in the study. The “Work Motivation Scale” that is used to measure the work motivation of teachers was developed by Aksoy (2006). The five-point Likert-type scale was used in order to specify the frequency of each behaviour next to each item, and they were graded as “not satisfied at all – not satisfied – undecided – satisfied – very satisfied” (1-5) from the least positive to the most positive. In the study of Yilmaz (2009), the factor loads of the items in the team cohesion dimension of the scale vary between .49 and .78, between .54 and .78 in the dimension of integration into work, between .59 and .81 in the dimension of commitment to the institution, and between .43 and .73 in the dimension of personal development. In this study, the Cronbach’s alpha reliability coefficient of the work motivation scale was found as 0.897, reliability studies were conducted for each of the sub-dimensions, and the alpha values were determined as .51 in the dimension of integration into work, .64 in the commitment to the organization, .68 in the team cohesion dimension, .61 in the personal development dimension, and 0.90 in total as a result of the factor analysis conducted. The value obtained showed that the scale was reliable.

In accordance with the aim of the study, the work motivation scores of the participants were comparatively investigated by their gender, age and marital status. Before making a comparison, the distribution of the work motivation scores by the independent variables was investigated by conducting the Kolmogorov-Smirnov, Shapiro-Wilk normality tests and calculating the skewness-kurtosis values. According to the results obtained, it was understood that the data are distributed quite closely by the groups. The homogeneity assumption of the variances was investigated with Levene’s test, and it was understood that the assumption was fulfilled. After this stage, the analyses were performed using the parametric tests (independent sample t-test, one-way analysis of variance test). The minimum score that can be obtained from the scale is 18, and the maximum score is 90. Accordingly, the scores between 18 and 42 were interpreted as the low level of motivation, scores between 43 and 66 were interpreted as the intermediate level of motivation, and scores between 67 and 90 were interpreted as the high level of motivation. The data were analysed using SPSS 20.0 package software.

Table 2. Sub-Dimensions of the Work Motivation Scale

Dimensions of the Scale	X	SD
Team Cohesion	9.05	2.65
Integration into Work	9.50	2.35
Commitment to the Organization	6.65	2.08
Personal Development	7.33	2.25

The first sub-problem of the study is “What is the work motivation level of primary school teachers?”. The descriptive information on the work motivation levels of teachers and scores they obtained from the Team Cohesion, Integration into Work, Commitment to the Organization and Personal Development dimensions that are the sub-dimensions of the scale was obtained by calculating the mean and standard deviation values.

Table 3. Analysis Results of the Work Motivation Scale

	N	X	sd	Minimum score	Maximum score
Total score of the scale	371	41.84	10.32	18	90

According to Table 3, the average of the scores obtained by the participants from the work motivation scale is 41.84, and the standard deviation is 10.32. The minimum score that can be obtained from the scale is 18, and the maximum score is 90. Accordingly, the scores between 18 and 42 were interpreted as the low level of motivation, scores between 43 and 66 were interpreted as the intermediate level of motivation, and scores between 67 and 90 were interpreted as the high level of motivation. In the light of this information, it can be said that the work motivation of the participants is at a low level. When the work motivation level of teachers and administrators was evaluated according to the sub-dimensions of the scale, it was observed to be at a high level in the sub-dimension of team cohesion and integration into work, and low in the sub-dimensions of commitment to the organization and personal development.

Table 4. The t-Test Table on Comparing the Scores Obtained by Primary School Teachers and Administrators from the Work Motivation Scale and Its Sub-Dimensions by Gender

Dependent Variable	Gender	N	$\bar{X}$	Sd	t	p
Work Motivation	Female	221	41.4389	9.70764	-.923	.357
	Male	150	42.4467	11.16775		
Team Cohesion	Female	221	9.0498	2.51582	-.036	.971
	Male	150	9.0600	2.85260		
Integration into Work	Female	221	9.3303	2.25518	-1.758	.080
	Male	150	9.7667	2.47516		
Commitment to the Organization	Female	221	6.6290	1.92540	-.291	.771
	Male	150	6.6933	2.31408		
Personal Development	Female	221	7.1719	2.14843	-1.657	.098
	Male	150	7.5667	2.39523		

The second sub-problem of the study is “does the work motivation level of primary school teachers and administrators vary by gender?” The t-test was applied to this end. According to the results, the work motivation levels of teachers do not vary by gender ( $p > 0.05$ ).

Table 5. ANOVA Test Table on the Variation of the Scores Obtained by Primary School Teachers and Administrators from the Work Motivation Scale and Its Sub-Dimensions by Age

		Sum of Squares	Sd	Mean of Squares	F	p
Motivation	Intergroup	462.798	4	115.699	1.087	.362
	Intragroup	38943.445	366	106.403		
	Total	39406.243	370			
Team Cohesion	Intergroup	30.551	4	7.638	1.086	.363
	Intragroup	2574.370	366	7.034		
	Total	2604.922	370			
Integration into Work	Intergroup	21.841	4	5.460	.986	.415
	Intragroup	2026.892	366	5.538		
	Total	2048.733	370			
Commitment to the Organization	Intergroup	16.325	4	4.081	.935	.444
	Intragroup	1597.514	366	4.365		
	Total	1613.838	370			
Personal Development	Intergroup	33.835	4	8.459	1.673	.156
	Intragroup	1850.386	366	5.056		
	Total	1884.221	370			

Another sub-problem of the study is “Does the work motivation of primary school teachers vary by age?” To find an

answer to this problem, the work motivation scores of the participants were examined by comparing them by the age groups. It was found out that the scores of the work motivation levels of teachers and the sub-dimensions of the scale (Team Cohesion  $p>0.05$ ,  $F_{(4-366)}= 1.086$ , Integration into Work  $p>0.05$ ,  $F_{(4-366)}= 0.986$ , Commitment to the Organization  $p>0.05$ ,  $F_{(4-366)}= 0.935$ , Personal Development  $p>0.05$ ,  $F_{(4-366)}= 1.673$ ) do not vary by age. The age intervals of the participants were examined in four groups being 21-30, 31-35, 36-40, and 41 years and above.

Table 6. Independent Sample t-Test Results on the Comparison of the Scores Obtained by Primary School Teachers and Administrators from the Work Motivation Scale and Its Sub-Dimensions by Marital Status

Dependent Variable	Marital Status	N	$\bar{X}$	Sd	t	p
Work Motivation	Single	68	41.8382	9.72550	-.007	.340
	Married	303	41.8482	10.46423		
Team Cohesion	Single	68	9.0000	2.67102	-.185	.774
	Married	303	9.0660	2.65367		
Integration into Work	Single	68	9.7353	2.25016	.886	.271
	Married	303	9.4554	2.37617		
Commitment to the Organization	Single	68	6.5882	2.03136	-.291	.271
	Married	303	6.6700	2.10408		
Personal Development	Single	68	7.1618	2.17592	-.686	.336
	Married	303	7.3696	2.27614		

Another sub-problem of the study is “does the work motivation level of primary school teachers and administrators vary by marital status?” The work motivation scores of the participants were investigated by comparing them according to their marital status in order to find an answer to this problem. It was observed that the work motivation level scores of primary school teachers and administrators and scale sub-dimensions (Team Cohesion, Integration into Work, Commitment to the Organization, and Personal Development scores) do not vary by marital status.

Table 7. Descriptive analysis results of the work motivation of primary school teachers related to the satisfaction factors

		N	Minimum	Maximum	$\bar{X}$	Sd
M1	Working in this institution	371	1.00	5.00	1.7628	.74458
M2	The respect I receive from society because of my duty	371	1.00	5.00	2.6011	1.13775
M3	The physical working environment at school	371	1.00	5.00	2.3558	1.03589
M4	Harmony with my colleagues	371	1.00	5.00	1.8005	.71893
M5	Additional payment system	371	1.00	5.00	3.3450	1.14353
M6	Being appreciated and the sense of success I have	371	1.00	5.00	2.4825	.97902
M7	Performance evaluation system in my organization	371	1.00	5.00	2.5957	.99913
M8	The income I gain from my institution	371	1.00	5.00	2.7547	1.07387
M9	Harmony between the administrators	371	1.00	5.00	1.9596	.87053
M10	Professional training and development opportunities	371	1.00	5.00	2.5768	.99534
M11	The degree at which I can use my creativity	371	1.00	5.00	2.2803	.88965
M12	The importance attributed to team-work	371	1.00	5.00	2.3127	.88490
M13	The amount of responsibility given	371	1.00	5.00	2.3235	.88101
M14	The social activities performed	371	1.00	5.00	2.3827	.96933
	Total	371				

According to the descriptive analysis results on the satisfaction factors of the work motivation of primary school teachers and administrators, it was found out that primary school teachers and administrators stated that they were not satisfied with “Working in this institution ( $\bar{X}=1.7628$ ), harmony with colleagues ( $\bar{X}=1.8005$ ), harmony between the administrators ( $\bar{X}=1.9596$ )”. The items that primary school teachers and administrators were most satisfied with are “The additional payment system ( $\bar{X}=3.3450$ ), the income I gain from my institution ( $\bar{X}=2.7547$ ), and the respect I receive from society because of my duty ( $\bar{X}=2.6011$ )”.

### 3. Conclusion, Discussion and Suggestions

The following results were achieved in accordance with the findings obtained from the analysis of the data collected in the study:

1. Another sub-problem of the study is “What is the work motivation level of primary school teachers?” The average of the scores obtained by the participants from the work motivation scale is  $\bar{x} = 41.84$ , and the standard deviation is 10.32. In the light of this information, it can be said that the work motivation of the participants is low. Upon assessing the work motivation level of teachers and administrators according to the sub-dimensions of the work motivation scale, it is observed to be high in the team cohesion and integration into work sub-dimensions, and low in the commitment to the organization and personal development sub-dimensions.
2. “Does the work motivation level of primary school teachers and administrators vary by gender?” The work motivation scores of the participants were investigated by being compared according to gender to find an answer to this problem. It was determined that the average work motivation scores do not vary significantly by gender ( $p > 0.05$ ). It was understood that the work motivation levels of female and male participants are quite close to one another.
3. Another sub-problem of the study is “Does the work motivation level of primary school teachers and administrators vary by age?” The work motivation scores of the participants were comparatively investigated by the age groups to find an answer to this problem. It was observed that the work motivation level scores of primary school teachers and administrators and scale sub-dimensions (Team Cohesion  $p > 0.05$ ,  $F_{(4-366)} = 1.086$ , Integration into Work  $p > 0.05$ ,  $F_{(4-366)} = 0.986$ , Commitment to the Organization  $p > 0.05$ ,  $F_{(4-366)} = 0.935$ , and Personal Development  $p > 0.05$ ,  $F_{(4-366)} = 1.673$ ) scores do not vary by the age group. The work motivation levels of the participants from different age groups are at a similar level.
4. Another sub-problem of the study is “Does the work motivation level of primary school teachers and administrators vary by marital status?” The work motivation scores of the participants were comparatively investigated by marital status to find an answer to this problem. The work motivation level scores of primary school teachers and administrators and scale sub-dimensions (Team Cohesion, Integration into Work, Commitment to the Organization and Personal Development) scores do not vary by marital status ( $p > 0.05$ ). It was understood that the work motivation of single and married participants is at a similar level.
5. According to the descriptive analysis results on the satisfaction factors of the work motivation of primary school teachers and administrators, teachers and administrators stated that they were not satisfied with “Working in this organization ( $\bar{x} = 1.7628$ ), harmony with the colleagues ( $\bar{x} = 1.8005$ ), and harmony between the administrators ( $\bar{x} = 1.9596$ )”. The items that primary school teachers and administrators were most satisfied with are “the additional payment system ( $\bar{x} = 3.3450$ ), the income I gain from my institution ( $\bar{x} = 2.7547$ ), and the respect I receive from society because of my duty ( $\bar{x} = 2.6011$ )”.

The average of the scores obtained by the participants from the work motivation scale is  $\bar{x} = 41.84$ , and standard deviation 10.32. In the light of this information, it can be said that the work motivation of the participants is low in general. The items that reduce work motivation are items such as working in this institution ( $\bar{x} = 1.7628$ ), harmony with the colleagues ( $\bar{x} = 1.8005$ ), and harmony between the administrators ( $\bar{x} = 1.9596$ ).

There are many studies on work motivation in the literature. Erturk (2014) achieved the result that the general perception of teachers of work motivation is at the “intermediate” level. In the study of Yılmaz (2009), the work motivation level of teachers is high. As a result of the study conducted by Tanriverdi (2007), it was found out that the work motivation level of teachers is high. Buyukses (2010) found that the average scores obtained by teachers from the statements related to work motivation varied between 2.03 and 4.68. The findings of the study conducted by Erturk (2014), Yılmaz (2009), Tanriverdi (2007) and Buyukses (2010) and the work motivation level results of this study do not match. It can be said that the reason for this difference is the branch and number of the source groups, time factor, attitude of the school administration, additional payment system, attitude of parents, the level of respectability of the profession in the society, the physical working environment at school, and the gains provided by the institution. Bennell and Akyeampong (2007), who investigated the work motivation levels of teachers in Asian and African countries, found that the work motivation levels of primary school teachers were quite low. In the study conducted by Emirbey (2017), the opinions of teachers on their own work motivation were found to be at a medium level with “Partially satisfied”. According to the researcher, since the work motivation level of teachers is found to be low, the reasons for this low motivation can be investigated, and precautions can be taken.

The work motivation levels of primary school teachers and administrators do not vary by gender, age and marital status. The work motivation scores of the participants were investigated by being compared by gender. It was found out that the average work motivation scores do not vary significantly by gender, and the work motivation levels of female and male participants are quite close to one another. This result is in parallel with the findings of the studies conducted by Emirbey (2017), Aksel (2016), Tecer (2011), Bektas (2012), Canpolat (2011), Aksoy (2006), Recepoglu (2011), Buyukses (2010), Erturk (2014) and Tanriverdi (2007). However, there are also studies that are not in parallel with the findings of the study. In the study, Polat (2010) found that there was a significant difference in the perceptions of teachers in the internal

motivation dimension by gender, and the internal motivation levels of female teachers were higher compared to male teachers.

Another sub-problem of the study is “does the work motivation level of primary school teachers and administrators vary by age?”. The work motivation scores of the participants were comparatively investigated by their age groups to find an answer to this problem. It was determined that the work motivation of the participants in different age groups was at a similar level. In the studies of Recepoglu (2011), Tanriverdi (2007) and Ozgun (2008), work motivation scores vary by the variable of age. On the other hand, Yilmaz (2009), Guven (2007), Tiryaki (2008), Tanriverdi (2007), Everett (1988), Pennington (1997), Smith (1999) and Oades (1983) also determined that the motivation level of teachers does not differ by the variable of age.

Another sub-problem of the study is “Does the work motivation level of primary school teachers and administrators vary by marital status?”. The work motivation scores of the participants were comparatively investigated by marital status to find an answer to this problem. It was understood that the average of the work motivation scores does not vary significantly by marital status, and the work motivation of single and married participants is at a similar level. In the study of Toker (2007), it was determined that there is no difference between the job satisfaction levels of married and single employees. On the other hand, in the studies conducted by Kaynak (2016), it was understood that job satisfaction does not vary by the status of being single or married.

According to the descriptive analysis results on the satisfaction factors of the work motivation of primary school teachers and administrators, it was determined that primary school teachers and administrators were not satisfied with “Working in this institution”, “Harmony with my colleagues”, “Harmony between the administrators”. The items that primary school teachers and administrators were most satisfied with were specified as the “additional payment system, the income I gain from my institution, and the respect I receive from society because of my duty.”

In future studies, the work motivation of branch teachers working at primary schools in addition to primary school teachers can be measured. Other variables were not addressed in the present study that measures age, gender and marital status. In future studies, whether work motivation varies according to variables such as having a child, the type of school graduated, educational level, total monthly income, the state of having a child and the number of children, professional seniority, and the years that teachers spent in the relevant institution, etc. can be determined. The relevant study is a quantitative study. A qualitative study can be conducted by asking the primary school teachers whose work motivation has been found to be low about the factors affecting their motivation. The MNE can take measures that increase the work motivation of primary school teachers. By ensuring coordination between university and primary school, it can be ensured that primary school teachers who are in charge meet academicians working at relevant universities, take precautions and cooperate with them at the points of fulfilling them by themselves regarding the negative effects that affect their work motivation.

Studies conducted on human beings have shown that people produce more when they are motivated. The reasons for motivation that ensures productivity can be quite variable since they depend on both the environment, individual and relationships. According to the researchers, the actual motivation is one’s intrinsic motivation because intrinsic motivation is more permanent in the individual (Bakioglu and Guner, 2016). It is especially important to develop the intrinsic motivation of pre-service teachers for the employment of teachers (O’Brien & Goddard, 2006). Intrinsic motivation means a desire or wish to know, understand and learn (Spittle, Jackson, Casey; 2009). Precautions that increase the intrinsic motivation of pre-service primary school teachers can be taken with the cooperation of the Higher education institution and the Ministry of National Education. Mixed studies in which qualitative and quantitative studies are blended can be conducted. Commissions can be established at the district, provincial and school level to increase teacher motivation. The Ministry of National Education and school administrators can conduct scientific activities in the form of panel, symposium and conversation that emphasise the place and importance of teachers in the society in order to increase the respectability of the teaching profession. Teachers can be financially and morally supported for the opportunities of professional training and development. Any kind of innovation related to education can be shared with the entire education community. Teachers that participate in scientific studies and exhibit different performances can be rewarded. The study can be repeated in different regions and cities of Turkey, and with primary school teachers working in different districts of Istanbul. Therefore, a comparison can be made. Furthermore, the motivation of teachers can be investigated according to different demographic features. The relationship between work motivation and different variables can also be measured. Whether work motivation varies by variables such as job satisfaction, life satisfaction, burnout, alienation from work, school culture and political discrimination can be investigated.

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