

The Determination of Teachers' Motivation Based on Herzberg's Motivation Theory

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ABSTRACT

Motivation initiates, maintains and directs spiritual and physical activity of individuals. It is important to determine the motivation of teachers who play important role in education and technology usage. The purpose of this study is to use the motivational scale to measure the motivation of teachers working in Zonguldak city of Turkey. The the cross-sectional survey design is used in the study. The motivation scale adopted from the components of the Herzberg's motivation theory was used in the study for data collection. 463 teachers working in Zonguldak city of Turkey completed the scale and became the sample of the study. The findings of the study showed that the motivation of teachers in Zonguldak city of Turkey is high. It is also found that the motivation level of female teachers is higher than that of male teachers. Moreover the motivation of teachers does not change based on the school type, the type of school that teachers graduated from and the school level teachers work for. In future studies, the motivation of teachers working in other cities of Turkey should be investigated. The data of the study was obtained from the responses of the participants to the scales. In future studies, motivation of teachers should be examined using the qualitative data obtained through interviews and observations.

Keywords: Motivation, teachers, motivation theory, Herzberg

INTRODUCTION

The motivation concept comes from the word “movere” which means mobilization and it is defined as the most important power source that determines the direction, violence and determination of behavior (“TDK”, 2020). The word motivation is also defined as the process that initiates, maintains and directs spiritual and physical activity in the most general sense, which drives the organism into action in order to reach a certain object or situation (Budak, 2003).

In the light of this information, it is understood that there is no consensus on the definition of motivation. But when these definitions are compiled, the motivation is that the beings in nature do not move to a moving state when they are in a stagnant state without any reason; it can be defined as having external forces (Öğülmüş, 1991). Motivation which can be defined as the process of creating the desired behavior in the individual, behavior; orientation (preference), intensity (effort) and duration (persistence) can affect the three aspects of motivation also gives the individual skills and abilities as well as how to use these skills and capabilities to manage the direction (Locke and Latham, 2004).

According to Şerif & Şerif (1996) there are two types of motives, primary and secondary. The primary motive is biological origin, is universal, can be observed in all living things (hunger, thirst, breathing, etc.). The secondary motive is psychological and socialbased, (Success motivation, passions, desire to reach a certain social position, etc.). The motive comes from the effect of a certain situation and is temporary (The student only works to pass the exam). Continuous motive occurs with the effect of a permanent condition and continues for a long time (The student wants to learn). Internal motivation is the result of internal needs and wishes (The student solves the problem in his/her spare time because s/he likes mathematics). External motive occurs as a result of external influences such as award, penalty, printing etc. Effects play an important role in the development (The student tries to pass the class as a reward for taking the bike).

Intrinsic and extrinsic motivation

Motivational sources that direct human behavior are divided into two as external and internal. If the cause of the behavior is caused by the outside of the individual, it is called extrinsic motivation. Awards, penalties and social support are the most prominent examples. In intrinsic motivation, the causality of behavior is internal. Intrinsic motivation comes from the individual's needs. Interest, talent and curiosity are among the most important of these resources. Attitudes and values of the individual's personality traits also affect intrinsic motivation. The

main difference between intrinsic and extrinsic motivation is related to the focus of the causality of behavior. The control in intrinsic motivation is in the external self and in the external motivation.

Motivation Theories

Motivation theories; behavioral, cognitive, humanistic and social-cognitive learning theories. Behavioral approaches emphasized the importance of extrinsic motivation resources. Cognitive and humanistic theories emerged in response to behaviorism and gave importance to sources of internal motivation. Cognitive motivation is associated with cognitive concepts and humanistic theories have been associated with attitudes. The social learning approach explained motivation with both internal and external motivation sources (Altun and Yazıcı, 2010).

Behaviorist Motivation Theory

Behaviorists have often addressed motivation in terms of factors beyond the control of the individual, and they have concluded how the behavior has increased and what the consequences of behavior affect the likelihood of repetition. Behaviorists explain motivation with reward and stimulus. The reward is used to express the reinforcements given at the end of the behavior (where and how often the reinforcement is used), while the stimulus is used to express situations that prevent or support behavior (Woolfolk, 1998). According to the behaviorists, motivation is an external process and the individual remains under the influence of these external stimuli. These stimuli affect the learning process in different ways, but this does not mean that internal sources are completely rejected. In this conception, self-evaluation, expectations, predictions and intentions are accepted as important internal factors affecting motivation (Moore, 2001).

Cognitive Motivation Theory

Cognitivists emphasized external motivation rather than external motivation and argued that the individual made an assessment using his/her mental processes prior to conducting an act, determined goals for him/her and decided how to act to achieve these goals. According to this approach, behaviors are started and controlled by plan, purpose, schema and loadings. Individuals develop behaviors with the ways of evaluating these effects rather than external effects. Explains this evaluation process as the source of motivation. This source is internal and related to curiosity, desire to learn, concepts. The cognitive approach attaches importance to thought and recognizes that the thought process is more effective than instinct and needs (Bartlett, Burton &, Peim, 2001). This approach advocates an active process for human behavior. Individuals have the ability to explain, manipulate and evaluate their behavior.

Humanistic Motivation Theory

Human motivation theory; refers to the sources of intrinsic motivation, such as cognitive approach. Selection, creativity, autonomy, self-esteem and needs and motivation are explained. In these theories, it is stated that motivation is a decisive factor in how an individual will use his / her development, growth and energy effectively. Maslow, Herzberg and Mc Clelland are the famous human motivation theorists (Eggert, 2000). According to this approach, self-actualization tendency is the main source of motivation. The individual comes to the world with this tendency. Accordingly, individuals were innately motivated. Motivation is considered as the process that leads to the development and growth of the individual and the most effective use of all of his potentials (Yazıcı, 2009).

Social - Cognitive Motivation Theory

According to Bandura, one of the social cognitive motivation theorists, motivation is about how the behavior will be demonstrated and sustained. Expectations are seen as one of the most important sources of motivation in this approach. It influences the motivation of individual's expectations and beliefs about self-efficacy and ability to achieve these expectations. According to Bandura, motivation of individuals depends on what they believe in and their movements are more than what is true (Yazıcı, 2009). Individuals are internally, externally and indirectly reinforced. External reinforcement reduces intrinsic motivation.

Relation of Motivation Theory and Resources

The link between motivation theories and motivation source is summarized in Figure 1 by Moore (2001).

	Founder of the Theory	Motivation Source	Basic Concepts
Behavioral	Skinner	External reinforcement	Individual behaves according to environmental stimuli and reinforcements
Cognitive	Weiner	Internal Reinforcement	Individuals behave depending on beliefs and loads.

Humanist	Maslow, Deci, Mc Clelland	Internal reinforcement	Self-esteem, self-control and full functional behavior are important.
Social Cognitive	Bandura	Internal-external reinforcement	The individual is motivated by the values of purpose and expectation.

Source: Moore, K.D. (2001). Classroom Teaching Skills. Boston: Mc Graw Hill

Figure 1. The Relationship between Motivation Theories, Motivation Source

There are four basic theories about motivation. These theories; behavioral, cognitive, humanistic and social learning theories. While the external motivational sources emphasize behavioral theory, cognitive and humanistic theories, in contrast to behaviorism, have prioritized internal sources of motivation. Social learning approach has given importance to internal and external motivation sources. According to the source of motivation, the central theories of internal motivational sources are called process theories.

Scope (Content) Theories

Scope theories started in the 20th century. Some of the scope theories of today are Abraham Maslow's hierarchy of needs theory, Frederick Herzberg's double factor theory, Mc Clelland's theory of success motivation and Clayton Alderfer's theory of ERG.

Abraham Maslow's Needs Hierarchy



Figure 2. Maslow's Hierarchy Of Needs

One of the most influential in the theories of motivation is Abraham Maslow's hierarchy of needs. Telman (1998): Maslow's theory is based on two basic assumptions (Figure 2). These:

- That human behavior is directed towards meeting specific needs, and that no need can be fully satisfied.
- The needs of the individual are followed by a hierarchical sequence, and the other needs at the upper level without partially addressing the needs of the lower level do not direct the individual to behavior. Accordingly, a satisfied need no longer motivates the individual and a high level of need becomes motivator.

Maslow divides the basic needs that he claims to be in a hierarchical structure into two as low-level needs and high-level needs. It indicates that the needs at the upper level differ qualitatively from the physiological needs such as hunger, thirst, etc (Maslow, 1948). Maslow, one of the pioneers of human psychology, examined human needs in a hierarchical structure. Physiological needs are at the bottom of this hierarchical sequence. Needs such as hunger, thirst, insomnia, are also the primary motivating basic needs. According to Maslow, following the elimination of the physiological needs, there is a need for confidence. Security needs are also continuous, such as physiological needs, and they end up being satisfied. Regular life, danger, etc. Social needs come at a high level after the needs of the needs are also removed. Being satisfied with their needs such as being loving, being loved, comes to a higher level needs. At this level, there are needs such as self-esteem, selfrespect and trust. After the realization of all these needs, a final need for the individual appears, which is the need for self-realization, which expresses the need of the individual to fully grasp his/her talents and be creative. According to Erkan & Özbay (2008), the characteristics of self-fulfilling individuals; (1) Has life goals, (2) Detects the truth correctly, (3) Natural, (4) Creative, (5) is aware of the, (6) deficiencies and competences, (7) Establishes close and meaningful relationships, (8) Independent, (9) Has problem solving skills, (10) Has a democratic understanding, (11) Accepts yourself and other individuals as they are, (12) Has a philosophical sense of humor.

Frederick Herzberg's Motivation Theory

Frederick Herzberg's motivation conservation theory is the most known motivation theory after Maslow's theory. This theory is also called double-factor theory or motivationhygiene theory (Herzberg, 2003). In fact, Frederick Herzberg developed Maslow's theory by classifying him as lower and higher needs, such as Maslow in Herzberg (Herzberg, 2003).

In the work with 200 engineers and accountants, Herzberg asked people two important questions and asked them to explain the events that made them feel the best and feel the worst when they were working. The first one is satisfying, and the second one is the one that makes them feel uncomfortable. Herzberg divided human needs into two groups. The first one is the fear of pain and the second is psychological development.

Motivation factors are called internal factors. Hygiene factors called external factors due to dissatisfaction caused by discomfort or pain (Nelson & Quick, 1997). Hygiene factors are the factors that meet the physiological, safety and social needs of the work and the dissatisfaction that responds to lower level requirements such as physical working conditions, wages and other payments, administration, status, corporate policies and practices. Institutions determine these factors (Yüksel, 1998). The hygiene factors identified by Herzberg are in Adair (2003) as follows; (1) Job security, (2) Fees, (1) Status, (3) Working conditions, (4) Interpersonal relationships, (5) Control style, (6) Business policy, (7) Personal experience.

These factors are support factors. It does not directly affect the motivation of the person. Excellent hygiene factors cause employees to be dissatisfied and have no complaints (Nelson & Quick, 1997). Hygiene factors allow to eliminate unsatisfaction and improve performance to some extent. But to improve, renew and improve these factors is not very useful in increasing motivation. For high performance, management should focus on motivating factors and constantly renew them (Önen & Tüzün, 2005). The motivation factors identified by Herzberg are as follows; (1), Success, (2) Recognition, (3) Work itself, (4) Recognition, (5) Progress, (6) promotion, (7) Responsibility, (8) Feedback, and (9) Development, upbringing opportunities (Adair, 2003).

These factors are closely related. If all of these factors are present, personal development and self-realization needs are met. High levels of performance are achieved (Önen & Tüzün, 2005). From this point on, the two factors hypothesize that:

- The factors that are present when they are satisfied with the job are different and different from the factors during the discontent.
- Satisfying is not the condition of dissatisfaction, but not satisfied.
- The opposite of feeling dissatisfied with the job is not the satisfaction of being satisfied with the job (Karapınar & Önen, 2008).

The four possible situations that may occur with motivation and hygiene factors are:

- There is high motivation and few complaints in a profession where both motivation and hygiene factors are high.
- If the two factors are low, there is low motivation and many complaints.
- Motivation factors are high in a profession with high hygiene factors but motivation is high.
- Motivation is low but motivation is low in a profession with high hygiene factors, but there are very few complaints about workplace environment.

Comparison of Herzberg and Maslow Theories

In Herzberg, the essence of motivation such as Maslow advocated the existence of needs (Önen & Tüzün, 2005). However, Herzberg stated that the most viable way of satisfying individuals in workplaces is to be successful and carry responsibility, and according to him economic factors do not play a significant role in motivation. Maslow, on the other hand, has included economic factors in the first plan and argued that this could not be accomplished unless it was resolved (Koçak, 2008). When the theories of Herzberg and Maslow's theories are compared, the fundamental point where both of them are combined: people can be motivated by the elimination of needs. Therefore, it is aimed at satisfying the needs in both theories. But when Maslow classified the needers in order of importance, Herzberg divided the needs into two groups as satisfying and deprivators. Maslow's needs at the upper level correspond to the motivators of Herzberg. Maslow argues that a relatively unsatisfied need may be a motivational factor, while Herzberg suggests that only the upper tier needs can be motivational elements. However, in both theories, because it needs lower and higher needs, it allows individual growth and development as in Maslow's theory (Yüksel, 1998).

Mc Clelland's Theory of Needs

According to David Mc Clelland, human beings behave under the influence of three groups of needs: success, belonging, and the need to gain power. It is also called The Acquired Needs Theory. The most important feature that distinguishes this theory from other theories is that the needs are not innate intrinsic tendencies, and that they are behaviors learned through signs taken from the environment. According to Mc Clelland, all movements of people have been learned (Akat, 1984).

Need for Success

Although McClelland speaks of three needs in his theory, the need for success in people's own professions and the search for perfection, passion and emotion is reserved (Eren, 1993), emphasizing the need to achieve more. Because this need has a structure that motivates the individual according to another need (Türkel, 1999). While high motivation brings success, it brings high motivation to success (Genç & Demirdöğen, 2000). Those who have high success motivation have a more determined, practical and realistic intelligence than others. But the nature of the work is very decisive. If the nature of the work is open to the individual's individual effort and creativity, the individual can leave behind others. However, if the nature of the work is not open to personal effort and creativity, individuals exhibit a success far from ordinary creativity (Bingöl, 1990). The characteristics of a successful manager listed as follows (Koçak, 2006): (1) Self-confidence is complete, (2) Not afraid to take personal responsibility, (3) Intelligent goals set, (4) Make a specific plan for success, (5) They need a concrete feedback.

The Need for Relationship

This motive refers to the individual's relationship with other people or groups to establish friendship and to establish friendship. The characteristics of individuals who have a motive for relationship Can, Akgün & Kavuncubaşı (1998):

- They want to enter into a friendship and emotional relationship with others.
 - They like to be loved by others.
 - They enjoy social activities such as parties and cocktails.
 - Participated in a group and wanted to access the sense of identity.
- Individuals with high motivation prefer solidarity to competition.

The need to gain power, leave an impact on people, influence others, change people or events, etc. As such, it involves the desire to make changes in life. The desire of people to influence others causes competition and conflict. Power theory greatly influences one's personality trait and culture (Koçak, 2006). The managers with this need give importance to protection and discipline rather than to the authority system. They also believe in fairness and fair treatment for all (Tevrüz, Artan & Bozkurt, 1999). In conclusion, McClelland's theory does not have a hierarchy of needs. It is the social environment and business environment that determines the needs of the individual. McClelland's three requirements can coexist.

Clayton P. Alderfer's ERG Theory

This theory, developed by C. P. Alderfer, is mostly directed towards working life needs. In ERG theory, three groups are mentioned. The need for theory has been derived from the initials of these three needs. These needs are existence, relatedness and growth related (Yüksel, 1998). Similar to Maslow and Herzberg, it was valuable to categorize the needs in Alderfer and found that there were fundamental differences between low and high requirements. Alderfer reduced Maslow's hierarchy of needs to advanced modern societies and reduced needs from five to three levels (Yüksel, 1998). According to this, the necessity of existence represents the safety and peace of life. Relationships need to be in relationship with people, love, friendship and belonging. The need for development includes the freedom of thought and behavior and the feeling of being competent. Unlike Alderfer Maslow (1948), he did not reveal a certain boundary and a certain hierarchy between the needs groups. The needs of the individual may arise without following a certain sequence. Multiple requirements can be seen at the same time. There may also be transitions between requirements groups. From time to time, Alderfer argued that requirements could change (Baysal and Tekaslan, 1996). Another advantage of this theory is that in basic societies, basic needs are no longer as effective motivators as they used to be, and that they are replaced by self-confidence, responsibility and self-fulfillment.

Studies on Motivation

There are numerous studies conducted to investigate the factors that affect the motivation of teachers. Gökay and Özdemir (2010) conducted a scale development study by collecting data from 110 teachers in order to determine the factors that determine the motivation of visual arts teachers. The results of the study showed that the professional goal and love of the profession, professional prestige, professional development and promotion, professional experience, supervision and supervisory attitudes, executive attitudes, school communication and

cohesion, parent attitudes, student attitudes, rewards, wages, and the quality of the course are determining factors of the motivation. In another study, Ayaydın and Tok (2015) used the screening model in order to determine the opinions of primary school teachers about the factors affecting motivation. Working in Gaziantep / Turkey, 252 classroom teachers working in 18 primary schools participated in the study. Analysis of the data obtained by the Motivation Scale showed that; The most important factors affecting the motivation of primary school teachers are the professional love of the teachers, the suitability of the class structure for education, the observance of the success of the learners, the safety of the school, the compatibility of books and curricula. Also Gömleksiz and Serhatlıoğlu (2014) conducted a study in order to determine the prospective teachers' opinions on academic motivation levels. The results of the study revealed that the academic motivation levels of male pre-service teachers were higher than female teachers, and that the academic motivation levels of the freshman pre-service teachers were higher than the senior pre-service teachers.

Moreover Seniwoliba (2013) in the study investigated factors that motivate and satisfy teachers and factors that cause teachers to leave the teaching profession. Using a self-administered survey, data were collected from 178 teachers. Findings revealed that salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy and status were found to be the ten most important factors of motivation for teachers that could enhance or cause them to leave from the job. Başaran and Orhun (2013) also conducted a study to investigate the factors that affect the profession motivations of preservice teachers using the survey method with preservice teachers in one education faculty of the state university in Turkey. 291 pre-service teachers participated in the study by completing the questionnaire. Research findings showed that low salary earning of teachers after graduation does not affect the motivation of pre-service teachers.

There are also qualitative studies investigating the teachers' motivation. Ada, Akan, Ayık, Yıldırım and Yalçın (2013) used the phenomenon method in qualitative research studies in order to reveal the internal and external factors that positively and negatively affect the motivation of the teachers. Semi-structured interviews were conducted with teachers in primary schools. The result of the study revealed that teachers need a strong and trusting executive support in motivating their teachers. In addition, the motivations of the teachers have been positively influenced by human relations and feeling of being successful. Also Altınkurt, Yılmaz and Erol (2014) used mixed research model in order to determine the motivation of teacher candidates who participated in pedagogical education program. First of all, data were obtained from 347 teacher candidates via motivation survey. After the descriptive analysis, qualitative data were collected through semi-structured interviews. The results of the study showed that the pre-service teachers participating in the pedagogical formation program have high motivations for the teaching profession.

Besides the studies investigating the factors affecting the motivation of teachers, there are also studies comparing the teacher motivation and studies investigating the relationships among factors affecting the motivation of teachers. Gupta and Gehlawat (2013) in the study compared the job satisfaction and work motivation of secondary school teachers based on demographic variables. The descriptive survey method was used and 400 secondary school teachers working in schools in India participated in the study. Study results demonstrated that work motivation and job satisfaction of the participants are not different based on the gender. The job satisfaction and work motivation of teachers who work in private schools are higher than teachers who are employed in public schools. Similarly experience of teachers changes the job satisfaction of the teachers. Less experienced teachers' job satisfaction appeared to be higher than teacher who have more experience. Also Deniz and Erdener (2016) collected data from 1270 teachers who work at 87 different school levels through the work motivation scale to examine whether teachers' work motivations differ according to some variables. The results of the study showed that teachers' work motivation did not show a significant difference according to gender and seniority. Moreover, Canrinus, Helms-Lorenz, Beijaard, Buitink and Hofman (2012) investigated the relationships among teachers' job satisfaction, occupational commitment, self-efficacy and change in level of motivation. Data were collected from 1214 Dutch teachers working in secondary education. Findings revealed that the relationships between the indicators of teachers' sense of their professional identity were found to be similar for novice, experienced and senior teachers. Mansfield and Beltman (2014), also investigated graduating and early career teachers' professional goals using the open-ended survey questions. Data were collected from 332 graduating teacher education students and 162 early career teachers. Findings revealed that graduating teachers referred to avoidance goals significantly more often than the early career teachers. Finally, Gorozidis and Papaioannou (2014) conducted a study to investigate teachers' intentions to participate in training and teaching of an innovative academic subjects. Data were collected from 218 teachers involving the new subject Research Project in Greek high schools through the questionnaires. Results of the study showed that teacher autonomous motivation is connected with job satisfaction and lower teacher burnout.

There are many instruments that have been constructed to measure the motivation of individuals. Among the ones particularly developed based Herzberg’ two factor theory is the motivation scale constructed by Akdemir & Arslan (2013) to measure the motivation of the teachers. The purpose of this study is to use the motivational scale to measure the motivation of teachers in Zonguldak city of Turkey and also to verify the factor structure of a set of observed variables by conducting the confirmatory analysis. Following research questions were developed for the study.

1. Does the factor structure of observed variables comply with the factors structure of the motivational scale used in the study.
2. What is the motivation level of teachers?
3. Does the motivation level of teachers change according to gender, the school type, the type of school teachers graduated from and the school teachers work for?

METHOD

The survey research design being one of the quantitative research design is used in this study to investigate the motivation level of teachers in Zonguldak city of Turkey. There are different types of survey designs. In order to investigate the current motivation level of teachers, the cross-sectional survey design was chosen for the study.

The Data Collection Tool

The motivation scale developed by Akdemir and Arslan (2013) according to the components of the Herzberg’s two factor motivation theory was used in the study for data collection. The motivation scale has 26 items which are distributed among four factors namely communication factor, progress factor, institution factor and the personal expectation factor. Respondents of the scale are asked to answer the questions that to what extent do you think the following items related to your working life motivate you? Respondents have five response options namely, none, little, medium, high and completely for the each item in the scale.

Population, Target Population and the Sample of the Study

The population of the study consists of teachers working in Zonguldak city of Turkey. The motivation scale was converted to the online form and sent to the schools to be distributed to all teachers in Zonguldak city. The target population of the study consists of 6550 teachers working in Zonguldak in 2018. 463 teachers completed the scale and become the sample of the study. The sample size of 463 is sufficient for the confidence level of %95.

ANALYSIS

As a result of the validity and reliability analysis, it is concluded that this scale which has 4 factors consisting of 26 items can be used to measure the motivation of teachers. Scale factors were named as Communication Factor, Progress Factor, Institution Factor and Personal Expectation Factor respectively. In the confirmatory factor analysis study, after the first analysis, the inter-item covariance was drawn, for example, because the connection between items 11 and 10 was very high (87.34). Subsequent covariance was drawn between items 17 and 18 (84.51) and finally between items 1 and 2 (69.91). The values obtained are presented at Table 1 and Table 2.

Table 1. Goodness fit index values for the model

	First Analysis	E11 & E10	E17 & E18	E1 & E2
CMIN/df	4.47	4.11	3.81	3.56
GFI	.81	.83	.84	.85
CFI	.91	.92	.93	.94
RMSEA	.09	.08	.08	.07

Table 2. Goodness of Fit Indices

	χ^2	df	χ^2/df	GFI	CFI	RMSEA
Motivasyon	1031.27	290	3.56	.85	.94	.07
Goodness of Fit Indices			≤ 3	$\geq .90$	$\geq .90$	$\leq .08$

Note: χ^2 =Chi-Square; df=Degrees of Freedom; GFI=Goodness Of Fit Index; CFI=Comparative Fit Index; RMSEA=Root Mean Square Error of Approximation.

As a result of these modifications, other indicators other than GFI value indicate that the results of the confirmatory factor analysis of the scale are acceptable (Standardized regression coefficients are significant and shown on the Figure 3).

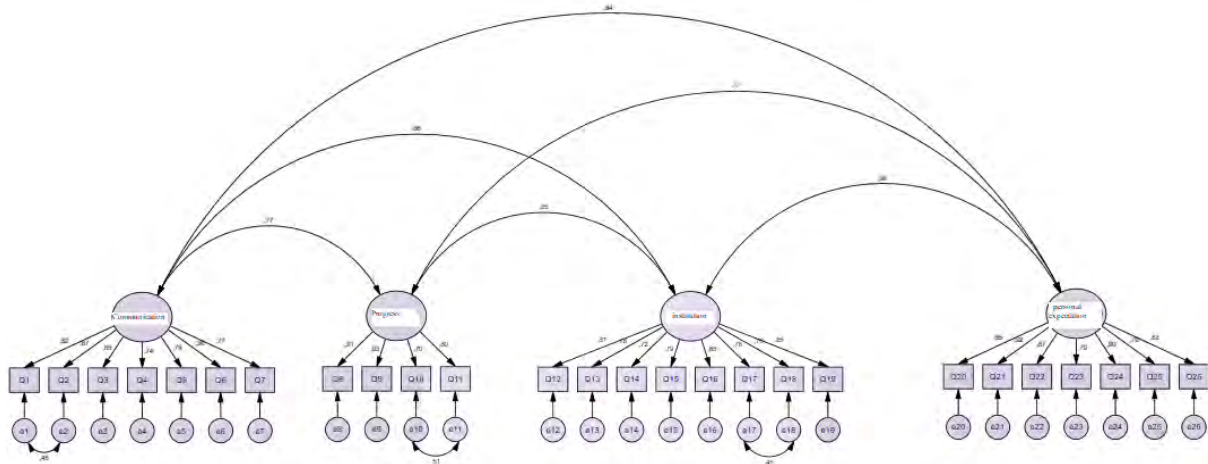


Figure 3. Standardized regression coefficients of the scale

According to the results of the Confirmatory Factor Analysis conducted within the scope of the study, a good fit was found between the data set and the factor structure of the scale (Figure 3). This result indicates that the factor structure of observed variables comply with the factors structure of the motivational scale developed by Akdemir and Arslan (2013). In the analysis of the research questions, ANOVA tests were used for independent samples. All statistical analysis were performed at 0.05 significance level. SPSS (Statistical Package for the Social Sciences) program was used in all analysis.

FINDINGS

The Demographic Characteristics of the Participants

The demographic characteristics of the teachers who participated in the study are given in the Table 3.

Table 3. Demographic Information

Category	n	%	Category	n	%
Gender			School Type by the Governer		
Female	185	40	Public	438	94.6
Male	278	60	Private	25	5.39
Total	463	100	Total	463	100
Degree Earned by Teachers			School Type by Level		
Associate degree +2 years	6	1,3	Pre-school	150	32,4
Education Institute Graduate	18	3,9	Primary school	165	35,6
Bachelor Degree	386	83,3	Middle School	134	28,9
Master's Degree	53	11,5	High school	14	3,0
Total	463	100	Total	463	100

The total of 463 teachers participated in the study by completing the motivation scale. Of the 463 prospective teachers participating in the study, 40% of them were women and 60% of them were men. According to the degree earned by teachers, % 1,3 of them graduated from Associate degree +2 years programs, %3,9 of them graduated from Education Institute program, %83,3 of them holds a Bachelor Degree and % 11,5 of them has a Master's Degree. It is understood that the majority of the participants (%83,3) has Bachelor Degree and work at public schools (%94,6).

The Motivation Level of Teachers

The motivation level of teachers by gender is presented at the Table 4. Also the distribution of the sub-factors of the motivation is presented at the Table 4.

Tablo 4. Distribution of the motivation level of teachers by gender

Factors	Gender	N	Min	Max	Mean	Std. Dev.
Communication	Female	278	12,00	35,00	27,2050	5,21222
Factor	Male	185	11,00	35,00	26,4757	6,01454

	Total	463	11,00	35,00	26,9136	5,55191
Progress Factor	Female	278	4,00	20,00	13,7482	4,30111
	Male	185	4,00	20,00	13,2270	4,28373
	Total	463	4,00	20,00	13,5400	4,29714
Institution Factor	Female	278	9,00	40,00	29,5504	7,22381
	Male	185	10,00	40,00	27,8595	7,26829
	Total	463	9,00	40,00	28,8747	7,28111
Personal Expectation Factor	Female	278	7,00	35,00	26,0396	6,67842
	Male	185	8,00	35,00	24,8270	6,91661
	Total	463	7,00	35,00	25,5551	6,79323
Motivation	Female	278	33,00	130,00	96,5432	21,74092
	Male	185	42,00	130,00	92,3892	22,18744
	Total	463	33,00	130,00	94,8834	21,99103

Table 4 shows that the motivation level of teachers is higher than the average. The data also indicate that the levels of sub-factors for the motivation are higher than the average for male and female teachers.

The Comparison of the Motivation Levels by Gender

The One-way ANOVA test was used to determine whether teachers' motivation levels differed according to gender.

Table 5. The comparison of the motivation levels of teachers by gender

		Sum of Squares	df	Mean Square	F	Sig.
Communication Factor	Between Groups	59,09	1	59,091	1,92	,166
	Within Groups	14181,45	461	30,762		
	Total	14240,54	462			
Progress Factor	Between Groups	30,17	1	30,172	1,63	,201
	Within Groups	8500,83	461	18,440		
	Total	8531,01	462			
Institution Factor	Between Groups	317,59	1	317,593	6,05	,014*
	Within Groups	24175,14	461	52,441		
	Total	24492,73	462			
Personal Expectation Factor	Between Groups	163,31	1	163,316	3,55	,060
	Within Groups	21157,03	461	45,894		
	Total	21320,34	462			
Motivation	Between Groups	1916,74	1	1916,74	3,98	,046*
	Within Groups	221508,96	461	480,49		
	Total	223425,70	462			

The one-way ANOVA results in Table 5 showed that; teachers' motivation levels differ by gender ($F(1, 461) = 3.98$; $p < 0.05$) (Table 5). The motivation level of female teachers ($\bar{x} = 96.5$, $SD = 21.74$) is higher than that of male teachers ($\bar{x} = 92.3$, $SD = 22.1$). Similarly one-way ANOVA results showed that; Institute Factor, which is one of the subfactors of motivation, shows a difference by gender ($F(1, 461) = 6.05$; $p < 0.05$) (Table 5). The motivation level of female teachers ($\bar{x} = 29.5$, $SD = 7.22$) is higher than that of male teachers ($\bar{x} = 27.85$, $SD = 7.26$). However, there was no significant difference in other subfactors of motivation according to gender.

The Comparison of the Motivation Levels by the School Type

One-way ANOVA test was used to determine whether the motivation levels of the teachers varied according to the type of school.

Table 6. The comparison of the motivation levels by the school type

		Sum of Squares	df	Mean Square	F	Sig.
Communication	Between Groups	11,04	1	11,04	,358	,550

Factor	Within Groups	14229,50	461	30,86		
	Total	14240,54	462			
Progress Factor	Between Groups	,518	1	,518	,028	,867
	Within Groups	8530,49	461	18,50		
	Total	8531,01	462			
Institution Factor	Between Groups	4,340	1	4,34	,082	,775
	Within Groups	24488,39	461	53,12		
	Total	24492,73	462			
Personal Expectation Factor	Between Groups	6,214	1	6,21	,134	,714
	Within Groups	21314,13	461	46,23		
	Total	21320,34	462			
Motivation	Between Groups	74,289	1	74,28	,153	,696
	Within Groups	223351,41	461	484,49		
	Total	223425,70	462			

The one-way ANOVA results in Table 6 showed that; There is no significant difference in motivation levels of teachers according to school type ($F(1, 461) = 0.153; p > 0.05$). Similarly one-way ANOVA results showed that; There was no significant difference in other sub-factors of motivation according to the school type whether it is a public school or private school.

The Comparison of the Motivation Levels by the Type of School Teachers Graduated From

One-way ANOVA test was used to determine whether the motivation levels of the teachers varied according to the type of school they graduated from.

Tablo 7. The comparison of the motivation levels by the type of school teachers graduated from

		Sum of Squares	df	Mean Square	F	Sig.
Communication Factor	Between Groups	39,68	4	9,92	,320	,865
	Within Groups	14200,85	458	31,0		
	Total	14240,54	462			
Progress Factor	Between Groups	46,264	4	11,56	,624	,645
	Within Groups	8484,74	458	18,52		
	Total	8531,01	462			
Institution Factor	Between Groups	33,997	4	8,49	,159	,959
	Within Groups	24458,73	458	53,4		
	Total	24492,73	462			
Personal Expectation Factor	Between Groups	24,202	4	6,05	,130	,971
	Within Groups	21296,14	458	46,49		
	Total	21320,34	462			
Motivation	Between Groups	340,281	4	85,07	,175	,951
	Within Groups	223085,42	458	487,08		
	Total	223425,70	462			

The One-way ANOVA results in Table 7 showed that; there was no significant difference in the motivation levels of teachers according to the type of school they graduated from ($F(4, 458) = 0.175; p > 0.05$). Similarly one-way ANOVA results showed that; There was no significant difference in other sub-factors of motivation according to the type of school that teachers graduated from.

The Motivation of the Teachers According To the School Level They Work For

The One-way ANOVA test was used to determine whether the motivation levels of the teachers vary according to the type of school level they work for.

Tablo 8. The motivation of the teachers according to the school level they work for

		Sum of Squares	df	Mean Square	F	Sig.
Communication Factor	Between Groups	194,31	3	64,77	2,11	,097
	Within Groups	14046,22	459	30,60		

	Total	14240,54	462			
Progress Factor	Between Groups	72,75	3	24,25	1,31	,269
	Within Groups	8458,25	459	18,42		
	Total	8531,01	462			
Institution Factor	Between Groups	152,14	3	50,71	,956	,413
	Within Groups	24340,59	459	53,03		
	Total	24492,73	462			
Personal Expectation Factor	Between Groups	72,28	3	24,09	,521	,668
	Within Groups	21248,05	459	46,29		
	Total	21320,34	462			
Motivation	Between Groups	1761,63	3	587,21	1,21	,303
	Within Groups	221664,06	459	482,92		
	Total	223425,70	462			

The One-way ANOVA results in Table 8 showed that; there is no significant difference in motivation levels of teachers according to the type of school level they work ($F(3, 459) = 1.21; p > 0.05$). Similarly the one-way ANOVA results showed that; There was no significant difference in other sub-factors of motivation according to the type of school level teachers work.

DISCUSSION, CONCLUSION AND SUGGESTIONS

This study is designed to investigate the motivation of teachers using the measure developed according to the components of the Herzberg' two factor theory. The findings of the study showed that the motivation of teachers in Zonguldak city of Turkey is above the average. Similar results are also observed in each sub-factors of the motivation namely the communication factor, the progress factor, the institution factor and the personal expectation factor. Altinkurt, Yılmaz and Erol (2014) supports the findings of this study by demonstrating that even the motivation of pre-servis teachers is high. It is observed that teachers are motivated even before starting their profession. Another important finding of this study shows that the motivation level of female teachers is higher than that of male teachers. The findings obtained for the effect of the gender on motivation in this study are contradicted to the findings of Deniz and Erdener (2016)'study and the findings of Gupta and Gehlawat (2013)'s study which demonstrated that motivation did not show a significant difference according to gender. On the other hand, for pre-service teachers Gömleksiz and Serhatlıoğlu (2014) found that motivation levels of male pre-service teachers were higher than female teachers. These contradicted findings warn the researchers about drawing any generalizable conclusions about the gender effects of the motivation. Therefore, interpretation for the findings of each study should be made within the boundaries of the sample population for the gender.

Finding of this study also revealed that motivation of teachers does not change based on the school type. Therefore it can be said that the motivation of the teachers working in public schools is not different from the motivation of the teachers working in private schools. However, in the study conducted in a different context, Gupta and Gehlawat (2013) found that the work motivation of teachers who work in private schools are higher than teachers who are employed in public schools. Thus it can be said that teachers' motivation change for the type of school in each context. Moreover it is found that regardless of the type of school that teachers graduated from, teachers' motivation does not change. In this study four categories have been identified namely Associate degree +2-year graduate, Education Institute Graduate, Bachelor Degree graduate and Master's Degree graduate. It is understood from the findings that all teachers are motivated and their motivation does not change based on the type of school that teachers graduated from. The final result of the study demonstrated that motivation of the teachers does not change based on the school level teachers work for. In this study four categories have been identified namely Pre-school, Primary school, Middle School and High school. Therefore it can be said that regardless of the school level, the motivation of the teachers is high and does not show any difference based on the school level.

This study was conducted with the data obtained from 463 teachers working in Zonguldak city of Turkey. In future studies, the motivation of teachers working in other cities should be investigated. The data of the study was obtained by the responses of the participants to the scales. In future studies, motivation of teachers should be examined using qualitative data obtained through interviews and observations.

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Appendix: The Turkish Version of the Motivation Scale

Motivasyon Ölçeği (Öğretmenlere Yönelik)						
Çalışma hayatınız ile ilgili aşağıdaki maddeler size ne derece motive etmektedir? Lütfen belirtiniz.						
Faktörler	Maddeler	Hiç	Az	Orta	Çok	Tamamen
İletişim Faktörü	Meslektaşlar arası etkin iletişim					
	Meslektaşların birbirine önem vermesi					
	Kurumda ekip çalışmasının teşvik edilmesi					
	Veli-öğretmen ilişkileri					
	Öğrenci-öğretmen ilişkileri					
	Meslektaşlar arası olumlu ilişkiler					
	Yapılan işi kabullenme					
İlerleme Faktörü	Kariyer geliştirme olanaklarının bulunması					
	Meslekte ilerleme olanağı					
	Ücret					
	Terfi olanakları					
Kurum Faktörü	İş güvenliği					
	İşin tekdüze olmaması					
	Kurum tarafından sunulan sağlık hizmetleri					
	Kurumda alınana kararlara katılma					
	Yeterli araç-gerecin bulunması					
	İş yükünün aşırı olmaması					
	Çalışma saatlerinin uygunluğu					
Kişisel beklenti faktörü	İyi bir oryantasyon sistemi olması					
	İşin üstlerce takdir edilmesi					
	Yapıcı eleştiriler					
	Kurum tarafından sunulan sosyal aktiviteler					
	Yönetime katılma					
	Üstlerin kendilerine adil davranması					
	Özel sorunlarda ilgi ve yardım					
İnsiyatif kullanma						