

*Discourse and Communication for Sustainable Education,*  
vol. 14, no. 2, pp. 17-36, 2023

## **High School Teachers' Work Motivation: A Mixed Research Method**

Mehmet Özcan

Nevşehir Hacı Bektaş, Veli University, Nevşehir, Turkey

This study aims to reveal the work motivation of high school teachers and was carried out with an explanatory sequential design, which is one of the mixed research methods. There were 284 participants in the quantitative stage and 15 participants in the qualitative stage of the study. At the quantitative stage, a work motivation scale was used, while in the qualitative part, an interview form consisting of 4 questions was used. As independent variables, gender, branch, professional experience and education level were used. As a result of the analysis, high school teachers' work motivation levels do not significantly differ in terms of educational level and professional experience but significantly differ in terms of gender and branch. The mean score of high school teachers' team cohesion, job integration, commitment to the institution and personal development level are found high. The Kaiser-Meyer-Olkin (KMO) value of the work motivation scale used in the quantitative part of the study was found as .892 and the Bartlett Test as 1490.185. As a result of analysis teachers' work motivations rise with peace, efficiency, academic success, balanced relationships, love of the job, communication, organizational belonging, organizational management, organizational culture, in-service training, self-confidence, research and experience.

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

### Introduction

Individuals do the tasks they are responsible for and aim to achieve success in the end. Working conditions, job security, fair income distribution, future anxiety, managers' attitude, corporate commitment, teamwork, sense of duty, in-service development opportunities and job promotion play important roles in achieving this goal. In addition, people in the society can be part of a team, understand systems and relations, develop innovative actions, learn from each other and solve problems on sustainability (Yazıcı, Ay, Uslu & Arık, 2021). Teachers have a crucial role in the educational system by assuring the students are economically, socially and environmentally sustained (Khumalo, 2021). Teachers accept to be given the opportunity to develop a sense of commitment to the institution and to be provided with suitable working conditions for the success of the education and training service they perform. Achievement of these conditions will increase teachers' motivation to work and will allow the purpose to be achieved. In this context, work motivation is an inevitable necessity for teachers.

Motivation is defined as extrinsic motivation, which is related to an individual's feelings of inadequacy and the continuity of environmental influences that might hinder achievement of a task. Intrinsic motivation is an individual's persuasion for an activity to satisfy himself (Fairchild, Horst, Finney & Barron, 2005; Martin, 2001). Motivation is oriented to reveal the reasons underlying these behaviors of individuals rather than explaining the relationship between success and behavior (Csizér & Dörnyei, 2005; Fernandez, Garcia & Picos, 2012). Motivation theories can be considered in two dimensions as content theories and process theories (Mullins, 2005).

Content theories are important factor in that they shapes today's understanding of satisfaction by explaining the level and type of behaviors that express feelings of satisfaction (Udechukwu, 2009). These theories express the needs of people and their power and goals in order to realize these needs (Dinibutun, 2012). The most well-known and highly scientific content theories are expressed in the literature as Maslow's hierarchy of needs, Herzberg's two-factor theory, Alderfer's ERG theory and McClelland's success motive theory. Maslow developed a theory about how all dimensions of motivation are related to each other, based on the idea that human behavior is determined by a limited number of developing basic needs that emerge and function in an order (Sengupta, 2011). Maslow's hierarchy of needs theory consists of 5 dimensions: physiological needs, security need, belonging and love need, dignity and value need, self-realization need (Stefan, Popa & Albu, 2020; Gibson, Donnelly, Ivancevich, & Konopaske, 2012). Herzberg's two-factor theory (2002) examines the factors that are effective in different aspects of the individual's job satisfaction in two dimensions: motivating and hygiene factors (Jaworski, Ravichandran, Karpinski & Singh, 2018). These factors are Achievement, recognition, the work itself, responsibility, advancement, growth, company policies, supervision, interpersonal relations, work conditions, salary, status, and security (Herzberg, Mausner & Snyderman, 1959). Alderfer's ERG theory suggests that there are 3 basic needs that individuals have to meet. These needs can be listed as the need to exist, the need for relationships, and the need for growth and development (Alderfer, 1969). According to McClelland's success motive theory, individuals have very different needs and that their satisfaction can only be achieved by meeting those needs. In this context, McClelland stated that the basic needs that individuals try to meet are success, power and commitment (McClelland, 1985). When the researches and definitions are examined, it is seen that content theories express the individual's motivation towards work and the power and performance they have demonstrated for this purpose.

Process theories focus on how expectations and needs of individuals are related to their performance and affect performance (Eccles, 2003). Process theories can be listed as Vroom's expectation theory, Adams' equality theory and Locke's goal setting theory. Vroom's expectation theory (1964) aims to determine the measure of performance shown by the importance of rewards by individuals by establishing a link between reward and performance (Montana & Charnov, 2008). According to Adams's equality theory, the effort and self-sacrifice of the individual to achieve the task is input, and the gain at the end of these behaviors is the output (Huseman, Hatfield & Miles, 1987). Locke's goal setting theory combines employees' goals, productivity and commitment to show that they are motivated to work in an open and well-defined way, including the necessity of partial difficulties in the workplace (Grigorov, 2020). The "Work Motivation" scale, developed by Aksoy (2006) and adapted by Yılmaz (2009) consists of 4 sub-dimensions: Team coherence, job involvement, organizational commitment and

personal development.

Team coherence is combining these competencies of individuals with different education, abilities and views in order to perform a job and working towards a goal in an orderly manner. Team members behave with different characteristics in order to achieve organizational goals as a result of managers' communication skills and fair behavior (Bursalioglu, 2014). Employees need individual-job coherence to achieve a goal, fulfil the requirements of the job, or respond to their own needs (Kristof-Brown, 2000). Organizations should meet their needs in order to fulfil their goals, survive, grow and keep up with the times, be able to direct the conflicts between the employees of the organization towards organizational goals and ensure coherence (Başaran, 1998). It is expected that organizational and individual expectations are in coherence among the basic characteristics of healthy schools (Hoy & Miskel, 1991). Job involvement is the orientation of employees to work beyond their organizational feelings such as commitment and satisfaction (Maslach, Schaufeli & Leiter, 2001). Job involvement means that employees direct all their energy to work and devote themselves to work, despite the feeling of burnout (Langelan, Bakker, Van Doornen & Schaufeli, 2006). The concept of organizational commitment is seen in the literature together with the concept of institutional commitment. Organization commitment is the ability of the individual to see himself in the institution, including his future (Allen & Meyer, 1990). Organizational commitment means that employees identify with the organization and participate in the organization (Mowday, Steers & Porter, 1979). Organizational commitment is the degree of self-interest and willingness to maintain membership in the organization (Amponsah-Tawiah & Mensah, 2016). Individuals' job satisfaction, desire and performance levels above their expectations indicate organizational commitment (Chen & Chen, 2008). Organizational commitment has three-dimensions: emotional, continuation, and normative. Emotional commitment can be expressed as the integration of employees with the organization, continuation can be expressed as employees' desire to stay in the organization and continue their duties, and normative commitment can be expressed as the employees' sense of loyalty towards the organization (Meyer & Allen, 1991). Personal development refers to the positive developments experienced by individuals (Chen, Bao & Huang, 2014). Personal development is the development of the quality of the skills, knowledge and experiences of the individual by interacting with the environment (Kari & Savolainen, 2007). In this context, motivation consists of different sub-dimensions that each sub-dimension affects the motivation of employees to work at a considerable level, and the motivation of employees should be evaluated and investigated in different contexts.

This study aims to reveal the work motivation of high school teachers with an explanatory sequential design, which is one of the mixed research methods. This study,

1. Aims to examine the work motivation of high school teachers in terms of gender, branch, professional experience and education level.
2. Aims to examine the work motivation levels of high school teachers.
3. Aims to examine the work motivation of high school teachers according to the sub-dimensions of team coherence, job involvement, organizational commitment and personal development.

## Research Methodology

The subtitles of research model, study group, data collection tools, data collection process, data analysis and validity and reliability of the study are included in this section.

### Research Model

This study aims to reveal the work motivation of high school teachers with an explanatory sequential design, which is one of the mixed research methods. Quantitative and qualitative research types are used together in mixed method (Johnson & Onwuegbuzie, 2004; Fraenkel, Wallen & Hyun, 2012; Gay, Mills & Airasian, 2012). The explanatory sequential design used in research aims to reveal research findings and results by analysing first quantitative data and then qualitative data in mixed research types (Creswell & Clark, 2015). The survey model was used in the quantitative part of the study. Survey models investigate the conditions by taking past or present situations into consideration (Karasar, 2009). In addition, the independent variables of the study, namely gender, branch, professional experience and education level, were analysed by using quantitative methods. The qualitative part of the research was designed with the case study method. The case study is a research design that explains a current situation or aims to reveal the relationship between the factors affecting this situation, and analyses and reveals the developments in the process (Best & Kahn, 2016). The difference of this study from previous and similar studies is that in this study, the work motivation of high school teachers was revealed firstly by quantitative and then qualitative methods by using the explanatory sequential design type of mixed research method, and lastly the findings were combined and conclusions were made. In this context, policy makers and education administrators have the opportunity to see the importance of teachers' work motivations in both quantitative and qualitative terms, as well as in a mixed perspective by combining both types of research. In addition, the research findings have similar aspects to the previous studies and bring a different perspective with the use of the mixed method.

### Participants

Participants were determined for quantitative and qualitative sections in accordance with the mixed research method in this study. The quantitative part of the research includes 284 participants. In the quantitative part, the participants were determined by convenience sampling method, which is one of the purposive sampling methods. A purposive sampling method is used for in-depth investigation of situations that are thought to contain rich information (Patton, 2014). The convenience sampling method refers to the selection of close or easily accessible individuals, objects or cases as a sample (Gliner, Morgan & Leech, 2017). The qualitative part of the research includes 15 participants. Participants were reached through mass media and the purpose, meaning, importance and confidentiality of the research were explained in qualitative terms of the research.

Gender, branch, professional experience and education level of the participants are presented in the quantitative part of the study. The demographic information of the participants is given in Table 1 below.

**Table 1**  
*Demographic Information of the Participants*

Variables	Category	f	%
Gender	Female	161	56.7
	Male	123	43.3
Branch	Numerical skills courses	87	30.6
	Social skills courses	124	43.7
	Applied courses	20	7
	Vocational courses	53	18.7
Professional experience	1-5 years	33	11.6
	6-10 years	65	22.9
	11-15 years	51	18
	16-20 years	61	21.5
	21 + years	74	26.1
Education level	Bachelor's	203	71.5
	Postgraduate	81	28.5

Table 1 reveals that there were a total of 284 participants in the study. According to the gender variable, 161 (56.7%) female and 123 (43.3%) male participants took part in the study. In terms of the branch variable, 87 (30.6%) participants were numerical skills teachers, 124 (43.7%) participants were social skills teachers, 20 (7%) participants were teachers of applied courses and 53 (18.7%) participants were teachers of vocational skills courses. In regard to the professional experience variable, 33 (11.6%) participants had 1-5 years, 65 (22.9%) participants had 6-10 years, 51 (18%) participants had 11-15 years, 61 (21.5%) participants had 16-20 years and 74 (26.1%) participants had 21 or more years of seniority. With respect to the educational level variable, 203 (71.5%) participants had bachelor's education and 81 (28.5%) participants had postgraduate education.

## Data Collection Tools

### Work Motivation Scale

*The Work Motivation Scale* developed by Yılmaz (2009) was used in the quantitative part of this research conducted with an explanatory sequential design, one of the mixed research types. The data collection tool was distributed by using mass media and consisted of 3 parts: description, personal information and scale items. Explanations regarding the purpose, scope and reliability of data collection were included in the explanation part, information on gender, branch, professional experience and education level of the participants were included in the personal information part, and the work motivation scale prepared as a 5-point Likert type covered the team coherence, job involvement, organizational commitment and personal development sub-dimensions in a total of 14 items. The scale items were graded as (1) Not satisfied at all, (2) not satisfied (3) unsure (4) satisfied, and (5) very satisfied. In the original version of the scale, the Kaiser-Meyer-Olkin (KMO) value was found to be .781 and the Bartlett Test was 470.77. Cronbach's Alpha internal consistency coefficients ( $\alpha$ ) for the reliability of the

overall scale were calculated as .81 and for the team coherence sub-dimension as .71, the job involvement sub-dimension as .69, the organizational commitment sub-dimension as .66, and the personal development sub-dimension as .63.

### **Teacher Work Motivation Interview Form**

In the qualitative part of the study, a semi-structured interview form consisting of 4 questions was prepared to reveal the work motivation factors of the participants. The main purpose of the semi-structured interview form is to examine the participants' answers to the questions thoroughly and to elaborate the research with additional questions. Semi-structured interviews is a powerful and flexible method for revealing the experiences of the participants (Rabionet, 2011). Participant interviews were made by mass media communication methods such as zoom and face timing. The data were collected by taking notes. The questions in the semi-structured interview form aim to investigate the sub-dimensions of the data collection tool in the quantitative section thoroughly. In this context, in the qualitative part of the research the questions were: investigate team coherence, job involvement, organizational commitment and personal development effects on work motivation. The interviews lasted 30 minutes, and the participants' views were collected using the note-taking technique.

### **Data Collection Process**

This study aims to investigate the work motivation of high school teachers. Data of the research were collected via mass media. Participants in the study consist of high school teachers who teach numerical skills courses, social skills courses, applied courses and vocational courses. The quantitative data collection tool of this study, which was carried out using the mixed research method, was prepared with Google forms and delivered to the participants. The data collection tool includes information for research, questions for personal data and scale items. The data of the quantitative part of the study were collected over a period of 2 weeks.

The qualitative data collection tool of the research consists of 4 questions. The questions aim to examine the sub-dimensions of the quantitative research. During the interview process, the participants were informed about the purpose, scope and reliability of the study, the interview questions were directed, and detailed information was required from the participants with additional questions when deemed necessary. In this context, the interviews were conducted in accordance with the semi-structured interview method which has an important role in the relevance of the study.

### **Data Analysis**

This study was carried out with sequential design, which is a type of mixed research method. Accordingly, quantitative data was collected in the first part of the study, qualitative data was collected in the second part, and the findings were presented by combining the obtained data.

#### *Quantitative Data Analysis*

In this study a total of 284 participants took part in the process of quantitative data collection. The collected data were analysed with the analyse program. As a result of the analysis, it was revealed that the distribution of the data showed normality. T-test

and one-way ANOVA tests were conducted for the independent variables of the study, namely gender, branch, professional seniority and educational status. Descriptive analysis was used in the analysis of the data and the level of significance was determined as .05.

#### *Qualitative Data Analysis*

In this study, a content analysis method was applied to analyse the themes and codes which were formed in the qualitative part of the research. The content analysis method involves examining the data in detail and creating themes (Mayring, 2014; Weber, 1990). In analysing the data obtained at the end of the interviews 1) coding the data, (2) finding the themes, (3) organizing the codes and themes, and (4) defining and interpreting the findings (Corbin & Strauss, 2015) content analysis steps were followed. In this direction, qualitative data were first coded, the codes were collected under themes, the codes and themes were arranged, and finally the findings were defined and interpreted.

#### **Validity and Reliability**

Validity and reliability tests were conducted on the data in order to determine that the research was conducted in accordance with its purpose and that it had a scientific quality. In the quantitative part of the study, the Kaiser-Meyer-Olkin (KMO) value of the work motivation scale used as a data collection tool was found to be .892 and the Bartlett Test was 1490.185. Cronbach's Alpha internal consistency coefficients ( $\alpha$ ) for the overall reliability of the scale were calculated as .85, and for the team coherence sub-dimension as .81, the job involvement sub-dimension as .62, the organizational commitment sub-dimension as .60, and the personal development sub-dimension as .61.

In the qualitative part of the study, evaluations were made regarding the validity and reliability of the data. Validity aims to reveal the generalizability of research findings to other people and settings (Christensen, Johnson & Turner, 2011). Reliability aims to reveal whether similar results can be obtained if the research is repeated (Merriam, 2009). In this section, studies of credibility, transferability, consistency and verifiability were carried out for the validity and reliability of data (Merriam, 2009). In this study, detailed descriptions were made and the consistency between the data was checked in order to ensure credibility. In order to ensure transferability, all steps of the research were explained in detail and direct quotations were included. The research process, data collection tools and analysis are explained in detail to ensure consistency. In addition, the formula (Reliability = consensus / agreement + disagreement), developed by Miles and Huberman (1994), was used to ensure reliability in the study, and the consistency between coders was found to be 89%. For verifiability, the research data were archived and the participants were requested to verify the findings.

#### **Research Findings**

In this part of the research, the analyses and findings made for the data collected are presented in tables and figures. Analysis and findings for the quantitative data of the research are given in Table 2.

**Table 2***Descriptive Statistics for Participants' Work Motivation*

Variables	Work Motivation
N	284
$\bar{X}$	3.62
Ss	.569
Ky	.467
SE(Ky)	.288
Bs	-.350
SE (Bs)	.145

Table 2 reveals that the work motivation level of the participants is ( $\bar{X}$ = 3.62). This mean score indicates that high school teachers' work motivation is high. When the kurtosis and skewness analysis results are examined, it is seen that the kurtosis (Ky) value is .467 and the skewness value (Bs) -.350. In other words, the distribution is normal ( $\pm 1$ ). Kurtosis and skewness values between -1 and +1 indicate that the data are normally distributed (Alpar, 2010). Accordingly, the independent variables of the study were analysed by t-test, one-way ANOVA and Tukey tests. In Table 3 below, work motivation t-test analysis results according to the variables of high school teachers' gender and educational level are given

**Table 3***High School Teachers' Work Motivation According to Gender and Education Level Variables*

Variables	Category	N	$\bar{X}$	ss	df	t	p
Gender	Female	284	3.59	.526	283.120	-1.092	.035
	Male		3.67	.620			
Education Level	Bachelor	284	3.67	.534	282	2.361	.364
	Postgraduate		3.50	.633			

Table 3 reveals that high school teachers' work motivation differs significantly in terms of gender ( $p < .05$ ), and this significant difference is in favour of male teachers ( $\bar{X}$ = 3.67). The work motivation of high school teachers does not significantly differ in terms of education level ( $p > .05$ ). In Table 4 below, one-way ANOVA test results, according to the variables of branch and professional experience of high school teachers, are given.

**Table 4***High School Teachers' Work Motivation According to Branch and Professional Experience*

Variable	Source of variance	Sum of Squares	Sd	Mean square	F	p
Branch	General	91.689	283		2.667	.048
	Between groups	2.547	3	.849		
	Within groups	89.141	280	.318		
Professional Experience	General	91.689	283		1.534	.192
	Between groups	1.973	4	.493		
	Within groups	89.716	279	.322		



Table 4 reveals that high school teachers' work motivation significantly differs in terms of the branch variable ( $p < .05$ ). According to the results of the Tukey test conducted to reveal the source of this difference, a significant difference is seen between vocational courses and social courses paired groups ( $p = .04$ ). High school teachers' work motivation does not significantly differ ( $p > .05$ ) in terms of professional experience. In Table 5 below, high school teachers' team coherence sub-dimension item mean scores are given.

### High School Teachers' Team Coherence Motivations

**Table 5**

*High School Teachers' Team Coherence Sub-Dimension Item Mean Scores*

Items	Team coherence sub-dimension	$\bar{X}$
7.	Performance evaluation system in my organization	3.29
12.	Importance given to teamwork	3.60
13.	Amount of responsibility given	3.56
14.	Social activities	3.48

Table 5 demonstrates that the mean score of high school teachers' team coherence level is  $\bar{X} = 3.48$ . When the item mean scores of the team coherence sub-dimension are examined, it is seen that high school teachers' team coherence level is high. The opinions of high school teachers about the team coherence sub-dimension are given in Figure 1 below.

**Figure 1**

*Team Coherence*

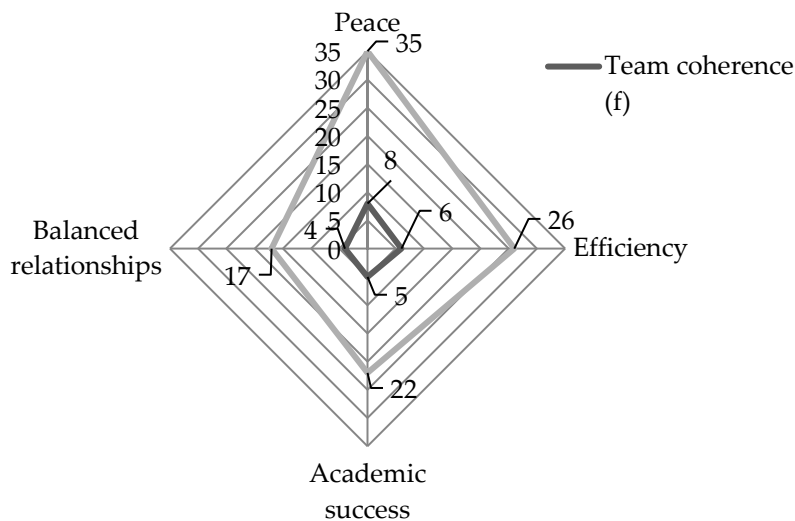


Figure 1 shows that high school teachers' perceptions of team coherence are peace ( $f = 08, 35\%$ ), efficiency ( $f = 6, 35\%$ ), academic success ( $f = 5, 22\%$ ) and balanced relationships ( $f = 4, 17\%$ ). Participants' opinions are given below.

"I take care to work in harmony with my colleagues and I think that it is beneficial to act together in teaching. Incompatible work causes me to lose my work peace, which prevents me from being productive in the organization, so I always take care to be positive." (P3)

"It doesn't affect me too much, I'm a person who can make myself happy or solve any problems, but working in a restless and tense environment can be a reason for me to get tired. Even if I am not doing my job, applying a harmonious environment during rest periods keeps my energy high." (P10)

"If I am in harmony with my friends, I find it more enjoyable. I will be more productive. Integration with my work attracts students to the lesson. It affects very positively because being together while doing a job adds strength and makes the job easier." (P12)

When the quantitative and qualitative data were examined together, it was concluded that high school teachers' performances would increase in a peaceful work environment, that balanced relationships should be established in order for teamwork to be efficient, and that this situation would increase efficiency. In Table 6 below, high school teachers' job involvement sub-dimension item mean scores are given.

### High School Teachers' Job Involvement Motivations

**Table 6**

*High School Teachers' Job Involvement Sub-Dimension Item Mean Scores*

Items	Job involvement sub-dimension	$\bar{X}$
2.	The respect I feel in society because of my duty	3.76
5.	The additional income system	3.14
6.	Being appreciated and the sense of accomplishment I feel	3.79
8.	The benefit my organization has provided me	3.50

Table 6 demonstrates that the mean score of high school teachers' job involvement level is  $\bar{X}=3.54$ . When the item mean scores of the job involvement sub-dimension are examined, it is seen that high school teachers' job involvement levels are high. The opinions of high school teachers about the job involvement sub-dimension are given in Figure 2 below.

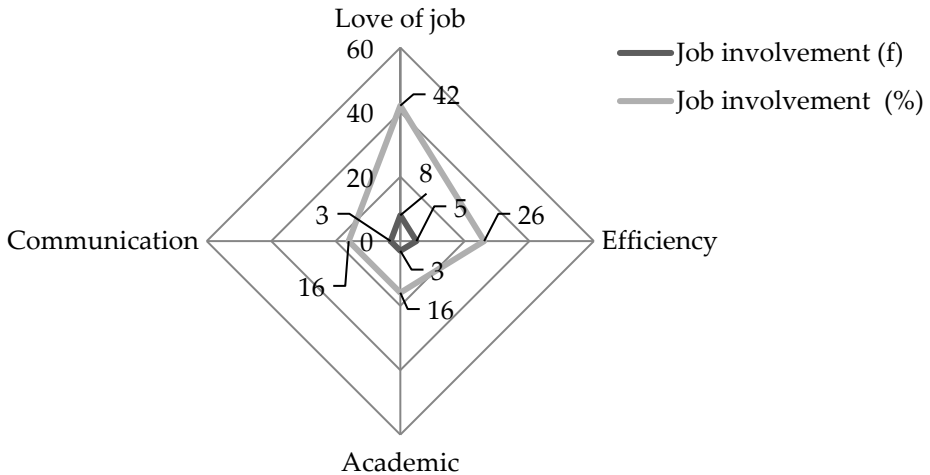
Figure 2 demonstrates that high school teachers' perceptions of organizational commitment are a love of the job ( $f=8, 42\%$ ), efficiency ( $f=5, 26\%$ ), academic success ( $f=3, 16\%$ ) and communication ( $f=3, 16\%$ ). Participants' opinions are given below

"The teaching is a profession that continues with you for life because once you establish a bond with the students you meet, and this continues. When you experience this integration with the profession, you are both happy with the work you do and I think that it is more beneficial to the students." (P4)

"Taking my job seriously, being very aware of my responsibilities and making a name ensures my success and motivation. I do my job on time and on time. This has a positive effect on my motivation as I get positive results in almost all of them." (P9)

"My love for what I do is my primary motivation. Therefore, doing what I love makes me successful. The higher my motivation, the easier it is to maintain my work-life balance." (P15)

**Figure 2**  
*Job Involvement*



When the quantitative and qualitative data were analysed together, it was concluded that high school teachers would be appreciated by the institution and would love their job more with a sense of success, and that prestige and earnings would increase efficiency and academic success. In Table 7 below, high school teachers' organizational commitment sub-dimension item mean scores are given.

### High School Teachers' Organizational Commitment Motivations

**Table 7**  
*High School Teachers' Organizational Commitment Sub-Dimension Item Mean Scores*

Item	Organizational commitment sub-dimension	$\bar{X}$
1.	Working in this institution	4.21
4.	Coherence with my friends	4.24
9.	Coherence between managers	3.54

Table 7 demonstrates that the mean score of high school teachers' level of organizational commitment is  $\bar{X}= 3.99$ . When the item mean scores of the organizational commitment sub-dimension are examined, it is seen that high school teachers' level of organizational commitment is high. The opinions of high school teachers' about the organizational commitment sub-dimension are given in Figure 3 below.

**Figure 3**  
*Organizational Commitment*

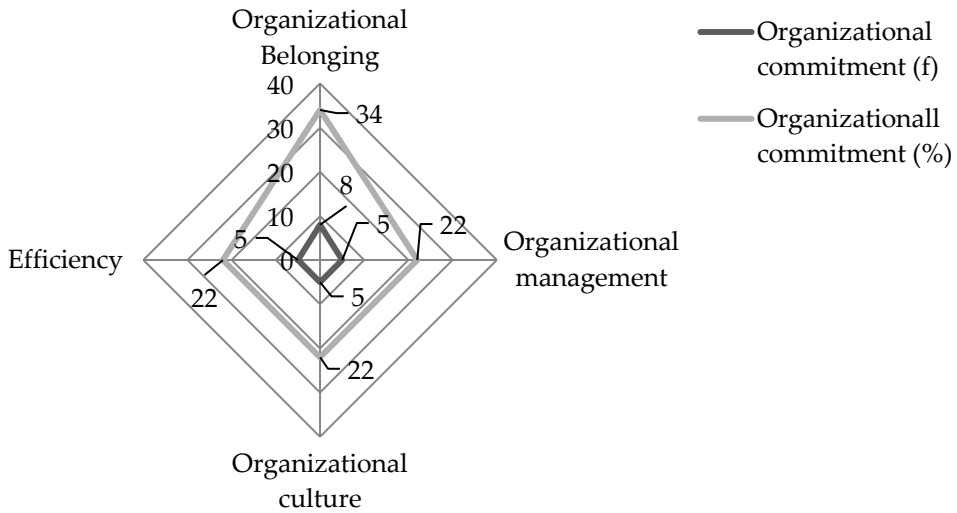


Figure 3 demonstrates that high school teachers' perceptions of organizational commitment are organizational belonging ( $f= 8, 34\%$ ), organizational management ( $f= 5, 22\%$ ), organizational culture ( $f= 5, 22\%$ ) and efficiency ( $f= 5, 22\%$ ). Participants' opinions are given below.

"Being connected to the organization increases my work motivation. Because I think I am more effective when I feel like a part of the organization. The fact that my motivation is at the highest level also reflects on the students, so I think that a more lively and productive learning environment is created" (P1).

"Being accepted, approved and appreciated increases my commitment to the institution, reinforces the sense of belonging, which indirectly increases my motivation. The mission, vision and working principles of the institution are also factors that affect my motivation." (P13)

"Feeling that you have a corporate company behind you while doing a job should not be just a word. Making his employees feel the value he gives as a person also affects my motivation very positively" (P15).

When the quantitative and qualitative data were examined together, it was concluded that high school teachers would feel belonging to the organization due to their working in the organization and their relations with their colleagues, that they would trust the school management with the administrators' relations between themselves and with teachers and with fair management of a fair institution, and that this situation would increase motivation. In Table 8 below, high school teachers' personal development sub-dimension item mean scores are given

### High School Teachers' Personal Development Motivations

**Table 8**

*Personal Development Sub-Dimension Item Mean Scores*

Items	Personal development sub-dimension	$\bar{X}$
3.	Physical work environment at my school	3.71
10.	Vocational training and development opportunities	3.37
11.	To the extent that I can use my creativity	3.62

Table 8 demonstrates that the mean score of high school teachers' level of personal development is  $\bar{X} = 3.56$ . When the item mean scores of the personal development sub-dimension are examined, it is seen that high school teachers' level of personal development is high. The opinions of high school teachers about the personal development sub-dimension are given in Figure 4 below.

**Figure 4**

*Personal Development*

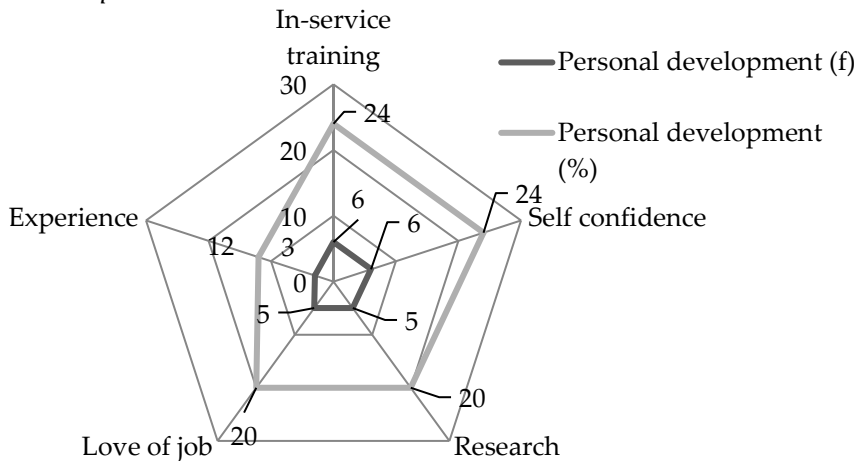


Figure 4 demonstrates that the personal development perceptions of high school teachers are in-service training ( $f = 6, 24\%$ ), self-confidence ( $f = 6, 24\%$ ), research ( $f = 5, 20\%$ ), a love of the job ( $f = 5, 20\%$ ) and experience ( $f = 3, 12\%$ ). Participants' opinions are given below.

"Getting to know oneself first, of course, also affects motivation towards work. Since the person who has improved himself works more consciously and confidently in his approach to work, full motivation is provided." (P7)

"I believe that adults who take care of their personal development can carry their empathy to the highest level. I observe that being able to empathize positively affects communication. For this reason, I think that reading books that affect personal development and participating in live drama activities have a positive effect on my profession and enrich my work environment. I think that it enables me to work positively with my colleagues by gaining new perspectives and minimizes the problems I may encounter

in classroom management because I can communicate well with my students" (P8).

"While doing my job, I feel that I am keeping up with the development and change thanks to the personal development trainings given to me at the same time. It always keeps me up to date. With the increase in my empathy skills, it strengthens my tailor-made approach to the people in front of me" (P15).

When the quantitative and qualitative data were analysed together, it was concluded that high school teachers would receive professional training and ensure personal development with the in-service training and research opportunities that the school provided, and that they would develop their creativity and self-confidence with the experience they gained as a result.

## Discussion

This study aims to reveal the work motivation of high school teachers and was carried out with an explanatory sequential design, which is one of the mixed research methods. Gender, branch, professional experience and education level were determined as independent variables. In addition, in the quantitative part of the research, the "Work Motivation" scale developed by Aksoy (2006) and adapted by Yilmaz (2009) was used. In the qualitative part of the study, high school teachers' opinions on team coherence, job involvement, organizational commitment and personal development were examined. In this part of the research, similar studies are examined and compared with the findings of this study.

The first problem question of the study aims to reveal high school teachers' team coherence level. In this context, in the quantitative and qualitative part, the findings regarding the team coherence levels of high school teachers were combined. Accordingly, in the quantitative section, it can be said that high school teachers had a satisfactory level of team coherence. The mean score of the team coherence level was  $\bar{X} = 3.48$ . In the qualitative part, the opinions of high school teachers about team coherence were examined. In this context, peace, efficiency, academic success and balanced relationships represent team coherence. When the quantitative and qualitative data were examined together, it was concluded that high school teachers' performances would increase in a peaceful work environment, balanced relationships for efficient teamwork and productivity. In addition, school management can organize activities for teachers in order to ensure team cohesion of teachers. With regard to similar results, teamwork can be considered as a predictor of teachers' commitment to the team. A high level of teamwork indicates that team coherence will also be high (Park, Henkin & Egley, 2005).

Teamwork has a direct impact on teachers' professional development and indirectly on their participation in professional learning activities (Beverborg, Slegers & Van Veen, 2015). Coherent teamwork increases the desire to learn and act with the team, and thus the team's learning (Ohlsson, 2013). There is a relationship between teachers' motivation factors and their performances, and high motivation of teachers' increases productivity in the workplace, facilitates their adaptation to social life in the community, and improves their inquiry and creativity skills (Onjoro, Arogo & Embeywa, 2015). Based on these results, it is concluded that the research findings are in parallel with similar studies. With a coherent teamwork, teachers can increase their peace at work and productivity, can be a part of the team by establishing balanced relationships, and will be a successful educator.

The second problem question of the study aims to reveal high school teachers' job involvement level. In the quantitative section, the mean score of high school teachers' job involvement level was found to be  $\bar{X}=3.54$ , in other words, that high school teachers' job involvement was at a satisfactory level. In the qualitative part, the opinions of high school teachers about job involvement were examined. In this regard, love of the job, efficiency, academic success and communication refer to job involvement. When the quantitative and qualitative data were examined together, it was concluded that high school teachers would love their job more with the appreciation of the institution and a sense of success. Prestige and income would increase productivity and academic success. Teachers' work motivation can be investigated based on these findings and the deficiencies can be overcome by the school management. According to similar results, peace at work, comfort in the job, a safe and efficient working environment, a healthy communication environment, dialogue, team spirit, respect, appreciation and school atmosphere are the factors of job involvement (Yaman, Vidinlioğlu & Çitemel, 2010). If teachers like their profession moderately, then their commitment is also moderate (Sood & Anand, 2010). Qualities such as interest, love, commitment and a desire to improve in the profession of a prospective teacher can contribute to his/her success significantly (Özkan, 2012). Previous studies are in parallel with the results of this study. Teachers' job involvement also brings them to love and care more about their job. In addition, teachers who are efficient in their job and pay attention to academic success will be more involved in the job. This situation is reflected positively on motivation.

The third problem question of the study aims to reveal high school teachers' level of organizational commitment. In this context, the findings in the quantitative and qualitative sections regarding the level of teacher's organizational commitment were combined. Accordingly, in the quantitative section, the organizational commitment level mean score was  $\bar{X}=3.99$ , in other words, the teachers were highly committed to their organizations. In the qualitative part of the study, high school teachers' opinions on organizational commitment were examined. In this direction, organizational belonging, organizational management, organizational culture and efficiency refer to organizational commitment. When the quantitative and qualitative data were combined, it was concluded that high school teachers work motivation would increase depending on their work organization, relations with their colleagues, school management, relations with school administrators, fair management. One of the important factors that increase teachers' motivation is organizational participation. School management can benefit from research results to ensure or increase teachers' organizational participation.

According to similar results, teachers' commitment to school and work, accepting their school as a life centre, feeling comfortable, peaceful and happy in their schools, a better work environment can be considered as the basic factor of organizational involvement (Yalçın, Yıldırım & Akan, 2016). The main factors affecting teachers' engagement with school are school culture in a cognitive sense and teachers' common competence in terms of motivation. However, the school affects teachers' commitment to the school to a limited extent (Dumay & Galand, 2012). Leadership characteristics of school managers are important in the use of stakeholders' experiences, developing their skills and increasing their performance (Barnett & McCormick, 2003). Organizations are as successful as the extent to which they can achieve their goals. Therefore, job loyalty, willingness to work in cooperation and job satisfaction can be listed as important factors in motivating employees to work (Tella, Ayeni & Popoola, 2007). Teacher qualifications are strong determinants of organizational commitment and the social and organizational environment. In addition, in the supportive school climate within the

school, interpersonal support plays an important role in their commitment to the school (Yang, Badri, Rashedi & Almazroui, 2018). The approach of the organization management is important issue in the commitment of teachers to the organization and it provides sense of belonging. In addition, the culture of the organization can increase the efficiency of teachers. This situation increases teachers' motivation significantly.

The fourth problem question of the study aims to reveal high school teachers personal development level. In this context, the findings regarding the personal development levels of high school teachers were combined in the quantitative and qualitative parts. Accordingly, in the quantitative part, high school teachers' personal development level mean score was found to be  $\bar{X} = 3.56$ , in other words, their personal development level was satisfactory. In the qualitative part, the personal development opinions of high school teachers were examined. Accordingly, in-service training, self-confidence, research, love of the job and experience refer to personal development. When the quantitative and qualitative data were examined together, it was concluded that high school teachers' personal development can be ensured by receiving professional training, in-service training, research opportunities provided by school which develop their creativity and self-confidence with the experience they gained, as a result. In-service training and personal development are among the basic needs of the teaching profession as in all professions. Both professional and personal development of the teacher increases their motivation towards work. Based on the research findings, school management can organize more functional activities for teachers' personal and professional development. According to similar studies, school managers' appreciation of teachers and in-service training attended by teachers affect personal development positively (Ünal, 2000). In order to implement innovations in education, policy makers are expected to attach importance to strategies supporting teacher autonomy (Gorozidis & Papaioannou, 2014). The self-efficacy of teachers with positive experiences is parallel to this, and this situation is also positively reflected on teachers' professional motivation (Bruinsma & Jansen, 2010).

There is a significant relationship between in-service training and job performance motivation, and it is essential for employers to attach importance to in-service training in order to fully benefit from their employees' performance (Iqbal, Khan, Mohmand & Mujtaba, 2019). The results of the study are in parallel with similar studies. In-service training is an important factor in the professional development of the teacher and the organization also has an impact on teacher's performance. In addition, teachers' personality, benefiting from their experiences, having high self-confidence and doing their job lovingly can be effective in personal development.

### Conclusions

This study aims to investigate the work motivation levels of high school teachers with an explanatory sequential design, one of the mixed research methods, and findings were obtained by combining quantitative and qualitative data. As a result of the findings, it was concluded that teachers need motivation in team coherence, job involvement, organizational commitment and personal development processes. Accordingly, it has been revealed that high school teachers need peace, efficiency, academic success and balanced relationships in the process of team coherence; they need a love of the job, efficiency, academic achievement and communication skills in the process of job involvement; they need belonging, organizational management, organizational culture



and productivity values in the process of organizational commitment; and in the process of personal development, teachers need in-service training, self-confidence, research, a love of the job and experience.

Teacher and motivation are the subject of many studies and constitute the main theme of this study. With the research, it is revealed that the role of the motivation concept is essential, just as there are many factors in teachers' achievement of professional competencies. In this context, it is essential that the education system should be created in a way that will highlight and emphasize the motivation of teachers. Teachers have certain expectations such as working in coherence with their colleagues, balanced relationships, being productive, academic success, having a feeling of belonging to the organization, a love of the job, doing research, and feeling self-confident. By meeting these expectations, teachers' work motivation can increase and be high. School managers can create the management system of the school to increase the motivation of teachers as well as many factors. In this context, teachers' expectations and opinions can be taken into account, working conditions can be facilitated, and awareness of rights and responsibilities can be created. In addition, school administrators can bring an organizational culture to the school and ensure that all employees and teachers are stakeholders of this school and education system.

### References

- Aksoy, H. (2006). *The effect organizational climate on motivation*, Unpublished PhD Thesis, Marmara University, İstanbul.
- Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, 4(2), 142-175.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18.
- Alpar, R. (2010). *Applied statistics and validity-reliability: With examples from sports, health and educational sciences*. Ankara: Detay Publishing.
- Amponsah-Tawiah, K., & Mensah, J. (2016). Occupational health and safety and organizational commitment: Evidence from the Ghanaian mining industry. *Safety and Health at Work*, 7 (3), 225-230.
- Barnett, K., & McCormick, J. (2003). Vision, relationships and teacher motivation: A case study. *Journal of Educational Administration*, 41(1), 55-73.
- Başaran, I. E. (1998). *Human relations in management, managerial behavior*. Ankara: Nobel.
- Best, J. W., & Kahn, J. V. (2016). *Research in education*. India: Pearson Education.
- Beverborg, A. O. G., Slegers, P. J., & Van Veen, K. (2015). Fostering teacher learning in VET colleges: Do leadership and teamwork matter? *Teaching and Teacher Education*, 48, 22-33.
- Bruinsma, M., & Jansen, E. P. (2010). Is the motivation to become a teacher related to pre-service teachers' intentions to remain in the profession? *European Journal of Teacher Education*, 33(2), 185-200.
- Bursahoğlu, Z. (2014). *Theory and practice in educational administration*. Ankara: Pegem Academy.
- Chen, G., Bao, J., & Huang S. S. (2014). Developing a scale to measure backpackers' personal development. *Journal of Travel Research*, 53(4), 522-536.

- Chen, H. F., & Chen, Y. C. (2008). The impact of work redesign and psychological empowerment on organizational commitment in a changing environment, an example from Taiwan's state-owned enterprises. *Public Personnel Management*, 37(3), 279-302.
- Christensen, L. B., Johnson, B., & Turner, L. A., (2011). *Research methods, design, and analysis*. Boston, MA: Allyn & Bacon.
- Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage Publications Inc.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Washington DC: Sage Publications Inc.
- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89(1), 19-36.
- Dinibutun, S. R. (2012). Work motivation: Theoretical framework. *Journal on GSTF Business Review*, 1(4), 133-139.
- Dumay, X., & Galand, B. (2012). The multilevel impact of transformational leadership on teacher commitment: Cognitive and motivational pathways. *British Educational Research Journal*, 38(5), 703-729.
- Eccles, S. (2003). *The relationship between job satisfaction and organizational commitment as perceived by irrigation workers in a quasi-irrigation company in Jamaica*. Unpublished doctoral dissertation, Florida: Nova Southeastern University.
- Fairchild, A. J., Horst, S. J., Finney, S. J., & Barron, K. E. (2005). Evaluating existing and new validity evidence for the academic motivation scale. *Contemporary Educational Psychology*, 30(3), 331-358.
- Fernandez, M.D., Garcia, M.L., & Picos, A.P. (2012). Motivation in the field of tourism: An analysis of its influence on consumer decisions and its implications for the planning of tourist services. J.N. Franco, A.E. ve Svendsgaard (Ed.), *Handbook on psychology of motivation new research*, (pp. 1-34) New York: Nova Science Publisher.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *Internal validity. How to design and evaluate research in education*. New York: McGraw-Hill
- Gay, L., Mills, G., & Airasian, P. (2012). *Overview of qualitative research. Educational research: Competencies for analysis and applications*. USA: Pearson Education, Inc.
- Gibson, J. L., Donnelly, J. H, Ivancevich, J. M., & Konopaske, R. (2012). *Organizations behaviour, Structure, Processes*. New York, USA: McGrawHill.
- Gliner, J.A., Morgan, G.A., & Leech, N.L (2017). *Research methods in applied settings: An integrated approach to design and analysis*. New York: Routledge.
- Gorozidis, G., & Papaioannou, A. G. (2014). Teachers' motivation to participate in training and to implement innovations. *Teaching and Teacher Education*, 39, 1-11.
- Grigorov, G. (2020). Analysis of motivation theories of Locke, Galbraith, Bandura and Lancaster and their applicability in the military, *Security & Future*, 4(1), 10-13.
- Heasley, B., & Iliško, D. (2023). Editorial: Mending vulnerabilities and finding creative solutions in the face of increasing fragility. *Discourse and Communication for Sustainable Education*, 14(1) 1-5. <https://doi.org/10.2478/dcse-2023-0001>
- Herzberg, F. (2002). *The motivation-hygiene concept. PMP: Project Management Professional Study Guide*. London, UK: Sybex International.
- Herzberg, F., Mausner, B., & Snyderman, B.B., (1959). *The motivation to work*. New York: John Wiley & Sons.
- Hoy, W. K., & Miskel, C. G. (1991). *Educational administration: Theory, research, and*

- practice. New York: McGraw-Hill.
- Huseman, R. C., Hatfield, J. D., & Miles, E. W. (1987). A new perspective on equity theory: The equity sensitivity construct. *The Academy of Management Review*, 2(12), 222-234.
- Iqbal, N., Khan, M. M., Mohmand, Y. T., & Mujtaba, B. G. (2019). The impact of in-service training and motivation on job performance of technical & vocational education teachers: Role of person-job fit. *Public Organization Review*, 20, 529-548.
- Jaworski, C., Ravichandran, S., Karpinski, A.C., & Singh, S. (2018). The effects of training satisfaction, employee benefits, and incentives on part-time employees' commitment. *International Journal of Hospitality Management*, 74, 1-12.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Karasar, N. (2009). *Scientific research method: Concepts-principles-techniques*. Ankara: Nobel Publishing.
- Kari, J., & Savolainen, R. (2007). Relationships between information seeking and context: A qualitative study of Internet searching and the goals of personal development. *Library & Information Science Research*, 29(1), 47-69.
- Kristof-Brown, A. L. (2000). Perceived applicant fit: Distinguishing between recruiters' perceptions of person-job and person-organization fit. *Personnel Psychology*, 53(3), 643-671.
- Khumalo, S. S. (2021). A descriptive analysis of the leadership practices of primary school principals in promoting sustainability through motivating teachers. *Discourse and Communication for Sustainable Education*, 12(1), 42-54.
- Langelaan, S., Bakker, A. B., Van Doornen, L. J. P., & Schaufeli, W. B. (2006). Burnout and work engagement: Do individual differences make a difference? *Personality and Individual Differences*, 40, 521-532.
- Martin, A. J. (2001). *The student motivation scale: A tool for measuring and enhancing motivation*. *Australian Journal of Guidance and Counselling*, 11, 11-20.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422.
- Mayring, P. (2014). *Qualitative content analysis: Theoretical foundation, basic procedures and software solution*. Klangenfurt: Sage Publications Inc.
- McClelland, D. C. (1985). How motives, skills, and values determine what people do. *American Psychologist*, 40(7), 812-825.
- Merriam, S. B., (2009). *Qualitative research: A guide to design and implementation*. San Francisco: John Wiley & Sons.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A source book of new methods*. London: Sage Publications Inc.
- Montana, P. J. C., & Charnov, B. H. (2008). *Management*. New York: Barron's Educational Series, Inc.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14 (2), 224-247.
- Mullins, L. J. (2005). *Management and organisational behaviour*. Prentice Hall, Harlow.
- Ohlsson, J. (2013). Team learning: Collective reflection processes in teacher teams. *Journal of Workplace Learning*, 25(5), 296-309.
- Onjoro, V., Arogo, R. B., & Embeywa, H. E. (2015). Leadership motivation and mentoring can improve efficiency of a classroom teacher and workers in institutions. *Journal*

- of Education and Practice*, 6(15), 1-14.
- Özkan, H. H. (2012). Investigation of pre-service teachers' attitudes towards teaching profession in a teaching formation certification program (SDÜ Sample). *Ahi Evran University Kırşehir Journal of Faculty of Education*, 13(2), 29-48.
- Patton, M.Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage Publications.
- Park, S., Henkin, A. B., & Egley, R. (2005). Teacher team commitment, teamwork and trust: Exploring associations. *Journal of Educational Administration*, 43(5), 462-479.
- Rabionet, S. E. (2011). How I learned to design and conduct semi-structured interviews: an ongoing and continuous journey. *Qualitative Report*, 16(2), 563-566.
- Sengupta, S.S. (2011). Growth in human motivation: Beyond Maslow. *Indian Journal of Industrial Relations*, 47(1), 102-116.
- Sood, V., & Anand, A. (2010). Professional commitment among teacher educators of Himachal Pradesh. *E-journal of All India Association for Educational Research*, 22(1), 51-60.
- Stefan, S. C., Popa, S. C., & Albu, C. F. (2020). Implications of Maslow's hierarchy of needs theory on healthcare employees' performance. *Transylvanian Review of Administrative Sciences*, 16(59), 124-143.
- Tella, A., Ayeni, C. O., & Popoola, S. O. (2007). Work motivation, job satisfaction, and organisational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. *Library philosophy and practice*, 9(2), 1-16.
- Udechukwu, I. I. (2009). Correctional officer turnover: Of Maslow's needs hierarchy and Herzberg's motivation theory. *Public Personnel Management*, 38(2), 69-82.
- Ünal, S. (2000). Primary school managers' activities to provide motivation in schools. *Pamukkale University Journal of Education Faculty*, 7(7), 84-90.
- Vroom, V. H. (1964). *Work and motivation*. New York, NY: Wiley & Sons.
- Weber, R. P. (1990). *Basic content analysis*. Thousand Oaks: Sage Publications Inc.
- Yalçın, S., Yıldırım, İ., & Akan, D. (2016). Investigate of the relationship between organizational commitment and quality of work life of the teachers. *Erzincan University Journal of Education Faculty*, 18(1), 205-224.
- Yaman, E., Vidinlioğlu, Ö., & Çitemel, N. (2010). Mobbing motivation and peace at the workplace: Teachers expect a lot? Mobbing victims on teachers. *International Journal of Human Sciences*, 7(1), 1136-1151.
- Yang, G., Badri, M., Rashedi, A. A., & Almazroui, K. (2018). The social and organisational determinants of school commitment of expatriate teachers. *Journal of Research in International Education*, 17(1), 33-48.
- Yazıcı, K., Ay, E., Uslu, S., & Arik, S. (2021). The relationship between the lifelong learning tendencies and teacher self-efficacy levels of social studies teacher candidates. *Discourse and Communication for Sustainable Education*, 12(1), 67-84.
- Yılmaz, F. (2009). *Effects of organizational culture in educational organizations on teachers' job motivation*, (Unpublished Master Thesis). Selçuk University, Konya.

All correspondence related to this article needs to addressed to: Mehmet Ozcan, Nevşehir Hacı Bektaş Veli University, Nevşehir, Turkey  
e-mail: mehmetozcan79@gmail.com