T.C.

ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

ANALYSIS OF FACTORS AFFECTING THE MOTIVATION OF EFL TEACHERS TEACHING ONLINE

MASTER'S THESIS

Beril ER

Department of English Language and Literature
English Language and Literature Program

JULY, 2021

T.C.

ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

ANALYSIS OF FACTORS AFFECTING THE MOTIVATION OF EFL TEACHERS TEACHING ONLINE

MASTER'S THESIS

Beril ER
(Y1912.020006)

Department of English Language and Literature
English Language and Literature Program

Thesis Advisor: Dr. Necmiye KARATAŞ

JULY, 2021

ONAY FORMU

DECLARATION

I hereby declare with respect that the study "Analysis of Factors Affecting the Motivation of EFL Teachers Teaching Online", which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (…/…/2021)

Beril ER

FOREWORD

I want to thank the precious people who supported me and made it possible for me to write this thesis. It is a great pleasure to express my deepest gratitude to my supervisor Dr. Necmiye KARATAŞ, for her faith in me, encouragement and support, invaluable feedback and sincere interest. She has not only been my consultant and mentor in conducting this study, but she has also prepared me for the next step.

I also would like to thank my dear colleagues for taking part in this research. It would not be possible to do this research without their contribution and support.

I owe the biggest thank to my mother Zekiye ANTAKYALIOĞLU ER for her full support in all matters, for enlightening my way with her invaluable ideas, and most importantly for being a role model for me. She is the wisest, most wonderful and most special woman and mother I have ever known. I also owe many thanks to my father Mehmet Kamil ER for being the most loving and best father, and for supporting me at all times.

June, 2021   **Beril ER**

TABLE OF CONTENT

ABBREVIATIONS

AMTB	**:** Attitude/Motivation Test Battery
CEFR	**:** Common European Framework Reference
EFL	**:** English as a Foreign Language
EPD	**:** European Data Portal
EVT	**:** Expectancy-Value Theory
IAUEPS	**:** Istanbul Aydin University English Preparatory School
L2	**:** Second/Foreign Language
SDT	**:** Self-Determination Theory
SPSS	**:** Statistical Package for the Social Sciences

LIST OF FIGURES

LIST OF TABLES

ANALYSIS OF FACTORS AFFECTING THE MOTIVATION OF EFL TEACHERS TEACHING ONLINE

ABSTRACT

Distance education has become more essential and popular than ever in Turkey as in other parts of the world due to the pandemic.It has become more popular because when compared to the face-to-face education, the motivation to learn and teach has been significantly affected by the transition to distance education.These conditions have ledEnglish as a Foreign Language (EFL) teachers to go through new experiences, such as adapting to the online teaching platform, as well as facing some other challenges.There are many studies focusing on measuring students'achievement and motivation on English language learning, but very few of them focus on teachers' attitudes and motivation on English language teaching. For this reason, this study aimed to investigate and analyze the factors affecting the motivation of EFL teachers who teach online. The data of this researchwas compiled from 46teachers working atIstanbul Aydin University English Preparatory School (IAUEPS). The sample contained both Turkish and foreign teachers with some solid background in English language teaching. This study triedto findout thefactors which affect teachers' motivation while teaching online by using questionnaires which are a part of quantitative method design. The results indicated that there are three factors affecting the motivation of EFL teachers teaching online, which are intrinsic factors, extrinsic factors and retrospective factors. At the end of the study, findings could be used to find solutions to the factors that affect teachers' motivation negatively and/or find ways to improve teachers' motivation more.

Keywords:_Motivation, Online Teaching, Teachers' Motivation, EFL Education_

YABANCI DİL OLARAK İNGİLİZCEYİ ÇEVRİMİÇİ ÖĞRETEN ÖĞRETMENLERİN MOTİVASYONUNU ETKİLEYEN FAKTÖRLERİN ANALİZİ

ÖZET

Pandemi nedeniyle Türkiye'de uzaktan eğitim her zamankinden daha önemli ve daha popüler hale geldi. Uzaktan eğitime geçiş yüzünden öğrenme ve öğretme motivasyonu örgün eğitime kıyasla önemli ölçüde etkilendiği için de daha popüler hale gelmiştir. Bu durum İngilizceyi yabancı dil olarak öğreten öğretmenlerin çevrimiçi öğretim platformuna uyum sağlama ve diğer bazı zorluklarla yüzleşme gibi yeni deneyimlerden geçmesine neden olmuştur. Öğrencilerin İngilizce öğrenme konusundaki başarılarını ve motivasyonlarını ölçmeye yönelik birçok çalışma vardır, ancak çok az sayıda çalışma öğretmenlerin İngilizce öğretimi konusundaki tutumlarına ve motivasyonlarına odaklanmaktadır. Bu nedenle, bu çalışma yabancı dil olarak İngilizceyi çevrimiçi bir şekilde öğreten İngilizce öğretmenlerinin motivasyonunu etkilen faktörleri araştırmayı ve analiz etmeyi amaçlamaktadır. Araştırmanın verileri İstanbul Aydın Üniversitesi İngilizce Hazırlık Okulu'nda (İAÜİHO) çalışan 46İngilizce öğretmeninden toplanmıştır. Örneklem, İngilizce öğretiminde sağlam bir geçmişe sahip hem Türk hem de yabancı öğretmenleri içermektedir. Bu çalışmada, nicel yöntem tasarımının bir parçası olan anketler kullanılarak çevrimiçi öğretimde öğretmenlerin motivasyonunu etkileyen faktörler belirlenmeye çalışılmıştır.Sonuçlar, çevrimiçi eğitim veren İngilizce öğretmenlerinin motivasyonunu etkileyen içe yönelik faktörler, dışa dönelik faktörler ve geçmişe yönelik faktörler olmak üzere üç faktör olduğunu göstermiştir.Çalışmanın sonunda, bulgular öğretmenlerin motivasyonunu olumsuz yönde etkileyen faktörlere çözüm bulmak ve/veya öğretmenlerin motivasyonunu daha fazla geliştirmenin yollarını bulmak için kullanılabilir.

Anahtar Kelimeler:*Motivasyon, Çevrimiçi Eğitim, Öğretmen Motivasyonu, Yabancı Dil Olarak İngilizce Öğretimi*

1. INTRODUCTION

Teachers have a great role in the learning process of students both in face-to-face and online classes. In English as a Foreign Language (EFL) classrooms, it is not only the students who need to be active, but also the teachers. The reason for it is that teachers need to catch the attention and trigger the learning process, especially in remote teaching which is teaching in virtual classrooms instead of concrete ones. Having a fruitful classroom environment is very much in relation with both teachers' and students' motivation. When it comes to motivation in education, student motivation is often the first thing that comes to mind and this can be confirmed by the number of academic studies on student motivation. But, the enthusiasm and motivation of teachers is more than vital since it is directly proportionate to the motivation of the student.According to Brophy (1983), one of the reasons of failure in schools is lack of motivation of both teachers and students. Albert Einstein marks that "the most important motive for work in schools and in life is the pleasure in work, pleasure in its result and the knowledge of the value of the result to the community" (Wlodkowski, 1990 p.3).

The motivation of teachers may be affected by many factors in online classrooms. Online teaching may have some negative and positive effects on teachers' motivation because it is something that many teachers have not had a sufficient period of experience before. There are many studies on teachers' motivation and its effects on students or teachers' enthusiasm in classroom; however, there are fewer studies on the impact of the online education on teachers' motivation. That is why the main goal of this study is to determine the factors that affect the motivation of English teachers who provide online education and to come up with some suggestions which may improve teachers' motivation.

1.1 Background of the Study

Parallel to the rapid developments in science and technology in the world, the use of the internet and computers in teaching and learning process increases at a great pace. As teachers we have to synchronize ourselves with it and improve our abilities to be able to work with technologies to increase our knowledge. In this progress, teachers may face some challenges which may have an effect on both teachers' and students' motivation in virtual classrooms. Historically, teachers' motivation is believed to be affected by some external major reasons. In a study conducted by Rudd and Wiseman (1962), major reasons for demotivation and dissatisfaction of teachers consisted of inadequate buildings and equipment, high teaching load and low status of the profession in society. Another study carried out by Coates and Thoresen (1976) proved that the number of students in a class, insufficient salary, extracurricular responsibilities and lack of time for individual work affect teacher motivation. Howard and Johnson categorized the reasons that cause teacher demotivationas: poor teacher-student relationships, time pressure, role conflict, poor working conditions, lack of control and decision making power, poor colleague relationships and extraorganizational stressors (Howard & Johnson, 2004). It is undeniable that these reasons cause teachers' burnout which may lead teachers to lose their enthusiasm in teaching and even to leave the profession.

In current studies on factors affecting teacher motivation,it canbe observed that internal factors influence motivation, too. Börü (2018) states that teachers are human beings rather than machines, which leads to the fact that: teachers' levels of confidence in their ability to help students learn (Zee & Koomen, 2016); teachers' tool-using skills and technology availability (Bonadeo, 2013; Stockwell, 2013); teachers' freedom in teaching process (Tsutsumi, 2014) have an important impact on teachers' motivation in both virtual and face-to-face classrooms.

As mentioned before, the direct proportionality of teacher motivation and student motivation is an indicator of the importance of teachers' motivation in the classroom. According to Dörnyei (1998), motivation is the primary impetus to initiate learning the second/foreign language (L2). Atkinson (2000) and Gardner (2009) suggest that motivating students depends on how motivated

teachers are (as cited in Fidan, 2014). For this reason, this study aims to find the factors and/or barriers that impact teachers' motivation which "…is the most important variable because if teachers are not motivated, the whole notion of strategy use is lost" (Bernaus et al., 2009, p.29).

1.2 Statement of the Problem

With the emergence of the Covid-19 pandemic, social life, business life, economy and education have been dramaticallyaffected negatively not only in other countries, but also in Turkey. However, thanks to the development of technology, many people have been able to continue their social lives, business lives and education in online platforms. Education, which normally has a great impact on shaping people's lives, has turned intovirtual learning in all primary schools, high schools and universities in Turkey.This change in education will give a new impetus to not only the learners' but also teachers' motivation and perception of success. Can (2020) states that supporting teachers and strengthening their motivation as one of the most important stakeholders of education, whether face-to-face or distance education, has become more important in this process.

At Istanbul Aydin University English Preparatory School (IAUEPS), where this study has been carried out, online education has been implemented since April, 2020. The platform that the school uses is called 'Adobe Connect' in which students and teachers gather as if they meet in concrete classrooms. On this platform, what teachers do and what they have been expected to do are not different than what they used to do in real classrooms before the pandemic.When online teaching and traditionalteaching are compared, a change in the motivation of teachers and the factors affecting the teachers' motivation can be observed.Due to some external or internal reasons, the teachers may find themselves in discouraging, anxious and purposeless situations, which will inarguably be reflected in fruitfulness of thelessons, motivation of the students and teachers' respect and/or love for their professions. In this sense, the reasons influencing teachers' motivation who teach online at IAUEPS are worth investigating. Therefore, the following questions are aimed to be answered:

1.3 Research Questions

- What are the factors affecting the motivation of EFL teachers who teach online at Istanbul Aydin University English Preparatory School?

- Do the factors affect the EFL teachers' performance positively or negatively?

- Does year of teaching experience play a role in teacher motivation in online classes?

- Does gender of teachers have an impact on teacher motivation in online classes?

1.4 Purpose of the Study

The aim of the study is to investigate the factors affecting the motivation of EFL teachers who teach online at IAUEPS. Warr and Wall (1975) states that: "Motivation is crucial to both individual and organizational performance and even a very able and well-trained member of staff will not perform effectively unless they are motivated to do so" (as cited in Addison & Brundrett, 2008). So as to make improvements in the motivation level of teachers providing online education in today's pandemic conditions and in the future, the main purpose of this study, besides emphasizing the significance of teachers' motivation, is primarily to research the factors affecting the motivation of EFL teachers in remote teaching era. That is the reason why the purpose of this study is to offer some solutions for teachers to encourage them to be more enthusiastic both before and during the lessons since it has effects on students' motivation, as well.

1.5 Significance of the Study

Filak (2003) illustrates that teachers' motivation is one of the most crucial contributors in maximizing teachers' performance. Thus, in many cases, a motivated teacher means students who are motivated to learn. As teaching online and making sure that students acquire the languageon online platforms

can be challenging for many teachers, therefore being unmotivated might be inevitable sometimes. For this reason,this present study is important since it is going to not only explore and analyze the factors affecting teachers' motivation teaching online, but also be a humble attempt to contribute to the improvement of education quality and job enthusiasm of teachers in IAUEPS.

1.6 Definitions of Terms

IAUEPS: Istanbul Aydin University English Preparatory School

EFL: English as a Foreign Language

SLA: Second Language Acquisition

2. REVIEW OF LITERATURE

2.1 Introduction

Throughout the history, many studies have been conducted to prove that motivation is one of the key elements that strikes people's actions. For instance, Gardner (2001a) puts forth that a person with motivation strives to achieve the goal and does not lose the stability in this direction.Likewise, Harmer (2001) defines motivation as an internal drive pushing individuals to take actions in order to achieve a formerly set goal. That is the reason why motivation is considered a must in education as it is the force that drives both teachers and students to be successful. There are many factors affecting teachers' motivation in normal circumstances in which traditional education takes place. However, since Covid-19 pandemic emerged, education has turned into remote learning/teaching and this situation has brought some changes in motivational level of teachers. Therefore, this study intends to find the factors affecting the motivation of EFL teachers working at Istanbul Aydin University English Preparatory School (IAUEPS) during online education process.In this chapter, the background information and literature about online education, motivation, teacher motivation, and theories of motivation and teachers' motivation are reviewed.

2.2 Online Education

The development of technology has changed the perception in education as it has changed many things in the world throughout the history. The existence and adoption of educational technology dates back to the mid-1970s with computer conferencing and e-mail systems. According to Harasim (1996) computer networking and conferencing have broughtsignificant innovative developments in education such as online delivery of courses, networked classrooms and knowledge networks which link peers and experts. Online education is defined as an educational technology application covering multiple applications from

formal course activities to informal peer networking and interaction (Harasim, Hiltz, Teles, & Turoff, 1995). However,DeNeui and Dodge (2006) express that what constitutes an online course has not been defined in a specific standard way. For this reason, most of the categorizations and standardizations are suggested by the users and researchers from their own perspectives. For instance, Harasim (2000) comes up with three different modes of delivery to categorize online education which are Adjunct Mode, Mixed Mode and Totally Online Mode. She briefly explains these modes as follows:

- Adjunct Mode uses computer networking to improve traditional face-to-face education but it is not a required or a graded component of the course.

- Mixed Mode uses online utilities as a significant component of the course. It is totally integrated into the curriculum and a part of the course grade.

- Totally Online Mode is delivered in such classes where the teaching and learning take places in an online environment. The networking is relied on as the primary teaching medium for the entire course.

However, as another example, Swenson and Evans (2003) do not make distinction between Harasim's Adjunct Mode and Mixed Mode, and they put them in one category named "hybrid courses". Likewise, Troha (2002) uses the term "blended" to describe courses integrating online utilizations into other instructional tools.

2.2.1 COVID-19 and Online Education

The COVID-19 pandemic has had a significant impact on human life, economy, tourism and education. Telli Yamamoto and Altun (2020) suggest that because of the pandemic, the most affected area of life is the education sector after the health sector. The reason behind this situation is that many countries have decided to change their way of education temporarily from face-to-face to distance education. UNESCO (2020) data indicates that one month after its emergence; the COVID-19 has affected the educational life of nearly 1.6 billionstudents worldwide. In addition to that, the data shows that the number of

countries closing schools increased to 195 in April, whereas it was only six in March.

This inevitable transition from traditional education to distance/online education has not been very easy for many countries. Li and Lalani (2020) assert that students with unreliable technology and internet access have had difficulty in participating in digital learning. For instance, only 34% of the students in Indonesia (Li& Lalani, 2020) and 49% of the students in Algeria (European Data Portal, 2020) have access to internet. Some other students in different countries, though, have remarkably good opportunities in accessing distance education. According to EPD (European Data Portal),91% of the students in Russia, 89% of the students in Portugal can use computer for school during pandemic. One of the main reasons which create these differences between countries is the platforms and the educational technology they utilize. In Turkey, 66% of the students can use computer for school and the most common platforms used for distance education in Turkey are TRT EBA TV, ZOOM and Adobe Connect.

2.2.2 The Common Platforms Used During Distance Education in Turkey

Shortly after the first case of COVID-19 seen in Turkey, the schools were closed temporarily by the government. For this reason, all of the primary schools, secondary schools, high schools and universities have gradually shifted the education from traditional to online. In this section, three of the platforms and channels are explained, which are TRT EBA TV, Zoom and Adobe Connect.

TRT EBA TV is a channel that started broadcasting on March 23, 2020 for educational purposes in cooperation with the Turkish Radio and Television Corporation and the Ministry of Education. TRT EBA TV works for only primary schools, secondary schools and high schools. Because it is a TV channel, the delivery of education is made through television, which means there is no interaction between students and/or between the teacher and the students. Briefly, the students are the audience and the teachers are lecturers submitting knowledge.

Zoom is a video communication platform that allows people to set up video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities (Antonelli, 2020). Zoom is not only used by governments and other people to have online meetings during pandemic, but it is also a platform and application utilized by schools to implement distance learning. The features of Zoom allow both participants, who are accepted as the students in this case, and hosts, who are teachers in this case, to have a nice teaching and learning environment. Many of the schools and universities in Turkey implement the online education through Zoom. This platform is also used by Istanbul Aydın University, in which this very research takes place, when the main platform (Adobe Connect) cannot be used.

Adobe Connect, though, is synchronous distance education software used by colleges and universities. It is the main software that Istanbul Aydin University uses for online education.Adobe Connect is licensed and user friendly software which allows the host (the trainer) and the users (the students) to make presentations in an easy way. Adobe Connect is considered to be practicaland favorable software to implement distance education (Mavridis, Tsiatsos, & Tegos, 2011).It offers very similar features like Zoom does. These features can be listed as following:

- Recording

- Chatting

- Screen-sharing

- File sharing

- White board

- Breakout rooms

- Raise your hand option and more.

2.3 Motivation

Motivation has been illustrated in many ways by many different scholars. To start with its root, the term "motivation" derives from the Latin word "movere", which actually means "to move". That is why, Ushioda and Dörnyei (2012) state

that motivation is what moves people to make decisions, take action and make an effort. Similarly, Pardee (1990) remarks that motivation is the force pushing individuals to act in a certain way or to develop an inclination for a special behavior.While Pardee is calling it "force", Oxford and Shearin (1994) describes motivation as the "desire" to achieve a goal and to work towards that goal.

No matter how much definition there is about motivation, many researchers find this topic open to debate. Williams and Burden (1997) propose that motivation is an initiating arousel which may be triggered by curiosity, interest and perceived value of the individual.Dörnyei (2001a), however,describes motivation as a "broad umbrella" covering numerous meanings and states that the term 'motivation' highlights one of the basic aspects of human mind. According to him, motivation is responsible for the followings:

- why people decide to do something (the choice),

- how hard they are going to pursue it (the effort),

- how long they are willing to sustain the activity (the persistence).

All in all, it can be stated that motivation is a goal-oriented human behavior, which triggers us to set goals and reach those goals in an enthusiastic way. However, it is such a broad topic that it is not possible to gather the concept of motivation under one heading.

2.3.1 Intrinsic Motivation

Intrinsic motivation is defined as the act of an individual engaging in a particular behavior or an activity because of it satisfactory features. Intrinsic motivation is usually described as noninstrumental since it pushes individuals for their inner needs and desires, which means there is not a reward or punishment in the end.Therefore, it can be said that in this type of motivation, there is no external reward to be earned from the effort strived (Fidan, 2014). Interestingly, White (1959) claims that the first acknowledgement of intrinsic motivation was through certain experiments on animal behavior, where it was found that many animals engage in playful and curiosity-driven behaviours without rewards (as cited in Ryan & Deci, 2000). According to Ryan and Deci

(2000), these spontaneous behaviors of animals are done for the positive experiences in association with exercising. Alizadeh (2016) states that intrinsic motivation is the motivation to engage in an activity just because the activity is enjoyable. Legault (2016) exemplifies intrinsic motivation as a child playing, jumping and running for no other reasons than because it is fun and innately satisfying.

Although intrinsic motivation has been seen as a unidimensional construct (Dörnyei, 1998), Vallerand (1997) suggests three subtypes of intrinsic motivation: to learn, which means engaging in an activity to feel satisfaction of exploring a new thing; towards achievement, which means engaging in an activity in order to deal with challenges and to succeed; and to experience stimulation, which implies taking part in an activity to experience a sense of pleasure.

2.3.2 Extrinsic Motivation

Extrinsic motivation, as opposed to intrinsic motivation, refers to the desire to do an activity in order just to obtain separable outcomes. Unlike intrinsic motivation, extrinsic motivation is described as instrumental, because extrinsically motivated individuals engage in an activity to attain a reward or to avoid punishment. Ahmadi (2017) states that this type of motivation pertains external need to urge people to participate in an activity. For instance, a teenager might wash the dishes at home in order to receive permission (Legault, 2016) or a student might study just to please the teacher. The type of motivation that the teenager and the student have is called extrinsic motivation.

Some studies show that, interestingly, extrinsic motivation undermines intrinsic motivation. For example, if a person is intrinsically motivated to be a part of an activity and is offered a tangible reward later on, intrinsic motivation gets affected by that external reward and significantly undermined. (Deci, Koestner & Ryan, 1999a). However, George (2011) puts forth that extrinsic motivators have an instant and potent impact on one's motivation but this does not always last long. And, he adds that intrinsic motivators are more likely to have a deeper and long-term effectbecause they are bounded with inner needs and desires.

2.3.3 Altruistic Motivation

Altruistic motivation is accepted as the desire to uprise others' welfare by sacrificing and even giving up on self-welfare. Bar-Tal (1986) suggests that altruistic act has to reflect the high moral quality of behavior and has to be identifiable. For instance, giving money to a beggar in the street is an altruistic behavior, since this action is a result of altruistic motivation (Elster, 2006). For this reason, teaching is usually assumed to be an altruistic action. Some scholars explain why teaching is an altruistic behavior by expressing that teachers wish to serve society (Moran et al., 2001); to impart knowledge and give something back to the educational system which nurtured them (Brown, 1992).

2.3.4 Integrative and Instrumental Motivation

Integrative and instrumental motivations are the kinds of motivation which were put forth by Gardner in 1982. Gardner (1982) proposed a socio-educational model specifically related to second language acquisition. In his model, Gardner brings social dimension and motivation together and he claims that students' motivation is comprised of effort, desire and affect. Effort refers to the time spent studying; desire refers to the wish to be good at the target language; and affect indicates students' emotional reactions to the study. These three components may also be a part of teacher motivation because teachers make effort and have desire to teach and are affected by the progress, as well. According to Gardner (1982), effort, desire and affect are a huge part of motivation in language learning and within this socio-educational model, he divides motivation into two elements; integrative and instrumental.

Integrative motivation is describedas a favourable attitude toward the second/foreign language and a desire to adapt and integrate the culture when learning the language. People with integrative motivation are satisfied with the path they follow because it is a pure inner motivation that strikes them to follow that path. Hong and Ganapathy (2017) indicates that learners with integrative motivation have desire to learn the target language so they can understand the culture better and get to know the community who speak that language. To give a clear understanding of teachers' integrative motivation, it can be stated that teachers have a cordial approach to the community who speak the language and

they want to be a part of that society because of their admiration towards the culture.

Unlike integrative motivation, instrumental motivation is defined as the desire to gain a concrete reward from studying the language. Gardner (1979) expresses that instrumental motivation refers to "more functional reasons for learning a language, to get a better job or a promotion, or to pass a required examination" (pp. 193-220). Language learners with instrumental motivation always need a practical reason to study the language. Therefore, it can be said that the main idea in this type of motivation is to strive for a goal because of external factors.

2.4 Demotivation

Demotivation can basically be defined as the decrease in a person's pre-existing motivation for various reasons. Dörnyei and Ushioda (2011) suggest that demotivation results from some particular external reasons, which reduce the motivational level of individuals towards a behavior or an ongoing action. Furthermore, he states that a person who is demotivated was once motivated, but has become uninterested for one reason or another.

There are several studies on the causes demotivation in teaching context. In a study conducted by Sergiovanni (1967), the findings show that a poor relationship with students can cause dissatisfaction, hence demotivation.Oshagbemi (1997)reveals that over assessment, demands of individual students and students' attitude to learning are among the sources of demotivation. According to a study by Kızıltepe (2008), low salaries and not having much opportunity to do research demotivates university teachers working at a public university in Turkey. However, Dörnyei and Ushioda (2011) represent the factors causing demotivation in this way:

"Leaving economic issues (such as low salaries) aside for the moment because they vary from country to country, and without aiming for comprehensiveness, there appear to be five general demotivating factors responsible for the erosion process:

- the particularly *stressful nature* of most teaching jobs;

- the *inhibition of teacher autonomy* by set curricula, standardised tests, imposed teaching methods, government mandated policies and other institutional constraints;

- *insufficient self-efficacy* on most teachers' part due to inappropriate training;

- *content* repetitiveness and *limited potential for intellectual development*;

- *inadequate career structures*."(p.168).

To sum up, demotivation refers to the concept of becoming less interested in a behavior or a continuing activity stemming from some outside forces (Dörnyei& Ushioda, 2011).

2.5 Amotivation

Amotivation is the absence of both intrinsic and extrinsic motivation. Ryan and Deci (2002) illustrates that amotivated people either do not enact a behavior at all or they act without an intention. Stavrou (2008) describes amotivation by saying: "When an individual cannot manage the demands of the activity, or cannot exert control over his/her actions in order to have the desired result will probably feel amotivated" (p. 3).

To mention what causes amotivation, Deci and Ryan (1985) illustrate that amotivation is the relative absence motivation and it is not caused by lack of interest, but by the individual's feelings of incompetence and helplessness when engaged in the activity. Moreover, Ryan and Deci (2000) state the causes of amotivation by saying: "Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Deci, 1975), or not believingit will yield a desired outcome (Seligman, 1975)." (p. 61).

Vallerand (1997) explains four types of amotivation put forth by some researchers. The first type of amotivation is the one resulting from capacity-abilitiy beliefs. The description of this type is just the same with how Ryan and Deci (2002) defines amotivation, which is that amotivation results from the lack of ability to enact a behavior. The second type, strategy beliefs amotivation,

proposes that amotivation occurs because of individual's view that the strategy will not meet the desired outcomes. The third type of amotivation is called capacity-effort beliefs and it refers to the conviction that the individual does not wish to make necessary effort to engage in the behavior because of its unnecessary demands. Lastly, the fourth type of amotivation is helplessness beliefs. This type of motivation, as it can be understood from its very name, results from the individual's general sense that the efforts are worthless regarding the enormity of the task to be accomplished.

2.6 Theories of Motivation

It can be seen in literature that many different theories of motivation have been put forth both to contribute to the educational psychology and to find out what motivates teachers and students. These motivational theories have a significant impact on language teaching as each attitude and behavior of individuals may lead the students or teachers to different routes, which might have an influence on the learning and/or teaching journey. Thus, in this section, different theories of motivation are explained so asto have a better perception of the types of motivation that trigger individuals' actions.

2.6.1 Maslow's Hierarchy of Needs Theory

Maslow's hierarchy of needs, which is also known as the need theory, is one of the most famous and discussed theories among other motivation theories. The hierarchy of needs is proposed by Maslow (1954), who is a clinical psychologist, to categorize the needs of human beings to be motivated (Boz, 2020). According to Maslow (1954), the needs are classified in five categories. As can be seen in Figure 1, from bottom to the top, these needs are;the physiological needs, the safety needs, the belongingness and love needs, the esteem needs and the self-actualization need.
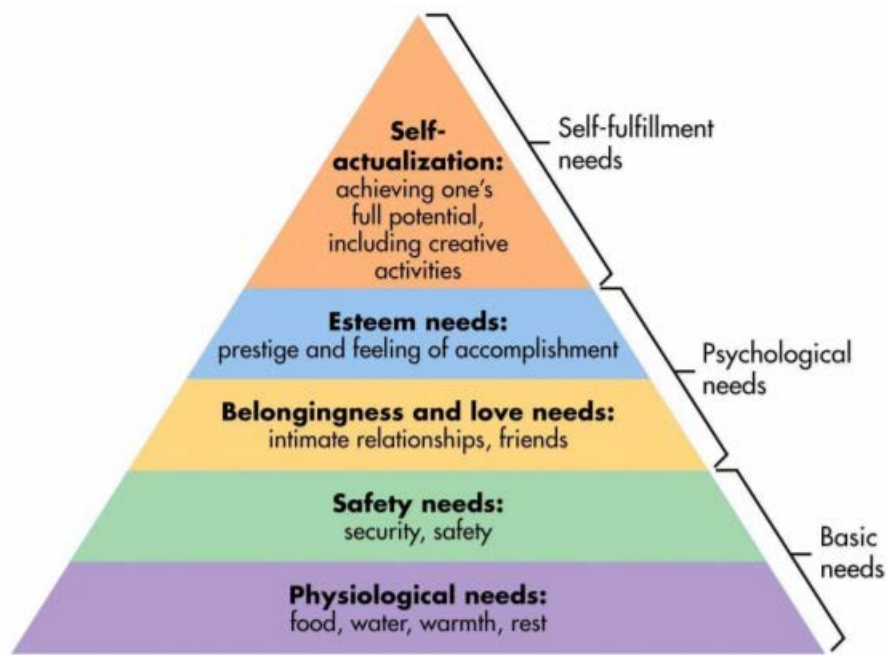
Figure 2.1: Maslow's Hierarchy of Needs

To explain these needs in the hierarchical order, firstly, Poston (2009) remarks that the physiological needs include the fundamental biological needs such as food, water and taking oxygen. The physiological needs are at the bottom of the pyramid because these fundamental needs are the basics of human needs to continue fulfilling the other needs. Secondly, the safety needs include concern about being safe and keeping the harm away. This security can be both physiological and psychological, therefore the main idea is avoiding the fear of harm and the harm itself. At the third level of Maslow's Hierarchy Needs, the belongingness and love needs, individuals seek for a room to socialize after the safety needs are satisfied. Thebasic need at this level is to be accepted as a member a group. The esteem needs are at the fourth level in the order. After being an accepted member a group, individuals wish to feel to be approved and respected by that group. Hence, the esteem needs represent the feelings of self-confidence, recognition and appreciation (Maslow, 1970b). Lastly, the need for self-actualization furnishes the top of the pyramid. Maslow (1954) describes the need for self-actualization as the following: "It refers to man's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially." (p. 46). In other words, it is need in which the other four needs are met and that the individuals now know their potential and what they are capable of.

Taking Maslow's hierarchy of needs into consideration, it can be stated thatthese needs have a significant influence on employees' motivation in many professions. For instance, if teachers' security, belongingness and esteem needs are not satisfied, they may gradually become demotivated teachers. To support this example, Fisher and Royster (2016) reveal in their study that the stress and motivation of mathematics teacher they worked with are directly proportionate to Maslow's hierarchy needs.

2.6.2 Herzberg's Motivation Theory

Herzberg's motivation theory, also known as Herzberg's two-factor theory, refers to the concept that one's satisfaction and dissatisfaction at work depend on two factors; motivation factors and hygiene factors.

Herzberg, Mausner and Snyderman (1959) express that the motivation factors are linked with the need for self-realization, therefore these factors are defined as intrinsic factors. Ball (2003) indicates that the motivators(satisfiers) are the factors which are directly related with the satisfaction gained from the job. According to Herzberg *et al.*(1959) the factors motivating the employees are: achievement, recognition, the work itself, responsibility, and the advancement and growth. These motivators lead to job satisfaction, however their absence can cause job dissatisfaction (Alshmemri, Shahwan-Akl & Maude, 2017).

The term 'hygienes' is chosen environmental factors (Herzberg et al., 1959, xvi) and therefore, hygiene factors are directly classified as extrinsic factors. This type of factor which causes job dissatisfaction include company policy and administration, relationship with supervisor, interpersonal relations with co-workers, physical working conditions, benefits, job security and salary. For this reason, hygiene factors are associated with the need of avoiding unpleasant situations. Interestingly, Herzberg *et al.*(1959) says that:

"When these factors deteriorate to a level below that which the employee considers acceptable, then job dissatisfaction ensues. However, the reverse does not hold true. When the job context can be characterized as optimal, we will not get dissatisfaction, but neither will we get much in the way of positive attitudes." (p. 113-114).

In a nutshell, the absence of hygiene factors may cause job dissatisfaction, but their presence does not lead to job satisfaction (Alshmemri et al., 2017).

2.6.3 Self-Determination Theory (SDT)

Self-Determination Theory is concerned with the concept that people's actions and their feelings of satisfaction out of these actions are centrally connected with people's psychological needs. SDT is referred to be an organismic theory which examines how social conditions enhance or undermine human capacity for psychological wellness (Ryan & Deci, 2017). Deci and Ryan (1985) explain the concept by saying: "self-determination is the capacity to choose and to have those choices, rather than reinforcement contingencies, drives,or any other forces or pressures, be the determinants of one's actions.But self-determination is more than a *capacity*; it is also a *need*." (p. 38). Self-Determination Theory focuses mainly on three psychological needs, which are the need for autonomy, competence and relatedness. According to Deci and Ryan (2000), these innate psychological needs concern the deep structure of human psyche because they are directly related to innate and life-span tendencies toward achieving effectiveness, connectedness and coherence.

Deci et al. (1991) highlight three innate needs which are inherent in human life. The first of the needs is called the need for autonomy, which refers to the need of self-organization and self-regulation (Deci & Ryan, 2000). According to Ryan and Deci (2017), people can be either autonomously or heteronomously dependent, independent, or interdependent and the source feature of autonomy here is that a person's action is self-endorsed. To give a precise explanation of the need for autonomy, Ryan and Deci (2020) state that "*Autonomy* concerns a sense of initiative and ownership in one's actions. It is supported by experiences of interest and value and under- mined by experiences of being externally controlled, whether by rewards or punishments." (p. 2). Secondly, the need for competence concerns the sense of effectance and mastery. In other words, one needs to feel capable of operating effectively within his/her important life contexts (Ryan & Deci, 2017). Deci (1975) claims that the need for competence leads people to search and overcome optimal challenges and the acquisition of competence stems from interacting with stimuli (as cited in Deci & Ryan, 1985). The last need highlighted in SDT is the need for relatedness, which is

also known as the need for belongingness. That is, people need to feel connection in social environments in order to feel satisfaction. Ryan and Deci (2020) illustrate that the need for relatedness is supported by respect and caring. Deci and Ryan (2000) describe the function of this type of need by saying: "…, the need for belongingness or relatedness provides a motivational basis for internalization,ensuring a more effective transmission of groupknowledge to the individual and a more cohesive socialorganization." (p. 253).

Even if the fulfillment of these needs enhance high-quality motivation, healthy development and well-being (Ryan & Deci, 2017), their absence may be resulted in ill-being (Bartholomew, Ntoumanis, Ryan, Bosch & Thøgersen-Ntoumani, 2011). When these key innate needs are thwarted, motivation and well-being are considered to be damaged (Ryan & Deci, 2020) and are assumed to reduce effective functioning (Joussemet et al., 2008).There are numerous studies conducted to understand factors which affect teachers' self-determined motivation and Deci et al. (1991) claims that two significant sources have been found, which are the pressure from school organization and the pressure from the students. According to the study carried out by Deci, Spiegel, Ryan, Koestner, and Kauffman (1982), results showed that teachers who had been pressured by administration were drastically more controlling instead of being autonomous. Another source of undermining teachers' self-determined motivation was found by Jelsma (1982). That is, teachers' motivation is affected by the students themselves or the teachers' feelings and beliefs about the students.

2.7 Teacher's Motivation

Teacher motivation has been an important issue in educational context, as teacher motivation has a significant influence on educational reform and progressive legislation (Jesus & Lens, 2005); student motivation (Atkinson, 2000; Dörnyei & Ushioda, 2011); and the achievement of high standards in education (Kocabaş, 2009). Whitaker et al. (2009) claim that being able to work in a positive state of mind is vital for teachers in order to be successful in impacting students positively.

According to review made by Dörnyei and Ushioda (2011, p.160), four motivational aspects stand out particularly regarding teacher motivation, which are intrinsic component; contextual factors; the temporal dimension; and negative influences on teacher motivation. Dörnyei and Ushioda (2011) describe these four motivational aspects in a detailed way in their book. To summarize these aspects briefly, firstly, intrinsic component of teacher motivation is associated with the genuine innate joy resulting from one's actions.The second motivational aspect, which is contextual factors, refers to the extrinsic components influencing teachers' motivation. These extrinsic factors can be exemplified as *the school's general climate*, *the class sizes*,*collegial relations* and so on (Dörnyei & Ushioda, 2011, p.164). Thirdly, the temporal dimension of teacher motivation is related to the motivation "to be a teacher as a lifelong career" (p. 165). In other words, even if the teachers are satisfied with their existing accomplishment, some intrinsic and extrinsic factors may prevent them to create future career steps by blocking the career path (pp. 165-166). Finally, the fourth aspect, negative influences on teacher motivation, highlights that teachers who are nervous, demotivated, bored can be seen very often at every one of levels of education. According to Dörnyei and Ushioda (2011), the causes of this motivational crisis depend on some negative influences such as stress, restricted autonomy, insufficient self-efficacy and lack of intellectual challenge. In addition, the authors highlight another serious challenge causing teacher demotivation and dissatisfaction, which is "the economic conditions that are usually worse than those of other service professions with comparable qualifications (e.g. lawyers and doctors)" (Dörnyei & Ushioda, 2011, p. 174).

2.8 Theories of Teacher Motivation

It is a proved fact that teachers' motivation is as crucial as students' motivation. However, unlike the availability of theories on student motivation, there are a limited number of theories and publications discussing the motivation of teachers. Luckily, some issues regarding teachers' motivation to grow professionally, teachers' commitment to their career and their well-being have been focused by some researchers since the last few decades. Watt and Richardson (2015) assert that the transfer of theoretical concepts to the

previously neglected field of teaching has required the adaptation of theories that were not initially developed in such a way as to apply to teachers. Therefore, in order to have the best idea of teacher motivation, several theories are reviewed in this section such as expectancy-value theory, the factors influencing teaching choice framework, self-efficacy theory, and teacher efficacy theory.

2.8.1 Eccles - Wigfield Model of Expectancy – Value Theory (EVT)

Expectancy – Value Theory (EVT)formulated by Eccles et al. (1983) suggest that a person's achievement choices are assumed to be shaped by expectancies for success, ability beliefs and task values. Wigfield and Eccles (2000) state that expectancies and values affect one's not only achievement choices, but also affect performance, effort and persistence.

Ability beliefs, also mentioned as self-related beliefs and/or one's subject-area-beliefs (Eccles, 2009), are defined as individual's perception of personal competence in a particular activity (Wigfield & Eccles, 2000). According to Eccles (2009), self-related beliefs in specific subject areas are shaped by individuals as a result of both their interaction with experiences related to these specific subject areas and their subjective interpretation of those experiences. Very similarly, expectancies for success aredescribed as individuals' beliefs about how successful they will be in a task, either in the near or far future (Eccles et al. 1983). However, Wigfield and Eccles (2000), remark that the definition of ability beliefs and expectancies for success vary in theoretical perspectives. They add by expressing that even though these constructs are proved to be related, in fact, ability beliefs are different from expectancies for success. This reason behind this difference is that ability beliefs concern the present ability, whereas expectancies for success concern the future.

Another important component of Eccles et al.'s (1983) EVT is the subjective task value, which is also known as the achievement value. The subjective task values transpire as the predictors of choice and intentions (Bong, 2001) and these values can affect one's behavior towards achievement (Wigfield & Eccles, 1992). According to Eccles (2009), the subjective task value is a quality of the task which can attract individual's attention to select the task and she adds that

this quality is composed of four values: intrinsic value, utility value, attainment value, and cost. To explain these values out of a review of Wigfield and Eccles's (1992) article:Intrinsic value refers to one's intrinsic interests and how much the individual enjoys doing the activity. Therefore, it can be claimed that intrinsic value is a very similar phenomenon to intrinsic motivation which is clarified by Ryan and Deci (2000). Utility value is directly related to individual's sense of the usefulness of the task. In other words, utility value is a construct about how and to what extent a task fulfills the individual's future plans (Wigfield & Eccles, 2000). For this reason, Wigfield and Eccles relate utility value with extrinsic motivation defined by Ryan and Deci (2000) because what utility value refers to is somehow connected to extrinsic factors such as doing a task with the aim of gaining a reward. Attainment value pertains to how important doing a task well is. Lastly, cost refers to the negative aspects of taking part in different tasks. For a better understanding, Eccles (2009) states that:

"Cost is influenced by many factors, such as anticipated anxiety, fear of failure, and fear of the social consequences of success. Cost can also be conceptualized in terms of the loss of time and energy for other activities that may be more central to one's personal and collective identities." (p. 83).

The relevance of Expectancy – Value Theory to teacher motivation has been understoodwith the emergence of the Factors Influencing Teaching Choice (the FIT – Choice)framework, which is a framework developed by Watt and Richardson (2007) to determine the factors in choosing teaching profession.

2.8.1.1 The Factors Influencing Teaching Choice (The FIT-Choice) Framework

The Factors Influencing Teaching Choice framework, encouraged by and founded on EVT, is a model of scale developed and validated by Watt and Richardson (2007) to provide understanding to the question of what motivates people in choosing teaching career.The reason why Watt and Richardson developed this framework can be understood from their concern about the future of teaching profession. In their article, Richardson and Watt (2006) claim that teachers are asked to work more without getting paid enough and this situation is likely to cause teacher shortage, which may lower the quality of teachers. The FIT-Choice framework not only includes a scale to measure teachers'

motivation and commitment, but also deals with teachers' perceptions of the demand and reward aspects of their profession (Richardson & Watt, 2006).

Based on the need to investigate the effects of values in Expectancy– Value Theory on teacher motivation,the values in EVT have been redesigned by Watt and Richardson (2007) to serve their aim, which is to find out the reasons behind teachers' profession choice and to measure teachers' motivation. These redesigned values, which are the constructs in the FIT-Choice framework, consist of intrinsic value, personal utility value and social utility value. Intrinsic value in the FIT-Choice model functions exactly the same as it does in EVT. Meaning, how much enjoyment teachers get out of teaching is measured by intrinsic value. Personal utility value is the term used for subjective attainment value, which is a type of value that serves individuals' subjective goals. Subjective goals of teachers are determined as "time for family", "job security" and "job transferability" (Watt & Richardson, 2007, p.171). Interestingly, Watt et al. (2012a) state that according to some research finding, individuals start their teaching career for reasons that are independent of the career content. That is why, it can be claimed that personal utility values are actually serve people's extrinsic motivation because their motivation is completely about outside factors. The last value in the FIT-Choice framework is called social utility value. That is, social utility value assesses the desire of teachers to be useful to society. The components of social utility values are stated as "make social contribution", "enhance social equity", "shape future of children/adolescents", and "work withchildren/adolescents" (Watt & Richardson, 2007, p.172). In other words, social utility values can be said to measure individuals' altruistic motivation, which is the desire to enhance others' well-being.

2.8.2 Self-Efficacy Theory

Self-efficacy, which is a theory put forward by Albert Bandura, is defined as individuals' judgment of their capabilities for performing specific tasks (Bandura, 1997). To put it differently, self-efficacy refers to self-assessment of competence to do something in particular (Woolfolk Hoy et al., 2009). Therefore, Schunk and DiBenedetto (2016) state that motivation, learning, achievement and self-regulation are affected by self-efficacy. More importantly, personal efficacy influences the way individuals think: whether their thoughts

are self-hindering or self-enhancing (Bandura, 2001). Dörnyei and Ushioda (2011) represent that individuals with low self-efficacy perceive a challenging task as a kind of threat and therefore, they can lose faith in their capabilities and even give up doing the task. On the contrary, individuals with high sense of self-efficacy try to complete that challenging task by approaching it with self-confidence and by putting more effort into it. Bandura (1977) states that "The stronger the efficacy or mastery expectations, the more active the efforts." (p. 80).In literature, this theory has been generally considered for individuals and students, whereas it has an important impact on teachers' motivation as well. Fortunately, some researchers havefocused on teachers' sense of efficacy, which is a significant highlight in education.

2.8.2.1 Teachers' Self-Efficacy Theory

As the subtitle of self-efficacy, teacher efficacy is a teacher's beliefs in his or her own capability to organize and carry out some specific tasks successfully in educational context. Woolfolk Hoy et al. (2009) state that teachers' efficacy is also a belief that can provide opportunity for teachers to navigate the classroom in complex situations. The researchers continue by indicating that teachers' efficacy has an influence on the goals which teachers want to achieve; the effort teachers make to achieve their goal; and their endurance in cases of difficulties. According to Allinder (1994) and Guskey (1988), teachers with a strong sense of efficacy are usually more likely to show higher levels of planning and organization, and are more willing to try new techniques to achieve their student-based goals (as cited in Tschannen-Moran& Woolfolk Hoy, 2001). In contrast, lower efficacy results in poor teaching outcomes, which may reduce the existing efficacy of teachers (Tschannen-Moran et al., 1998). Fives and Buehl (2016) order that student achievements, student motivation, instructional practices, teacher stress and job satisfaction are very much in relation with teachers' efficacy. For this reason, teachers' self-efficacy has a significant role in teaching environment. Raudenbush et al. (1992) state that what constitutes effective teaching is not only teacher's knowledge and skill but also teacher's belief and motivation.

3. METHODOLOGY

3.1 Introduction

This chapter presents the methodology followed when conducting the research, by indicating the participants involved in the research and the instruments used to carry out the research. In addition, how the research was designed, conducted and how the data was analyzed are explained in this chapter.

The following research questions were aimed to be answered:

1. What are the factors affecting the motivation of EFL teachers who teach online at Istanbul Aydin University English Preparatory School?

2. Do the factors affect the EFL teachers' performance positively or negatively?

3. Does year of teaching experience play a role in teacher motivation in online classes?

4. Does gender of teachers have an impact on teacher motivation in online classes?

3.2 Design of the Study

With the outbreak of the Covid-19 pandemic and the sudden transition to online education, it was observed that both students and teachers had difficulty in adapting to online lessons. Considering the mutual nature of motivation, abrupt shift to online education created adaptation problems that would seriously affect educational objectives for both parties. Therefore, this current research focused on analyzing what motivates and demotivates the teachers working at Istanbul Aydin University English Preparatory School (IAUEPS) during online education, since teacher motivation and student motivation had been proved to be related (Bernaus, Wilson, & Gardner, 2009; Atkinson, 2000). As the purpose

of this study was to analyze the factors affecting EFL teachers' motivation who teach online at IAUEPS, the study was carried out by focusing only on quantitative data which was collected through Attitude Motivation Test Battery (AMTB).Also, descriptive research design was applied to investigate the research problems by collecting quantifiable information to be used in statistical analysis of the participants.

3.3 Participants and Context of the Study

Data of the research was compiled from a total of 46 EFL teachers, 30 women and 16 men. The participants teach English as a Foreign Language (EFL) in virtual classrooms in which the students are divided in various levels of Common European Framework Reference (CEFR). The courses given by the participant teachers at IAUEPS are main course, listening, speaking, reading and writing. The teachers were asked to be the participants of the research and they volunteered to participate. The technique used in selecting the participants was convenience sampling. The reason why convenience sampling technique was chosen is because the participants meet a certain criteria, which is teaching EFL online at IAUEPS during Covid-19 pandemic.

As mentioned before, this study was carried out at IAUEPS, where EFL has been taught online since April, 2020. The software that IAUEPS has used during online education process is Adobe Connect, which provides many opportunities to implement fruitful lessons. However, when IAUEPS teachers had some connection issues with Adobe Connect, a shift to Zoom to be able continue teaching was observed. In addition to the software, an Online Common Platform was created by coordinators so as to provide the teachers with all the necessary materials to be used in lessons. In that way, the teachers could have the opportunity to gain access to materials remotely as if they were at school.

3.4 Instruments

In order to collect a quantitative data for this research, an adapted questionnaire was used. The questionnaire is called Attitude Motivation Test Battery (AMTB), which was developed by Gardner (1985). The original AMTB was

adapted by Fidan (2014) to be used in a study on the motivation of teachers. In this study, AMTB, adapted by Fidan (2014), was used with the permission of Fidan to gather the data.Following data collection process, Statistical Package for the Social Sciences (SPSS) was used to analyze the quantitative data.

3.4.1 Attitude Motivation Test Battery (AMTB)

Attitude Motivation Test Battery was developed by Gardner (1958; 1960) and extended by Gardner and Lambert (1972) in order to fill the need to assess linguistic and non-linguistic aspects of second language programs. Gardner (1985) states that the linguistic parts of a language program consist of individuals' ability to read, speak, write and listen. On the other hand, non-linguistic parts mainly concern improved understanding of the other community, desire to continue studying the language, an interest in learning other languages. AMTB is a research instrument containing more than 100 items to assess the individuals' affective reactions towards second language learning. The major applications of AMTB have involvedinvestigations of (a) the correlations of sub-tests and composite test scores with indices of language achievement and behavioral intentions to continue language study, (b) the effects of specific programs and excursions on attitudinal/motivational characteristics, and (c) the relation of attitudes and motivation to classroom behavior (Gardner, 1985).

So, it can be said that AMTB mainly focuses on analyzing learners' attitudes and motivation in second language learning. However, as Gardner (1985) points out "The Attitude/Motivation Test Battery has been used in many different forms." (p.1). For this reason, adapted AMTB was the main tool to collect the data in this study because the items in AMTB provides opportunities to analyze teachers' motivation, as well. The questionnaire included two sections and a total of 25 items using a Likert scale. The aim of 18 of the questions in the first section was to identify the factors affecting EFL teachers' motivation, whereas the aim of the rest 7 items in section two was to determine the feelings of teachers about teaching during online education.

3.4.2 Statistical Package for the Social Sciences (SPSS)

Statistical Package for the Social Sciences (SPSS) is a computer program which is used for statistical analysis in social sciences. SPSS provides graphs and

tables to support data analysis and is generally used for descriptive statistics, bivariate statistics, numeral outcome prediction, prediction for identifying groups. In this descriptive study, the data was analyzed using SPSS in order to reach valid and reliable results.

3.5 Data Collection Procedure

After receiving the obligatory permissions from university administration and institute of graduate studies in order to carry out the study, the participant teachers were informed about the procedure and confidentiality of their responses to the questionnaire. The AMTB, adapted by Fidan (2014) was sent to the participant teachers online and they were given two weeks to answer. After those two weeks, no answers were accepted and the data was converted to an Excel file so as to obtain its analysis through SPSS.

3.6 Data Analysis

As the aim of this research is to analyze descriptive statistics of the factors affecting EFL teachers' motivation who teach online, the quantitative data, which was collected through an adapted AMTB questionnaire, was analyzed by using SPSS. In the process of data analysis, the focus was on identifying and analyzingthe factors which had an impact on teachers' intrinsic motivation and extrinsic motivation.

4. FINDINGS

4.1 Introduction

In this chapter, findings of the data analysis are presented. The data are analyzed by using Statistical Package for the Social Sciences (SPSS). The results are depicted in tables and explained item by item. Intrinsic, extrinsic and retrospective factors affecting teachers' motivation are analyzed by associating them with gender and experience variables. Finally, in the light of these findings, the research questions of the current study are answered.

4.2 Participant Profile

Two questions were included in order to collect information about participants, one of which was about gender of the participants and the other was about teaching experience of the participants. Table 4.1 demonstrates the gender distribution of participants, which was the first question in "Participant Profile" section. 34,8% (n=16) of the teachers were male, and 65,2% (n=30) of the participant were female.

Table 4.1: Gender Distribution of Participants

Gender	Frequency	Percent
Male	16	34,8
Female	30	65,2
Total	46	100

The second question in this section was about the year of experience of the participants. As can be seen in Table 4.2, this question was responded by teachers whose teaching experiences were at least more than one year.

Table 4.2: Teaching Experience of Participants

Years of Experience	Frequency	Percent
1-5 years	7	15,2
6-10 years	16	34,8
11-15 years	11	23,9
16-20 years	7	15,2
More than 20 years	5	10,9
Total	46	100

4.3 Analysis of Questionnaires

In this study, the data was gathered through an adapted Attitute/Motivation Test Battery (AMTB). The questionnaire included two sections. Items in Section 1 examined the attitudes of motivated and demotivated teachers, and items in Section 2 examined teachers' feelings about teaching in online education. In addition, each questionnaire was analyzed item by item.

4.3.1 Analysis of Section 1

The first section of AMTB included 18 questions which were analyzed under three categories. S1Q1, S1Q2, S1Q3, S1Q8, S1Q10, S1Q12, S1Q13, S1Q14 and S1Q17 were analyzed to find out the intrinsic factors affecting teachers' motivation. S1Q4, S1Q5, S1Q6, S1Q7, S1Q9, S1Q15, S1Q16 and S1Q18 were analyzed to measure the extrinsic factors affecting teachers' motivation in online classes. Lastly, S1Q11 was analyzed to see if potential retrospective factors have an impact on teachers' motivation.

4.3.1.1 Descriptive Statistics of Section 1

Descriptive statistics (mean, median and standard deviation) of each item in Section 1 are provided in Table 4.3. Each item includes five options as, "strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5)". Then, mean scores are out of 5. When a mean score is getting closer to 5, it represents a strong attitude. Also, when the mean scores closer to 1 are examined, it is seen than corresponding items were negative and teachers didn't agree that they are unmotivated.

Table 4.3: Descriptive Statistics of Items in Section 1

Items	Mean	Median	Standard Deviation
S1Q1	4,54	5,00	0,55
S1Q2	4,59	5,00	0,62
S1Q3	1,74	1,00	0,93
S1Q4	2,48	3,00	1,19
S1Q5	3,61	4,00	1,02
S1Q6	3,72	4,00	1,20
S1Q7	3,17	3,00	1,42
S1Q8	4,09	4,00	1,15
S1Q9	3,98	4,00	1,13
S1Q10	2,13	2,00	1,11
S1Q11	3,59	4,00	1,29
S1Q12	3,70	4,00	1,11
S1Q13	4,52	5,00	0,84
S1Q14	1,26	1,00	0,53
S1Q15	1,70	1,00	0,99
S1Q16	1,87	1,00	1,13
S1Q17	1,70	1,00	1,03
S1Q18	4,52	5,00	0,91

According to Table 3, following inferences could be made by looking at the mean scores greater than 3,5:

- The teachers can motivate themselves to teach English online by using all their capacity,

- The teachers have a strong desire to know and teach all aspects of English in virtual classes,

- The teachers enjoy the online and internet-based activities of their English classes with their students,

- The teachers feel relax and very much at ease while teaching English in online classrooms.

- The teachers feel confident when asked to speak English out of classroom.

- They are calm and patient whenever they have to make their students speak English.

- Knowing English is important because it would be useful in getting a good job.

- They practice their English as much as possible.

4.3.1.2 Analysis of Intrinsic Factors on Teacher Motivation

S1Q1, S1Q2, S1Q3, S1Q8, S1Q10, S1Q12, S1Q13, S1Q14 and S1Q17 in Section1 aimed to measure the potential intrinsic motivation of the participant teachers. To see the relationship ofitems with gender and experience, a Chi-square Independence Test has been applied by using a 5% predetermined significance level. P values less than 0,05 show that there is a statistically significant relationship between gender/experience and corresponding item.The analyses of items are shown below by considering their relationship with gender and experience.

S1Q1: I can motivate myself to teach English online using all my capacity.

Table 4.4: Analysis of S1Q1 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q1	Strongly Disagree	0	0	1,961	2	0,375	Not significant
	Disagree	0	0				
	Neutral	0	1				
	Agree	13	6				
	Strongly Agree	17	9				

As can be seen in Table 4.4, none of the participant teachers chose "disagree" and "strongly disagree" options for S1Q1. 17 female and 9 male participants "strongly agree" , 13 female and 6 male participants just "agree" with this item, while only 1 male participants remained neutral. According to the results, the P value is 0,375, which shows that there is not a direct relationship between gender and S1Q1.

Table 4.5: Analysis of S1Q1 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q1	Strongly Disagree	0	0	0	0	0	5,034	8	0,754	Not significant
	Disagree	0	0	0	0	0				
	Neutral	0	1	0	0	0				
	Agree	3	7	6	1	2				
	Strongly Agree	4	8	5	6	3				

The majority of the teachers (n=26) expressed that strongly agreed with this item. 19respondents agreed and only one respondent remained "neutral". Table 4.5 shows that teaching experience vary among teachers. According to results, the P value is 0.754, which shows that there is not any significant relationship between experience and S1Q1.

S1Q2: I practice my English as much as possible.

Table 4.6: Analysis of S1Q2 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q2	Strongly Disagree	0	0	1,148	2	0,563	Not significant
	Disagree	0	0				
	Neutral	2	1				
	Agree	10	3				
	Strongly Agree	18	12				

It can be inferred from Table 4.6 that both male and female teachers practice their English as much as they can, however it does not have a direct effect on their motivation. As P value (p=0,563) depicts, no significant relation can be seen between gender and S1Q2.

Table 4.7: Analysis of S1Q2 and its Relationship with Experience

Item	Options	Experience					Chi-square	df	P	Relationship
		1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
S1Q2	Strongly Disagree	0	0	0	0	0	9,037	8	0,339	Not significant
	Disagree	0	0	0	0	0				
	Neutral	0	1	0	2	0				
	Agree	2	4	5	1	1				
	Strongly Agree	5	11	6	4	4				

Table 4.7 reveals that the "strongly agree" option was chosen mostly by teachers with 6-10 years of teaching experience (n=11). It can also be inferred that the majority of the participants (n=36), no matter how many years of experience they have, strongly agree that they practice their English language knowledge. However, as the results does not depict a strong P value (p=0,339), it can be stated that there is not any significant relationship between S1Q2 and teaching experience.

S1Q3: I don't have any great wish to teach more than the basics of English in virtual classes.

Table 4.8: Analysis of S1Q3 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q3	Strongly Disagree	16	8	1,465	3	0,69	Not significant
	Disagree	9	4				
	Neutral	4	2				
	Agree	1	2				
	Strongly Agree	0	0				

According to Table 4.8, a great number of participants (n=37) are willing to teach more than the basics of English in online classrooms. It can be seen that while 25 of the female teachers and 12 of the male teachers "disagreed" and "strongly disagreed" with S1Q3, 1 female teacher and 2 male teachers agreed. Moreover, the number of female teachers staying neutral on S1Q3 is 4 and the number of male teachers is 2. Thus, it can be concluded that teachers' willingness to teach is not related with gender and most of the teachers are intrinsically motivated to teach more than the basics of English in virtual classes.

Table 4.9: Analysis of S1Q3 and its Relationship with Experience

Item	Options	Experience					Chi-square	df	P	Relationship
		1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
S1Q3	Strongly Disagree	4	8	6	3	3	12,237	12	0,427	Not significant
	Disagree	2	5	1	3	2				
	Neutral	1	1	4	0	0				
	Agree	0	2	0	1	0				
	Strongly Agree	0	0	0	0	0				

The most commonly chosen option to this item is "strongly disagree" (n=24). 13 of the teachers picked the next common option, which is "disagree". The number of teachers who chose "Neutral" option was 6 and lastly, 3 of teachers surveyed said they agreed with the item. Table 4.9 demonstrates that a significant relationship cannot be seen between S1Q3 and years of teaching experience, since P value is 0.427. Hence, it can be inferred that teachers' enthusiasm to teach English is not related to their teaching experience.

S1Q8: I can improve myself as a teacher in the institution where I work.

Table 4.10: Analysis of S1Q8 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q8	Strongly Disagree	0	2	6,54	4	0,162	Not significant
	Disagree	4	0				
	Neutral	3	1				
	Agree	8	6				
	Strongly Agree	15	7				

Both Table 4.10 and P value (p=0,162) illustrate that there is not a statistically direct relationship between S1Q8 and gender. It can be seen that most of the teachers from both genders (n=36) believe that they can improve themselves at IAUEPS. However, it can be concluded that gender does not have a significant impact on teachers' decision while answering this question.

Table 4.11: Analysis of S1Q8 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q8	Strongly Disagree	0	0	2	0	0	16,266	16	0,435	Not significant
	Disagree	0	1	2	1	0				
	Neutral	2	2	0	0	0				
	Agree	3	5	2	2	2				
	Strongly Agree	2	8	5	4	3				

It is seen in Table 4.11 that the most commonly marked "strongly agree" option (n=22) among the options was chosen by teachers with a work experience of 6-10 years(n=8). The next commonly chosen option is "agree", which was selected by 14 teachers with different years of experience. Moreover, 2 of the teachers with 1 to 5 years of experience and again, 2 teachers with 6 to 10 years of experience remained neutral. The rest 6 participants whose teaching experiences vary from 6 years to 20 years expressed that they either "disagree" or "strongly disagree" with S1Q8. As P value (p=0,435) shows that there is not a significant relation between experience and this item. It can be stated that no matter how many years teachers have taught, teachers may be motivated to improve themselves in the institution where they work.

S1Q10: Teaching foreign languages online is not enjoyable.

Table 4.12: Analysis of S1Q10 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q10	Strongly Disagree	11	6	4,063	4	0,398	Not significant
	Disagree	7	6				
	Neutral	8	2				
	Agree	4	1				
	Strongly Agree	0	1				

Table 4.12 depicts that most female (n=18) and most male (n=12) participants disagree with the idea that foreign language teaching is not enjoyable. By looking at the P value (p=0,398), it can be inferred that no significant relationship between gender and S1Q10 can be seen. Thus, it can be concluded that most of the teachers in both genders may be intrinsically motivated as they enjoy teaching English as a foreign language.

Table 4.13: Analysis of S1Q10 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q10	Strongly Disagree	2	7	3	3	2	20,318	16	0,206	Not significant
	Disagree	2	4	3	2	2				
	Neutral	0	3	5	1	1				
	Agree	3	2	0	0	0				
	Strongly Agree	0	0	0	1	0				

Looking at Table 4.13, it can be indicated that the professional experience years of the participants who disagreeand strongly disagree with S1Q10 are close.The total number of teachers who strongly disagreed is 17, and the number of those who expressed that they just disagreed is 13. As P value (p=0,206) proves, it can be concluded that years of teaching experience does not have a strong relationship with S1Q10.

S1Q12: I feel very much at ease when I teach English in an online classroom.

Table 4.14: Analysis of S1Q12 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q12	Strongly Disagree	1	2	3,684	4	0,451	Not significant
	Disagree	3	0				
	Neutral	7	3				
	Agree	13	6				
	Strongly Agree	6	5				

Both Table 4.14 and P value (p=0,451) reveals that there is not any significant relationship between gender and S1Q12 which refers to participants' feelings of ease while teaching English. Most female (n=19) and male (n=11) participants either "agree" or "strongly agree" that they feel at ease, thus, it can be stated that gender does not influence teachers' intrinsic motivation to teach.

Table 4.15: Analysis of S1Q12 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q12	Strongly Disagree	0	1	0	1	1	15,498	16	0,489	Not significant
	Disagree	0	2	1	0	0				
	Neutral	1	1	5	2	1				
	Agree	5	8	3	1	2				
	Strongly Agree	1	4	2	3	1				

Table 4.15 depicts that there is no statistically significant relationship between item 7 and teaching experience, because P value turned out to be 0.489. Of the teachers, 19 agreed, 11 strongly agreed and 10 remained neutral. 6 of the participants disagreed and strongly disagreed with S1Q12.

S1Q13: I feel confident when asked to speak English out of classroom.

Table 4.16: Analysis of S1Q13 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q13	Strongly Disagree	0	1	4,32	3	0,229	Not significant
	Disagree	0	0				
	Neutral	4	0				
	Agree	7	3				
	Strongly Agree	19	12				

Table 4.16 illustrates that the majority of female (n=19) and male (n=12) teachers "strongly agree" that they feel confident when they are to speak English outside the classroom. As P value (p=0,229) depicts, gender does not have a direct effect of S1Q13 which refers to teachers' confidence of speaking in English out of the class.

Table 4.17: Analysis of S1Q13 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q13	Strongly Disagree	0	0	0	1	0	8,402	12	0,753	Not significant
	Disagree	0	0	0	0	0				
	Neutral	0	1	1	1	1				
	Agree	1	4	3	1	1				
	Strongly Agree	6	11	7	4	3				

It can be seen in Table 4.17 that a total of 31 teachers, 11 of whom have 6-10 years of experience, indicated that they "strongly agree" with S1Q13. Both P value (p=0,753) and Table 4.17 demonstrate that there is no significant relationship between S1Q13 and years of experience. So, it can be inferred they their confidence when asked to speak outside the classroom is not related with their experience year in teaching EFL.

S1Q14: I really have no interest in foreign languages, it is just my work.

Table 4.18: Analysis of S1Q14 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q14	Strongly Disagree	23	13	0,57	2	0,752	Not significant
	Disagree	6	2				
	Neutral	1	1				
	Agree	0	0				
	Strongly Agree	0	0				

The result in Table 4.18 depicts that almost all the participant teachers (n=44) either "disagree" or "strongly disagree" with S1Q14. It is seen that none of the teachers agreed with this item. Thus, it can be inferred that gender and having interest in teaching foreign languages are not related. P value (p=0,752) also supports this inference.

Table 4.19: Analysis of S1Q14 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q14	Strongly Disagree	7	12	7	6	4	8,265	8	0,408	Not significant
	Disagree	0	3	4	0	1				
	Neutral	0	1	0	1	0				
	Agree	0	0	0	0	0				
	Strongly Agree	0	0	0	0	0				

Similar to Table 4.18, it is also seen in Table 4.19 that the vast majority of the participants (n=36) strongly disagreed with S1Q14. While 8 of the participants disagreed, 2 stayed neutral. According to Table 4.19, no matter what the years of experience is, no significant relationship between teaching experience and S1Q14 can be found. It can be inferred that teachers are internally interested in foreign languages.

S1Q17: To be honest, I really have no desire to teach English online.

Table 4.20: Analysis of S1Q17 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q17	Strongly Disagree	20	8	3,491	4	0,479	Not significant
	Disagree	4	4				
	Neutral	5	2				
	Agree	1	1				
	Strongly Agree	0	1				

Both Table 4.20 and P value (p=0,479) depict that there is not a significant relationship between gender and teachers' desire to teach English in virtual classrooms. Table 4.20 shows that most of the female (n=24) and male teachers (n=12) disagree with S1Q17. Hence, it would not be wrong to infer that regardless of their gender; most of the participants are really enthusiastic to be a part of online lessons as teachers.

Table 4.21: Analysis of S1Q17 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q17	Strongly Disagree	5	8	6	4	5	15,55	16	0,485	Not significant
	Disagree	1	3	2	2	0				
	Neutral	1	3	3	0	0				
	Agree	0	2	0	0	0				
	Strongly Agree	0	0	0	1	0				

More than half of the teachers (n=28), who have different years of teaching experience, strongly disagreed with S1Q17, and 8 of them just disagreed. Thus, it can be inferred that a great number of the teachers have a strong desire to teach English online. As it can be seen in Table 4.21, data revealed that no significant relationship can be seen between years of experience and having desire to teach English online.

4.3.1.3 Analysis of Extrinsic Factors on Teacher Motivation

In Section 1, questions S1Q4, S1Q5, S1Q6, S1Q7, S1Q9, S1Q15, S1Q16 and S1Q18 aimed to find out the potential extrinsic factors affecting the motivation of the participant teachers. To see the relationship ofitems with gender and experience, a Chi-square Independence Test has been applied by using a 5% predetermined significance level. P values less than 0,05 show that there is a statistically significant relationship between gender/experience and corresponding item.

S1Q4: Teaching English online is important because other people will respect me more if I teach English online.

Table 4.22: Analysis of S1Q4 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q4	Strongly Disagree	6	8	5,415	4	0,247	Not significant
	Disagree	4	2				
	Neutral	13	5				
	Agree	5	1				
	Strongly Agree	2	0				

Table 4.22 depicts that 13 of the female participants remained neutral on S1Q4, while half of the male participants (n=8) strongly disagreed with the item. By looking at the P value (p=0,247), it can be inferred that there is no direct relationship between gender and S1Q4. Thus, it can be stated that no matter what their gender is, the factor "being respected" does not have a direct effect on most of the participants' extrinsic motivation.

Table 4.23: Analysis of S1Q4 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q4	Strongly Disagree	2	6	2	3	1	18,762	16	0,281	Not significant
	Disagree	0	3	2	0	1				
	Neutral	3	6	6	1	2				
	Agree	2	0	1	3	0				
	Strongly Agree	0	1	0	0	1				

Both P value (p=0,281) and Table 4.23 display that there is not a statistically significant relationship between years of teaching experience and teaching English online in order to be respected. Thus, it may be inferred that being respected is not one of the reasons why the teachers teach English online and it is not related to their experience in profession.

S1Q5: I look forward to going to my online class(es) as my English language students are so successful.

Table 4.24: Analysis of S1Q5 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q5	Strongly Disagree	0	1	2,896	4	0,575	Not significant
	Disagree	3	3				
	Neutral	8	4				
	Agree	13	5				
	Strongly Agree	6	3				

As can be seen in Table 4.24, the majority of female teachers (n=19) either "agree" or "strongly agree" with S1Q5. However, interestingly, half of the male teachers (n=8) either "agree" or "strongly agree" with the item. As P value turned out to be 0,575, it is inferred that no significant relationship can be seen

between gender and S1Q5. Hence, it can be claimed having successful students does not have a direct effect on teachers' extrinsic motivation.

Table 4.25: Analysis of S1Q5 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q5	Strongly Disagree	0	0	1	0	0	12,513	16	0,708	Not significant
	Disagree	1	2	1	2	0				
	Neutral	4	3	2	2	1				
	Agree	2	7	5	1	3				
	Strongly Agree	0	4	2	2	1				

Table 4.25 illustrates that the two most selected options are "agree" (n=18) and "neutral" (n=12). As Table 4.25 and P value (p=0,708)demonstrate, teachers' professional experiences cannot be associated with the teachers' answers to S1Q5. Thus, by looking at this specific result, it would not be wrong to infer that successful students are not a source of motivation for teachers, regardless of their experience.

S1Q6: My relations with my colleagues affect my motivation at work positively.

Table 4.26: Analysis of S1Q6 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q6	Strongly Disagree	2	1	3,646	4	0,456	Not significant
	Disagree	2	3				
	Neutral	7	1				
	Agree	11	5				
	Strongly Agree	8	6				

It is shown in Table 4.26 that the majority of both female (n=19) and male (n=11) participants either "agree" or "strongly agree" that their relationship with other teachers at school affect their motivation at work positively. When looked at the P value (p=0,456), it can be stated that there is not a statistically relationship between gender and S1Q6. That is why, it can be inferred that participants' gender and their relations with their colleagues do not have a direct effect on most of the teachers' extrinsic motivation.

Table 4.27: Analysis of S1Q6 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q6	Strongly Disagree	0	1	1	1	0	17,463	16	0,356	Not significant
	Disagree	2	1	0	1	1				
	Neutral	1	1	5	0	1				
	Agree	2	6	2	3	3				
	Strongly Agree	2	7	3	2	0				

Table 4.27 depicts that 13 of the teacher with 6 to 10 years of teaching experience either "agree" or "strongly agree" with S1Q6. As P value turned out to be 0,356, it can be stated that there is no significant relationship between S1Q6 and teachers' years of teaching experiences.

S1Q7: My institution tries to help me to improve my English.

Table 4.28: Analysis of S1Q7 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q7	Strongly Disagree	3	6	6,153	4	0,188	Not significant
	Disagree	2	2				
	Neutral	11	3				
	Agree	6	2				
	Strongly Agree	8	3				

As it is mentioned in this study before, institutions are among important extrinsic factors affecting teachers' motivation at work. For this reason, this item aimed to measure whether IAUEPS affect teachers' extrinsic motivation or not. In fact, the answers to this item vary interestingly when it is looked at the gender of teachers. However, both Table 4.28 and P value (p=0,188) illustrate that there is not a significant relationship between teachers' gender and S1Q7. So, it can be stated that teachers' beliefs about the IAUEPS's help to improve their English are not related to their gender.

Table 4.29: Analysis of S1Q7 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q7	Strongly Disagree	0	3	4	2	0	10,874	16	0,817	Not significant
	Disagree	1	1	0	1	1				
	Neutral	3	5	2	3	1				
	Agree	2	3	2	0	1				
	Strongly Agree	1	4	3	1	2				

Table 4.29 shows that teachers answer vary insignificantly considering their experience years in the profession. The two most chosen options, which were chosen by teachers having various years of experience, are "neutral" (n=14) and "strongly agree" (n=11). Thus, as P value (n=0,817) proves, no significant relationship between teaching experience and S1Q7 can be found.

S1Q9: I enjoy the online and internet-based activities of our English classes with my students.

Table 4.30: Analysis of S1Q9 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q9	Strongly Disagree	1	1	1,346	4	0,853	Not significant
	Disagree	4	1				
	Neutral	1	1				
	Agree	12	8				
	Strongly Agree	12	5				

The relationship between gender and S1Q9 can be found in Table 4.30. It is shown that 24 female teachers, which is the majority among females, either "agree" or "strongly agree" that they enjoy online activities in online classes with their students. Moreover, the majority of male teachers (n=13) chose either "agree" or "strongly agree" options, too. Thus, it can be inferred that teachers' answers are not affected by their gender. It can be concluded by looking at the P value (p=0,853) that there is no statistically significant relationship between gender and S1Q9.

Table 4.31: Analysis of S1Q9 and its Relationship with Experience

		Experience					Chi-square	df	P	Relationship
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
S1Q9	Strongly Disagree	0	0	0	2	0	20,672	16	0,191	Not significant
	Disagree	2	1	1	1	0				
	Neutral	0	2	0	0	0				
	Agree	2	8	6	1	3				
	Strongly Agree	3	5	4	3	2				

The majority of the respondents (n=20) expressed that they strongly agreed with S1Q9. Similarly, 17 participants chose "agree" option. It can be inferred that a great number of teachers enjoy the online activities with their students, which probably has a positive impact on teachers' extrinsic motivation. As shown in Table 4.31, P value is 0.191, which made it clear that there is not a significant relationship between experience and teachers' joy towards online English activities with their students.

S1Q15: I'm losing my desire to teach English to my students in online classes.

Table 4.32: Analysis of S1Q15 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q15	Strongly Disagree	18	9	1,696	3	0,638	Not significant
	Disagree	7	3				
	Neutral	2	3				
	Agree	3	1				
	Strongly Agree	0	0				

Table 4.32 depicts that more than the half of female participants (n=18) and male participants (n=9) strongly disagreed with S1Q15. As it is indicated previously in this study that online classes might be a cause of loss in desire to teach English. However, only 3 female teachers and 1 male teacher agreed with this idea. For this reason, it can be stated that online classrooms are not an external factor in participants' demotivation. Also, as P value (p=0,638) shows that there is not a significant relation between gender and S1Q15.

Table 4.33: Analysis of S1Q15 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q15	Strongly Disagree	4	9	6	4	4	12,701	12	0,391	Not significant
	Disagree	2	3	2	3	0				
	Neutral	1	3	0	0	1				
	Agree	0	1	3	0	0				
	Strongly Agree	0	0	0	0	0				

As demonstrated in Table 4.33 that the number of teachers who disagreed or strongly disagreed is 37, which makes the great majority of participants. However, the years of experience that those teachers have vary. Hence, it can be claimed that years of experience in teaching profession generally do not cause loss of desire to teach English in online classes. When looked at the P value (p=0,391), it is concluded that there is not a significant relation between years of teaching experience and S1Q15.

S1Q16: I tend to give up and not pay attention when I cannot encourage my English language students to speak English in online classes.

Table 4.34: Analysis of S1Q16 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q16	Strongly Disagree	15	9	6,295	4	0,178	Not significant
	Disagree	8	3				
	Neutral	5	0				
	Agree	2	3				
	Strongly Agree	0	1				

The relation between S1Q16 and gender is displayed in Table 4.34. The great majority of female teachers (n=23) and male teachers (n=12) either disagreed or strongly disagreed with S1Q16. So, it would not be wrong to state that most teachers do not show tendency to give up when they cannot encourage their students to speak English in virtual classes, which could be an external reason for demotivation. Furthermore, P value is pointed out as 0,178. Thus, there is no statistically direct relation between S1Q16 and gender.

Table 4.35: Analysis of S1Q16 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q16	Strongly Disagree	3	9	4	4	4	18,121	16	0,317	Not significant
	Disagree	2	4	1	3	1				
	Neutral	2	0	3	0	0				
	Agree	0	3	2	0	0				
	Strongly Agree	0	0	1	0	0				

Table 4.35 shows that "strongly disagree" option was chosen by more than half of the teachers (n=24) and "disagree" option was picked by 11 of the teachers. These 35 answers were given by teachers from each group of years of experience.For this reason, P value turned out to be 0,317. So, it can be concluded that there is not a significant relationship between experience and tendency to give up when teachers cannot encourage their students to speak English.

S1Q18: Knowing English is important because it would be useful in getting a good job.

Table 4.36: Analysis of S1Q18 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q18	Strongly Disagree	1	0	1,707	4	0,789	Not significant
	Disagree	1	0				
	Neutral	2	2				
	Agree	4	3				
	Strongly Agree	22	11				

As depicted in Table 4.36 that almost all participants (n=40) either agree or strongly agree that knowing English is important to get a good job. Here, it can be inferred that most of the participant value English knowledge for future goals, which is an external factor affecting teachers' motivation. As a great number of teachers, regardless of their gender, agreed with S1Q18, it can be stated that no significant relationship between gender and S1Q18 is found.

Table 4.37: Analysis of S1Q18 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q18	Strongly Disagree	0	0	1	0	0	21,847	16	0,148	Not significant
	Disagree	0	1	0	0	0				
	Neutral	1	0	0	3	0				
	Agree	2	3	0	1	1				
	Strongly Agree	4	12	10	3	4				

It has been illustrated in Table 4.37 that 12 of the teachers with 6-10 years of teaching experience and 10 of those with 11-15 years of experience, which makes them the majority, strongly agree with S1Q18. However, as P value (p=0,148) shows that there is no statistically significant relationship between years of experience and S1Q18.

4.3.1.4 Analysis of Retrospective Factors on Teacher Motivation

In this section, S1Q11 was asked in order to see whether teachers' motivation in online classes is affected by their background life factors. To see the relationship of S1Q11 with gender and experience, a Chi-square Independence Test has been applied by using a 5% predetermined significance level. P values less than 0,05 show that there is a statistically significant relationship between gender/experience and corresponding item.

S1Q11: My English teacher was a great source of inspiration to me.

Table 4.38: Analysis of S1Q11 and its Relationship with Gender

Item	Options	Female	Male	Chi-square	df	P	Relationship
S1Q11	Strongly Disagree	1	4	7,403	4	0,116	Not significant
	Disagree	2	0				
	Neutral	12	3				
	Agree	5	4				
	Strongly Agree	10	5				

Table 4.38 demonstrates that 12 of the female teachers remained neutral on S1Q11 while 15 of the female teachers agreed or strongly agreed with the item. It is observed that the answers vary interestingly within the same gender. On the other hand, while 9 of the male teachers either agreed or strongly agreed with

S1Q11, 4 of them strongly disagreed. By looking at the P value (p=0,116), it can be stated that there is no significant relation between gender and S1Q11. Thus, it can be inferred that no matter what their gender is, teachers have different backgrounds in terms of an inspiration from their teachers.

Table 4.39: Analysis of S1Q11 and its Relationship with Experience

		Experience								
Item	Options	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	Chi-square	df	P	Relationship
S1Q11	Strongly Disagree	0	3	0	1	1	12,084	16	0,738	Not significant
	Disagree	1	0	0	1	0				
	Neutral	2	5	5	2	1				
	Agree	2	3	2	0	2				
	Strongly Agree	2	5	4	3	1				

The relation between years of experience and S1Q11 is shown in Table 4.39. It can be seen that the answers of the participants are not related with their experience in teaching profession. Because of the irregularity in results, P value turned out to be 0,738. For this reason, it can be concluded that years of teaching experience and S1Q11 are not significantly related.

4.3.2 Analysis of Section 2

The second section of AMTB included 7 items which are S2Q1, S2Q2, S2Q3, S2Q4, S2Q5, S2Q6 and S2Q7. The aim to ask these questions to participants was to find out what they feel about online education. The analyses were made by looking at descriptive statistics and frequency distribution of each item in Section 2.

4.3.2.1 Descriptive Statistics of Section 2

Descriptive statistics (mean, median, standard deviation, minimum and maximum) of each item in Section 2 are demonstrated in Table 4.40. There are 3 statements as "low (1), moderate (2), high (3)" under each item. When mean scores are getting closer to 3, it can be stated that teachers' feelings are getting more positive. It is seen that all mean scores are very close to 3, then it can be inferred that participants have positive feelings about teaching in online classes.

Table 4.40: Descriptive Statistics of Items in Section 2

Items	Mean	Median	Standard Deviation	Minimum	Maximum
S2Q1	2,74	3,00	0,44	2,00	3,00
S2Q2	2,78	3,00	0,42	2,00	3,00
S2Q3	2,89	3,00	0,31	2,00	3,00
S2Q4	2,50	3,00	0,62	1,00	3,00
S2Q5	2,63	3,00	0,53	1,00	3,00
S2Q6	2,80	3,00	0,40	2,00	3,00
S2Q7	2,57	3,00	0,62	1,00	3,00

4.3.2.2 Frequency Distribution of Each Item in Section 2

Table 4.41: Frequency Distribution of S2Q1

Item	Options	Number of participants	Percent	Cumulative percent
S2Q1) My motivation to teach English online in order to make my students communicate with English speaking people is:	Weak	0	0,0	0,0
	Moderate	12	26,1	26,1
	Strong	34	73,9	100,0

Table 4.41 shows that 73,9% of the participants feel that their motivation to teach English online in order to make their students communicate with English speaking people is "strong". Thus, it can be stated that the majority of the teachers (n=34) are highly motivated to get their students to speak English with people speaking in English.

Table 4.42: Frequency Distribution of S2Q2

Item	Options	Number of participants	Percent	Cumulative percent
S2Q2) My attitude toward English speaking people is:	Unfavourable	0	0,0	0,0
	Moderate	10	21,7	21,7
	Favourable	36	78,3	100,0

As depicted in Table 4.42 that the majority of the teachers (n=36) expressed that their attitude toward English speaking people is "favourable". It can be inferred that teachers have a kind of sympathy for English speakers, which may be a motivating factor to teach their students English.

Table 4.43: Frequency Distribution of S2Q3

Item	Options	Number of participants	Percent	Cumulative percent
S2Q3) My interest in teaching foreign languages online is:	Very low	0	0,0	0,0
	Moderate	5	10,9	10,9
	Very high	41	89,1	100,0

Table 4.43 illustrates that almost all participants (89,1%, n=41) have a "very high" interest in teaching foreign languages. Thus, it can be claimed that teachers are intrinsically motivated to teach English online, because interest is accepted as an internal motivator.

Table 4.44: Frequency Distribution of S2Q4

Item	Options	Number of participants	Percent	Cumulative percent
S2Q4) My enthusiasm to teach English online is:	Weak	3	6,5	6,5
	Moderate	17	37,0	43,5
	Strong	26	56,5	100,0

Table 4.44 shows that 56,5% of the teachers, which is more than half of the participants, have "strong" enthusiasm to teach English in virtual classes. However, 6,5% of teachers in the other half seem to have "weak" enthusiasm and 37% of them chose "moderate" to describe their enthusiasm to teach in English online. It can be inferred that more than half of the teachers are motivated and it can be based on both internal and external reasons. This present analysis can be an implication for future investigations.

Table 4.45: Frequency Distribution of S2Q5

Item	Options	Number of participants	Percent	Cumulative percent
S2Q5) My attitude toward teaching English online is:	Unfavourable	1	2,2	2,2
	Moderate	15	32,6	34,8
	Favourable	30	65,2	100,0

As it is displayed in Table 4.45, 65,2% of the participants have "favourable" and 32,6% have "moderate" attitude toward teaching English in online classrooms. Only 1 of the participants, which makes 2,2% of the sample, have "unfavourable" attitude. Thus, it can be stated that most of the teachers have positive feelings about being English language teachers in virtual classes.

Table 4.46: Frequency Distribution of S2Q6

Item	Options	Number of participants	Percent	Cumulative percent
S2Q6) My attitude toward my English language students in virtual classes is:	Unfavourable	0	0,0	0,0
	Moderate	9	19,6	19,6
	Favourable	37	80,4	100,0

Table 4.46 depicts that a great number of teachers (n=37) have "favourable" attitude toward their students. The rest 9 teachers indicated that they have "moderate" attitude toward their English language students in virtual classes. It is seen that none of the teachers have "unfavourable" attitude, which means almost all teachers believe they feel good about their students.

Table 4.47: Frequency Distribution of S2Q7

Item	Options	Number of participants	Percent	Cumulative percent
S2Q7) My motivation to teach English online for practical purposes (e.g., to get a good job) is:	Weak	3	6,5	6,5
	Moderate	14	30,4	36,9
	Strong	29	63,0	100,0

As can be seen in Table 4.47, 63% of the participants think their motivation to English for practical purposes is "strong", while 30,4% as "moderate" and 6,5% as "weak". Thus, it can be inferred that the majority of the participants believe that English language knowledge can be useful in the future.

5. DISCUSSION AND CONCLUSION

5.1 Introduction

This study aimed to investigate the factors which affect the motivation of English as a Foreign Language (EFL) teachers' in virtual classes. The research also aimed to find out the relationshipbetween those factors and teachers' gender and year of teaching experience. The participants were EFL teachers, who had more than one year of teaching experience, teaching online at Istanbul Aydin University English Preparatory School (IAUEPS). The study was carried out in one academic year of 2020-2021. As the purpose was to analyze the factors affecting teachers' motivation in distance education, an adapted Attitude/ Motivation Test Battery (AMTB) was used to collect data. In this chapter, the discussion of the research questions in the light of the findings and the conclusion with the suggestions for future studies are presented.

5.2 Evaluation of Findings of Research Question One

The research evinces that there are three factors which have impact on EFL teachers' motivation teaching online at IAUEPS. These factors are namely; intrinsic factors, extrinsic factors and retrospective factors.

As Ryan and Deci (2000) states "when intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (p. 56). In this research, it was found that teachers working online are considerably motivated because of many intrinsic factors. These factors are; willingness to teach, the belief in self-improvement, finding foreign languages enjoyable and thefeeling of self-confidence while teaching.

Unlike intrinsic motivation, extrinsic motivation is usually described as the desire to act so as to get external outcomes such as attaining a reward or avoiding punishment/ disrespect. When the findings of this study are analyzed, the results highlight that extrinsic factors affect teachers' motivation

53

significantly. These extrinsic factors are; desire to be respected by other people, students' success, relationship with other colleagues, support from the institution, virtual classes and online activities, and foresight of future outcomes.

Whitaker et al. (2009) indicatesthat working in a positive state of mind is extremely important for teachers to be successful in affecting students positively. This indication supports the idea that teachers might influence their students both in negative and positive way, which may be important for future decisions. In this research, the item "My English teacher was a great source of inspiration to me" was asked to find out whether their former teachers have impact on the participants. Thus, participants' previous language teacherswere found to be the retrospective factor which affect their motivation in online classes.

5.3 Evaluation of Findings of Research Question Two

The analysis of each question in Section 1 showed that intrinsic factors do not have a negative impact on the motivation of teachers. Thus, it can be stated that unless there are other factors apart from motivational ones, teachers' performance is not affected by those intrinsic factors negatively. When the descriptive statistics of the questionnaires in Section 1 are analyzed (See: Table 4.3, p. 31), it can be observed that many of the mean scores are greater than 3,5, which means teachers have strong attitude and are motivated. However when the mean scores closer to 1 are examined (S1Q3, S1Q10, S1Q14 and S1Q17), it is seen that the language and/or the meaning of corresponding items were negative and teachers generally do not agree with the items.Hence, it can be concluded that intrinsic factors, found out in this study, have positive impact on teachers' motivation and performance.

According to Self-Determination Theory (SDT), extrinsic motivation undermines intrinsic motivation. The second research question of this study was developed considering this claim of SDT. The extrinsic factors detected in this research prove that teachers' performance is not affected negatively at all. Instead, the factors were found to exhibit quite positive effects on teachers' motivation. Similarly to the four intrinsic factors mentioned in the previous

paragraph, the mean scores of S1Q15 and S1Q16 are close to 1, but as the items indicate negative statements, it does not mean that teachers disagree. On the contrary, they agree that they have positive attitudes toward online classes and they encourage their students to speak in English.

To evaluate the effect of the one and only background factor (former English language teacher) found out in this research, which is also called 'retrospective factor', it can be stated that their former language teachers have a positive impact on the participants' performance in online classes. However, it might be better to carry out an interview on this question to get a better result.

5.4 Evaluation of Findings of Research Question Three

Year of experience which is focused on this study refers to teachers' overall experience in the profession, not year of experience in online education. When the results are examined, it is seen that although the years of experience are different, teachers' answers are almost the same for most questions.There are also questions that teachers with different years of experience give different answers, but those results are insufficient to conclude that teachers' year of experience in profession has a positive or negative influence on teacher motivation. In order to analyze those questions in detail, interviews can be done in future studies. To conclude, year of experience does not play a significant role in the motivation of EFL teachers who teach online. For this reason, it can be inferred that teachers' overall experience might actually help them overcome some difficulties, which can increase both their intrinsic and extrinsic motivation.

5.5 Evaluation of Findings of Research Question Four

In this research, the number of female participants (n=30) is higher than male participants (n=16). When the result of each question is examined, it is observed that the answers given by the teachers are often the same even if their gender is different, which shows that gender does not have a direct effect on teachers' motivation in this study.

5.6 Conclusion

In these days when the influence of the coronavirus on education is quite crucial, the factors motivating and demotivating both teachers and students have become inevitable to review. This present study aimed to analyze the factors affecting the motivation of teachers in online education because teachers' motivation is one of the most key elements in creating an efficient and fruitful language teaching environment. Also, as Atkinson (2000) claims, students' motivational level depends on the motivational level of teachers. For this reason, investigating the factors affecting the motivation of EFL teachers in online educationis of great prioritybecause teachers' motivation is directly and significantly proportionate to students' motivation. For instance, in a research carried out by Xiao (2014), the results showed that student-related factors (e.g. engagement in learning English and motivation to learn English) and teacher-related factors (e.g. self-efficacy in teaching and interest in profession) have a significant impact on teachers' motivation in online education. In the light of the findings from this present study, which tried to investigate the factors affecting EFL teachers' motivation teaching online, it can be concluded that three main factors were found to have positive effects on teachers.

The first factor, which is intrinsic factor, included willingness/desire to teach, teachers' beliefs in self-improvement, finding foreign languages enjoyable, and self-confidence. According to Dörnyei and Ushioda (2011), "'Teaching' as a vocational goal has always been associated with the internal desire to educate people, to impart knowledge and values, and to advance a community or a whole nation" (p. 161). This claim of Dörnyei and Ushioda's somehow proves the findings from this current study, as most of the participants revealed that they are intrinsically motivated to teach English in virtual classrooms.

Extrinsic reasons are the second factor examined in this research. These factors consist of some external reasons which are; desire to be respected by other people, student-related reasons, relationship with colleagues, support from the school, online classes and activities, and future-related reasons. All these external reasons were found to have positive impact on teachers. In a study conducted by Howard and Johnson (2004), poor colleague relationship was among the factors affecting teachers' motivation negatively. However, in this

56

study, the factor'relationship with colleagues' was found to have positive impact on teachers' motivation. So, it can be indicated that teachers have good relationships with one another and this affects their motivation positively.

The third and last factor is retrospective factor, which refers to background life situations. The impact of former English language teacher is the mere retrospective factor determined in this research. It can be concluded that for more than half of the participants, their previous language teachers are source of inspiration for them, which is a factor to increase their motivation.

When all these factors were analyzed in the light of teachers' genders and years of experience, it was revealed that these factors had no negative effect on teachers' motivation. On the contrary, these intrinsic, extrinsic and retrospective factors were proved to have positive influence on teachers' motivation. In addition, while identifying and analyzing these factors that could potentially affect teachers' motivation, it was seen that teachers' answers to questionnaires were not significantly related to teachers' gender and years of experience.

The findings of this present study also highlight that teachers teaching online at IAUEPS have positive attitudes and feelings towards online education. Even in the conditions of the Covid-19 pandemic when people's stress levels are high, the analysis of Section 2 has shown that teachers'interest in teaching through online platforms is high; they are enthusiastic to teach EFL in virtual classrooms; and lastly they are highly motivated to be teaching in virtual classrooms.

5.7 Limitations and Suggestions for Further Research

This study presents some quantitative findings to see and analyze the factors affecting the motivation of EFL teachers teaching online at IAUEPS. However, these limitations can be taken into consideration. Firstly, the research was conducted by using a quantitative method design. Thus, the findings from the study might be incomprehensible or biased because of participants ' emotional state and preoccupation while answering the questionnaire. In order to get more detailed results in future studies, teachers can be interviewed to better understand what they think and feel about teaching online. Secondly, this study

aimed to ensure that all teachers working at IAUEPS were participants, but sufficient participation was not achieved.For this reason, the participants may not be representative of the entire English language teacher population involved in online education. As a result, some further research can be carried out with more participants in a longer period of time. In this way, more reliable results can be interpreted regarding the issue of EFL teachers' motivation in distance teaching.

REFERENCES

Addison, R.,& Brundrett, M. (2008). Motivation and demotivation of teachers in primary schools: The challenge of change. *Education 3-13, 36*(1), 79–94. https://doi.org/10.1080/03004270701733254

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research inEnglish Education, 1*(1), 11-15.

Alshmemri, M., Shahwan-Akl, L., & Maude, P. (2017).Herzberg's Two-Factor theory.*Life Science Journal, 14*(5), 12-16. doi:10.7537/marslsj140517.03.

Antonelli, W. (n.d). What is Zoom? A comprehensive guide to the wildly popular video-chatting service for computers and smartphones. *Insider*. Retrieved from: https://www.businessinsider.com/what-is-zoom-guide

Atkinson, E. (2000). An investigation into the relationship between teacher motivation and pupil motivation.*Educational Psychology, 20* (1), 45-57.

Ball, J. (2003). *Understanding Herzberg's Motivation Theory*. Retrieved from:https://www.chinaacc.com/upload/html/2013/06/26/lixingcun84 1e7885772f4e7f907bf6272b185c41.pdf

Bandura, A. (1977) *Social Learning Theory*. Oxford: Prentice-Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman

Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*, *52*(1), 1–26. https://doi.org/10.1146/annurev.psych.52.1.1

Bartholomew, K. J., Ntoumanis, N., Ryan, R. M., Bosch, J. A., & ThøgersenNtoumani, C. (2011). Self-determination theory and diminished functioning: the role of interpersonal control and psychological need thwarting. *Personality and Social Psychology Bulletin, 37*, 1459-1503.

Bernaus, M., Wilson, A. & Gardner, R. C. (2009). Teachers' motivation, classroom

strategy use, students' motivation and second language achievement. *Porta

Linguarum, 12, 25-36.

Bonadeo, F. S. (2013). Using a virtual classroom in the practicum: Innovtions and enhanced practices.*Argentina Journal of Applied Linguistics, 1*(2), 79-87.

Bong, M. (2001). Role of self-efficacy and task-value in predicting college students' course performanceand future enrollment intentions. *Contemporary Educational Psychology, 26,* 553–570.

Boz, C.E. (2020) *Investigating EFL Teachers' Motivation Towards Web-Based Professional Development in A Turkish Context.*(Unpublished MA Thesis).Başkent University, Ankara, Turkey.

Börü, N. (2018). The Factors Affecting Teacher-Motivation. *International Journal of*
      Instruction,11(4), 761-776.

Brophy, J. (1983). Classroom organization and management.*Elementary School Journal*, 83, 265-285. http://dx.doi.org/10.1086/461318

Brown, M. M. (1992). Caribbean First-year Teachers' Reasons for Choosing Teaching as a Career. *Journal of Education for Teaching*, *18*(2), 185–195. https://doi.org/10.1080/0260747920180207

Can, E. (2020). Coronavirüs (Covid-19) pandemisi ve pedagojik yansımaları: Türkiye'de açık ve uzaktan eğitim uygulamaları. *AUAd, 6*(2), 11-53.

Coates, T., J. &Thoresen, C., E. (1976). Teacher Anxiety: A Review with Recommendations.
      Review of Educational Research, 46, 159-184.

Deci, E. L., Koestner, R., & Ryan, R. M. (1999a).A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation.*Psychological Bulletin, 125*, 627–668.

Deci, E. L. & Ryan, R. M. (1985). *Intrinsic Motivation and Self Determination inHuman Behavior*. New York: Plenum.

Deci, E. L. & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Humanneeds and the self-determination of behavior. *Psychological Inquiry, 11*(4),227-268.

Deci, E. L., Spiegel, N. H., Ryan, R. M., Koestner, R., & Kauffman, M. (1982). The effects of performance standards on teaching styles: The behavior of controlling teachers. *Journal of Educational Psychology, 74*, 852-859.

Deci, E. L., Vallerand, R. J., Pelletier, L. G. & Ryan, R. M. (1991). Motivation andEducation: The Self-Determination Perspective. *Educational Psychologist,26*(3-4), 325-346.

DeNeui, D. L. &T. L. Dodge. (2006). Asynchronous learning networks and student outcomes: The utility of online learning components in hybrid courses. *Journal of Instructional Psychology, 33(4).*256-259.

Dörnyei, Z. (2001a). *Motivational strategies in the language classroom.* UK:Cambridge University Press.

Dörnyei, Z. and Ushioda, E. (2011).*Teaching and researching motivation.* Harlow: Pearson Education

Eccles, J. S. (2009). Who am I and what am I going to do with my life? Personal and collective identities as motivators of action.*Educational Psychologist, 44*, 78-89. doi: 10.1080/00461520902832368

Eccles, J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C.M., Meece, J. L., & Midgley, C. (1983). Expectations, values and academic behaviors.In J. T. Spence (Ed.), *Perspective on achievement and achievementmotivation* (pp. 75–146). San Francisco: W. H. Freeman.

European Data Portal, 2020. COVID-19: Digital education. Retrieved from: https://european-data-portal_interactive.gitlab.io/covid-19/digital_education.html

Fidan, Ç. (2014). *The relation between teachers' motivation and enthusiasm in ELT: a descriptive study.* (Unpublished MA Thesis) Çukurova University, Adana, Turkey.

Fisher, M. H., & Royster, D. (2016). Mathematics teachers' support and retention: using Maslow's hierarchy to understand teachers' needs.

International *Journal of Mathematical Education in Science and Technology, 47,* 993-1108. doi:10.1080/0020739X.2016.1162333

Fives, H., & Buehl, M. M. (2016). Teacher motivation: Self-efficacy and goal orientation. In K.R. Wentzel,& D. B. Miele (Eds.), *Handbook of motivation at school* (pp. 340-361). New York: Routledge.

Gardner, R.C. (1979). Social psychological aspects of second language acquisition. In Giles, H. & St. Clair, R. (eds.) *Language and social psychology.* (pp. 193-220). Oxford: Basil Blackwell

Gardner, R. C. (1985). *The Attitude/Motivation Test Battery: Technical Report.* University of Western Ontario. Retrieved November 12, 2013 from http://publish.uwo.ca/~gardner/docs/AMTBmanual.pdf

Gardner, R. C. (2001a). *Integrative motivation: Past, present and future.* RetrievedMarch 8, 2021, from the University of Western Ontario website:http://publish.uwo.ca/_gardner/GardnerPublic Lecture1.pdf

George, L. (2011). Work motivation of teachers: Relationship with OrganizationalCommitment. *Canadian Social Science*, 7.1: 90- 99.

Harasim, L. 1996. "Online education: The future". In *Computer networking and scholarly communication in the 21st century university*, Edited by: Harrison, T. and Stephen, T. 203–214. Cambridge, MA: MIT Press.

Harasim, L., Hiltz, S., Teles, L., & Turoff, M. (1995).*Learning networks.*Cambridge, MA: MIT Press.

Harmer, J. (2001). *The practice of English language teaching.* Essex: Longman Press.

Herzberg, F., Mausner, B., & Snydermann B. (1959).*The motivation to work.* New York: Wiley

Hong, Y. C., & Ganapathy, M. (2017).To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study.*English Language Teaching, 10*(9), 17-35.

Howard, S., & Johnson, B. (2004). Resilient teachers: resisting stress and burnout. *Social Psychology of Education,7*, 399-420.

Jelsma, B. M. (1982). *Adult control behaviors: The interaction between orientation toward control in women and activity level of children.* Unpublished doctoral dissertation, University of Rochester, Rochester, NY.

Jesus, S. N., & Lens, W. (2005).An integrated model for the study of teacher motivation.*Applied Psychology: An International Review, 54*(1), 119-134.

Joussemet, M., Vitaro, F., Barker, E. D., Cote, S.,Nagin, D. S., Zoccolillo, M., et al. (2008). Controllingparenting and physical aggression duringelementary school. *Child Development, 79*(2),411–425.

Kızıltepe, Z. (2008). Motivation and demotivation of university teachers.*Teachers and Teaching, 14,* 515–530. http://dx.doi.org/10.1080/13540600802571361

Kocabaş, İ. (2009). The effects of sources of motivation on teachers' motivation levels.*Education, 129,* 724−733.

Legault, L. (2016). Intrinsic and extrinsic motivation.In Z. H. Virgil, & T. K. Shackelford (Eds.), *Encyclopedia of personality and individual differences* (pp. 1-3). New York, NY: Springer.

Li, C., & Lalani, F. (2020).*The COVID-19 pandemic has changed education forever. This is how.* Retrieved from World Economic Forum: https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/

Maslow, A. H. (1954). *Motivation and Personality.* Harper &Row,Publishers , Inc.

Maslow, A. H. (1970b). *Religions, values, and peak experiences.* New York: Penguin.

Mavridis, A., Tsiatsos, T., & Tegos, S. (2011). Exploiting web conferencing to support collaborative learning.*The Proceedings of 15th Panhellenic Conference on Informatics* (pp. 78-82). doi: 10.1109/PCI.2011.26

Moran, A., Kilpatrick, R., Abbott, L., Dallat, J., & McClune, B. (2001). Training to Teach: Motivating Factors and Implications for Recruitment. *Evaluation & Research in Education*, *15*(1), 17–32. https://doi.org/10.1080/09500790108666980

Oshagbemi, T. (1997).Job satisfaction and dissatisfaction in higher education. *Management and Training, 39*(9), 354–359

Oxford, R., & Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical Framework. Modern Language Journal, 78, 12-28.

Pardee, R. L. (1990). Motivation Theories of Maslow, Herzberg, McGregor and McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation

Poston, B. (2009). Maslow's Hierarchy of Needs. *The Surgical Technologist*, 347-353.

Raudenbush, S. W., Rowan, B., & Cheong, Y. F. (1992). Contextual effects on the self-perceived efficacy of high schoolteachers. *Sociology of Education, 65*, 150‑167.

Richardson, P. W.,& Watt, H. M. G. (2006). Who chooses teaching and why? Profiling characteristicsand motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education,34,* 27–56.

Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Education Psychology, 25*(1), 54-67.

Ryan, R. M., & Deci, E. L. (2002). Overview of self-determination theory: An organismic dialectical perspective. In E. L. Deci & R. M. Ryan (Eds.), *Handbook on self-determination research* (pp. 3–33). Rochester, NY: University of Rochester Press.

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness.* The Guilford Press. https://doi.org/10.1521/978.14625/28806

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, *61*, 101860.https://doi.org/10.1016/j. cedpsych.2020.101860.

Rudd, W. G. A., & Wiseman, S. (1962). Sources of dissatisfaction among a group of teachers.*British Journal of Educational Psychology, 32*(P3), 275-291.

Sergiovanni, T. (1967).Factors which affect satisfaction and dissatisfaction of teachers.*Journal of Educational Administration, 5*(1), 66-81.

Schunk, D. H., & DiBenedetto, M. K. (2016). Self-efficacy theory in education.In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school* (2nd ed., pp. 34-53). New York: Routledge.

Stavrou N.A. (2008) Intrinsic motivation, extrinsic motivation and amotivation: examining self-determination theory from flow theory perspective. In *New Developments in the Psychology of Motivation* (ed. F.M. Olsson), pp. 1– 24.Nova Science Publishers, Hauppauge, NY.

Stockwell, G. (2013). Technology and motivation in English language teaching and learning. In E. Ushioda (Ed.), *International perspectives on motivation: Language learning and professional challenges* (pp. 156-175). Basingstoke: Palgrave Macmillan.

Swenson, P.W. & Evans, M. (2003).Hybrid Courses as Learning Communities.In Sorel Reisman (Ed.), *Electronic Learning Communities Issues and Practices* (pp. 27-72).Information Age Publishing.

Troha, F.J. (2002). Bulletproof instructional design®: Amodel for blended learning. *USDLA Journal, 16*(5).

Tschannen-Moran, M.,& Hoy, A. W. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education*, *17*(7), 783–805. https://doi.org/10.1016/s0742-051x(01)00036-1

Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher Efficacy: Its Meaning and Measure. *Review of Educational Research*, *68*(2), 202–248. https://doi.org/10.3102/00346543068002202

Tsutsumi, Rie. (2014). Exploring Japanese university EFL teacher motivation.*Journal of Pan-Pacific Association of Applied Linguistics, 18* (1), 121-143.

UNESCO [United Nations Educational, Scientific and Cultural Organization] (2020).*COVID-19 educational disruption and response.* Retrieved from https://en.unesco.org/covid19/ educationresponse

Ushioda, E., & Dörnyei, Z. (2012).Motivation.In S. Gass & A. Mackey (Eds.), *Handbook of second language acquisition* (pp. 396–409). Abingdon: Routledge.

Vallerand, R. J. (1997). Towards a hierarchical model of intrinsic and extrinsic motivation. *Advances in Experimental Social Psychology, 29*, 271-360.

Watt, H. M. G., & Richardson, P. W. (2007a). Motivational factors influencing teaching as a career choice: development and validation of the FIT-Choice scale. *Journal of Experimental Education, 75*, 167-202

Watt, H. M.,& Richardson, P. W. (2015). Teacher Motivation. *International Encyclopedia of the Social & Behavioral Sciences*, *24*, 64–71. https://doi.org/10.1016/b978-0-08-097086-8.26082-0

Whitaker, T., Whitaker, B. and Lumpa, D. (2009) *Motivating and Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale*, 2nd Edition. Larchmont, NY: Eye on Education

Wigfield, A., & Eccles, J. (1992). The development of achievement task values: A theoretical analysis. *Developmental Review, 12*, 265–310.

Wigfield, A., & Eccles, J. S. (2000).Expectancy-value theory of achievement motivation.*Contemporary Educational Psychology, 25*, 68–81.

Williams, M., & Burden, R. (1997). Motivation in language learning: A social constructivist approach. *Cahiers de l' APLIUT, 16*(3), 19-27. https://doi.org/10.3406/apliu.1997.1201

Wlodkowski, R. J. (1990). *Eager to learn: helping children become motivated and love learning*. USA: Jossey-Bass Publishers

Woolfolk Hoy, A., Hoy, W. K., & Davis, H. A. (2009). Teachers' self-efficacy beliefs.In K. Wentzel, & A. Wigfield (Eds.), *Handbook of motivation in school* (pp. 627– 655).Mahwah, NJ: Lawrence Erlbaum.

Xiao, J. (2014). What do distance language tutors say about teacher motivation? *Open Learning: The Journal of Open, Distance and e-Learning*, *29*(2), 145–159. https://doi.org/10.1080/02680513.2014.931804

Zee, M., and Koomen, H. M. Y. (2016). Teacher self-efficacy and its effects onclassroom processes, student academic adjustment, and teacher well-being. *Rev.Educ. Res.* 86, 981–1015.doi:10.3102/0034654315626801

APPENDIX

APPENDIX A: Adapted Attitude Motivation Test Battery

APPENDIX B: Ethical Approval Form

Değerli İngilizce okutmanı hocalarım, verilen anketi doldurmanız, İstanbul Aydın Üniversitesi İngilizce Hazırlık Okulu'nda görev yapmakta olan Online Ders Veren İngilizce Okutmanlarının Motivasyonunu Etkileyen Faktörleri incelemek amacıyla yazmakta olduğum Yüksek Lisans tez çalışmamın yürütülmesine destek olacaktır. Değerli vaktinizi paylaştığınız için şimdiden çok teşekkür ederim.

Vermiş olduğunuz yanıtlar kesinlikle paylaşılmayacak sadece çalışmama kaynak amaçlı kullanılacaktır.

Meslektaşınız Beril Er

I. Participant profile

1. Are you male or female?

☐ Male ☐ Female

(Choose one option)

2. How long have you been working as a teacher/instructor?

☐ 1 – 5 years

☐ 6 – 10 years

☐ 11 – 15 years

☐ 16 – 20 years

☐ More than 20 years

(Choose one option)

This is an adapted (from Fidan, 2014; Gardner, 2010) English version of the Attitude/Motivation Test Battery for use with English Language Instructors teaching English as a foreign language online in Istanbul Aydin University, Turkey.

Please put an X for one option of each statement according to the amount of your

agreement or disagreement with that item. Note: there is no right or wrong answer.

SECTION I *(Attitudes of Motivated and Unmotivated Instructors)*

**Please keep in mind that online education at IAUEPS is provided through "Adobe Connect" or "Zoom".

S1Q1- I can motivate myself to teach English online using all my capacity.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q2- I practice my English as much as possible.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q3- I don't have any great wish to teach more than the basics of English in virtual classes.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q4- Teaching English online is important because other people will respect me more if I teach English online.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q5- I look forward to going to my online class(es) as my English language students are so successful.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q6- My relations with my colleagues affect my motivation at work positively.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q7- My institution tries to help me to improve my English.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q8- I can improve myself as a teacher in the institution where I work.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q9- I enjoy the online and internet-based activities of our English classes with my students.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q10- Teaching foreign languages online is not enjoyable.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q11- My English teacher was a great source of inspiration to me.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q12- I feel very much at ease when I teach English in an online classroom.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q13- I feel confident when asked to speak English out of classroom.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q14- I really have no interest in foreign languages, it is just my work.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q15- I'm losing my desire to teach English to my students in online classes.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q16- I tend to give up and not pay attention when I cannot encourage my English

 language students to speak English in online classes.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q17- To be honest, I really have no desire to teach English online.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

S1Q18- Knowing English is important because it would be useful in getting a good job.

……Strongly Disagree

…… Disagree

……Neutral

…… Agree

……Strongly Agree

SECTION 2

The purpose of this part of the questionnaire is to determine your feelings about a lot of things considering teaching. We want you to rate each of the following items in terms of how you feel about it. For each item, please put an X for the one that best describes you.

S2Q1- My motivation to teach English online in order to make my studentscommunicate with English speaking people is:

WEAK 1___2___3___STRONG

S2Q2- My attitude toward English speaking people is:

UNFAVOURABLE 1___2___3__FAVOURABLE

S2Q3- My interest in teaching foreign languagesonline is:

VERY LOW 1___2___3___VERY HIGH

S2Q4- My enthusiasm to teach English online is:

WEAK 1___2___3___STRONG

S2Q5- My attitude toward teaching English online is:

UNFAVOURABLE 1___2___3___FAVOURABLE

S2Q6- My attitude toward my English language students in virtual classes is:

UNFAVOURABLE 1___2___3___FAVOURABLE

S2Q7- My motivation to teach English online for practical purposes (e.g., to get a good job) is:

WEAK 1___2___3___STRONG

APPENDIX B: Ethical Approval Form

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yazı İşleri Müdürlüğü

Sayı : E-17123671-044-7940
Konu : Beril ER'in Anket Onayı Hk.

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 16.03.2021 tarihli ve 7242 sayılı yazı.

Enstitünüz **Y1912.020006** numaralı İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı tezli yüksek lisans programı öğrencilerinden **Beril ER**'in "*Analysis of Factors Affecting the Motivation of EFL Teachers Teaching Online*" adlı tez çalışması gereği anket sorularını Üniversitemiz İngilizce Hazırlık Okulu akademik personeline uygulaması talebiniz uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Yadigar İZMİRLİ
Rektör

RESUME

Name Surname: Beril Er

EDUCATION

Bachelor: 2018, Bilgi University, Faculty of Social Sciences and Humanities, English Language Teacher Education

Certificate Programme: 2019, Beykent University, Oxford Teachers' Academy Course of Teaching English to Adults Certificate of Attendance

Master: 2021, Istanbul Aydın University, Social Sciences Institute, English Language and Literature

EXPERIENCE

2018-… ISTANBUL AYDIN UNIVERSITY ENGLISH PREPARATORY SCHOOL – English Language Instructor