



Yıldız, V.A, & Kılıç, D. (2021). Investigation of the relationship between class teachers' motivation and job satisfaction. *International Online Journal of Education and Teaching (IOJET)*, 8(1). 119-131.

Received : 29.09.2020
Revised version received : 10.10.2020
Accepted : 15.10.2020

INVESTIGATION OF THE RELATIONSHIP BETWEEN CLASS TEACHERS' MOTIVATION AND JOB SATISFACTION

Research Article

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Abstract

The study aimed to examine the relationship between teachers' motivation and their job satisfaction. The participants of the study comprised 414 teachers selected via random cluster method from different schools in the districts of Erzurum province, east of Turkey. In the study, mixed methods was adopted based on both qualitative and quantitative data. The data were collected via the Multidimensional Work Motivation scale and the Minnesota Job Satisfaction Scale in 2019-2020 school year. The data were analyzed using descriptive statistical techniques, Pearson correlation analysis and multiple linear regression analysis. The results of the research revealed that the intrinsic motivation of teachers was higher than their extrinsic motivation, and their intrinsic satisfaction was higher than their extrinsic satisfaction. The results also showed that there was a significant relationship between teachers' motivation and job satisfaction dimensions, and the personal regulation and intrinsic motivation dimensions predicted the job satisfaction.

Keywords: Primary school teachers, intrinsic motivation, extrinsic motivation, job satisfaction

1. Introduction

In our age, education is questioned in every aspect, and the factors that are thought to affect the education process are examined in different dimensions. Since education is a process dealing with individuals, both subjects and objects of the educational process are considered important. Contemporary education aims to benefit from the full capacity of the individual and is based on the development of the individual as a whole in all aspects (Yerlikaya, 2014). It is considered important to investigate schools, which are seen as the basic institutions of education, with all their characteristics and within the framework of a corporate culture with their stakeholders. It should not be forgotten that all stakeholders exist with their feelings and thoughts as a person in this process. Among school stakeholders, teachers are undoubtedly the ones who interact the most with other stakeholders (Yıldız, 2020). The teacher is one of the main elements of the learning and teaching processes. It is the person who constantly interacts with the student, the implementer of the curriculum, the director of the teaching process and evaluates both the student and the teaching (Derman, 2007). The success of the education system basically depends on the qualifications of the teachers who will operate and implement the system (Kılıç, 2018).

Teachers need to have two concepts that have been frequently emphasized for many years: One of them is the motivation, which activates the teacher for his work and ensures his continuity at work; the other is job satisfaction, which express the efficiency and satisfaction of the teacher from his job. In this process, it is thought that the increase in the level of

motivation and job satisfaction of teachers will have a positive effect on the cognitive and affective characteristics and development of the other stakeholders of the school. Research has shown that teachers' job satisfaction affects student success (Abazaoğlu, & Taşar, 2016); revealed that teacher motivation is related to student motivation and academic success in lessons (Bernaus, Wilson, Gardner, & 2009; Atkinson, 2000; Schiefele, & Schaffner, 2015). Again, in studies, affective and behavioral variables related to school administrators were determined by both teacher motivation (Karaboğa, 2007; Özgan, & Aslan, 2008; Doğan, & Koçak, 2014; Çiftçi, 2019; Kahya, 2020) and teacher job satisfaction (Yılmaz, Altinkurt, 2012) has been revealed. Therefore, teachers' motivation and satisfaction from the educational process should be considered important in the process of reaching the goals, as it will affect other stakeholders of the education. Among the affective characteristics of teachers, two concepts that have been frequently emphasized for many years come to the fore: One of them is the motivation that activates the teacher for his work and ensures his continuity at work; the other is job satisfaction concepts that express the efficiency and satisfaction of the teacher from his job. In this process, it is thought that the increase in the level of motivation and job satisfaction of teachers will have a positive effect on the cognitive and affective characteristics and development of the other stakeholders of the school. Research has shown that teachers' job satisfaction affects student success (Abazaoğlu, & Taşar, 2016); revealed that teacher motivation is related to student motivation and academic success in lessons (Bernaus, Wilson, Gardner, & 2009; Atkinson, 2000; Schiefele, & Schaffner, 2015). Again, in studies, affective and behavioral variables related to school administrators were determined by both teacher motivation (Karaboğa, 2007; Özgan, & Aslan, 2008; Doğan, & Koçak, 2014; Çiftçi, 2019; Kahya, 2020) and teacher job satisfaction (Yılmaz, Altinkurt, 2012) has been revealed. Therefore, teachers' motivation and satisfaction from the educational process should be considered important in the process of reaching the goals, as it will affect other stakeholders of the education.

Teacher motivation is one of the key points of the education process. Understanding the concept of motivation and developing this feature can enable the quality of education to be increased and to reach the targets more efficiently in line with the determined vision (Emiroğlu, 2017). Many studies have been carried out for decades to understand the place and importance of this concept in education and especially in teachers. Eggen and Kauchak's learning-oriented classroom model, which is a model developed in the field of motivation, showed the elements related to motivation of students and emphasized three basic elements that are effective in motivation: teacher qualifications (teacher's attitude, behavior, etc.), climate variables (positive-negative class. climate) and teaching variables (Bacanlı, 2009). When these elements and sub-units are examined, it is seen that motivation is related to all variables that affect the student in educational processes (Yıldız, Baydaş, & Göktaş, 2019). Note that all three elements specified in the model are actually directly related to the teacher. Although teacher motivation is indispensable in achieving the goals determined in the educational process, it should not only be directly related to students. Teacher motivation is also important for the advancement of educational reforms. First, motivated teachers are more likely to work for educational reforms and progressive legislation. The second - and perhaps more importantly - is the motivated teacher who guarantees the implementation of political reforms. Finally, teachers' motivation is important to the satisfaction and satisfaction of teachers themselves (De Jesus, & Conboy, 2001). It is a concept that includes the motivation of teachers, their energies, excitement and enthusiasm towards their work. A teacher's enthusiasm for teaching improves students 'being more engaged, energetic and curious, as well as their own and students' motivation (Patrick, Hisley, & Kempler, 2000). Keeping the teacher motivation alive and decreasing the motivation factors are the most important investments to be made for education in the long term.

Teachers' job satisfaction is an important affective concept that expresses both a process and a result. Teachers' student success, helping students, positive relationships with students and others, self-improvement, etc. There is no general consensus on the definition of job satisfaction or what constitutes that concept, although there are international trends that they are most satisfied with matters relating to teaching roles (Zembylas, & Papanastasiou, 2003). However, many studies have revealed that teachers' job satisfaction affects processes related to different aspects of the education process and is affected by different processes. The educational mission depends on how teachers feel about their job and how satisfied they are with their work (Bogler, 2001). The decisions made, applications and planning during the education process all affect teachers. Apart from practices that are directly related to teachers, practices related to all other stakeholders of education can also have an impact on teachers who directly interact with all stakeholders. Since job satisfaction is seen as a multidimensional and dynamic structure, it is influenced by the individual characteristics of the profession, the characteristics of the working conditions and certain factors related to the job. Dinham and Scott (1998) discussed three broad categories of factors that affect job satisfaction: These are teaching-specific factors, factors operating at school level, and factors operating at system level (Griva, Pnitsidou, & Chostelidou, 2012). As can be seen, these factors are similar to the factors stated about motivation.

It is possible to explain the relationship between teachers' motivation and job satisfaction both conceptually and theoretically. Conceptually motivated is the general definition of "acting to do something" (Ryan, & Deci, 2000); Job satisfaction refers to "an enjoyable or positive emotional state arising from the evaluation of someone's work or work experiences" (Green, 2000). It is possible to say that these two generally accepted concepts are complementary to each other. Because one refers to the factor that directs the job and the other refers to the factor taken from that job and its result. The concept of motivation is closely related to professional satisfaction, which derives from teaching practice and determines effective teaching practices and professionalism in general (Griva, Pnitsidou, & Chostelidou, 2012). Essentially, there is a reciprocal relationship between motivation and job satisfaction: Motivation triggers job satisfaction. In contrast, job satisfaction can be seen as the engine of motivation (Anghelache, 2015). In addition to considering these relations conceptually, it is possible to express them theoretically.

From a theoretical point of view, it is remarkable that many theories are treated as both motivation and job satisfaction theory. Some theories such as Maslow's Hierarchy of Needs Theory, McClelland's Achievement Theory, Vroom's Expectation Theory and Herzberg's Double Factor Theory are discussed in relation to both concepts. Although Herzberg's dual factor theory, which is one of these theories, is the job satisfaction theory, the fact that one of the two pillars of the theory is motivational factors (Herzberg, 1959), has also enabled it to be considered as motivation theory. Adams (1963) argued that the level of job satisfaction is closely related to the equal / unequal distribution of resources or rewards in his Equality Theory. Therefore, motivation is an individual's investment in the workplace (e.g. time, effort, competencies, tolerance, enthusiasm, loyalty, etc.) and the benefits (e.g. wage security, recognition, reputation) (Anghelache, 2015). Therefore, input (S) and output (D) calculations made by individuals will also affect their steps and motivations (Kılıç, 2016).

When the literature is examined, the two concepts focused on the most studies and theories about teachers are motivation and job satisfaction. These two concepts are considered in relation to each other and are mentioned together in some theoretical studies. In this respect, it is important to examine teachers' motivation and job satisfaction in a multidimensional way and to determine the relationship in order to develop an effective education process.

1.1. Research Questions

The study focused on the motivations and job satisfaction of classroom teachers and to determine the relationship between teachers' motivation and job satisfaction. For these purposes, answers to the following questions were sought:

1. What are the motivation levels of classroom teachers?
2. What are the job satisfaction levels of classroom teachers?
3. Is there a significant relationship between teachers' motivation and job satisfaction scores?
4. Are teachers' motivation sub-dimension significant predictors of job satisfaction?

2. Method

2.1. Participants

The study group consisted of 406 primary school teachers (233 females and 173 males) selected via random cluster method from different elementary schools in Erzurum, east of Turkey. In cluster sampling, instead of using random sampling to select individuals or items, random sampling is employed to select specific sets or groups (Frankel et al., 2012). The teachers were in the age range of 21-61 with the ranges from 1 to 42 years of seniority. All people in each set are included in the sample. The advantage of this sampling technique is that, as the name suggests, clusters normally contain items that are grouped closely together in one place or geographical area (Denscombe, 2010).

2.2. Instruments

The data were collected via two scales: The Multidimensional Work Motivation Scale and the Minnesota Job Satisfaction Scale.

The multidimensional work motivation scale, consisting of 18 items and 6 sub-dimensions, was adapted to Turkish culture by Çivilidağ and Şekercioğlu (2017). The scale was developed on the basis of self-determination theory. The sub-dimensions are "personal regulation," external regulation-material ", " external regulation-social ", " un-motivation ", " internalized regulation ", " intrinsic motivation ". These dimensions were formed according to the motivational regulations in self-determination theory. "Extrinsic regulation, introjected regulation, and personal regulation" refers to the motivational regulation of extrinsic motivation. The reason why external regulation consists of two separate subscales in the original of the scale was shown that the external regulation subscale includes both material and social rewards and punishments (Gagné et al, 2012). Sample items for these subscales are presented below.

Amotivation: i1: "I don't put any effort into my job because I think I'm wasting my time."

Extrinsic Regulation - Material: i13: "But if I put enough effort in my job, others (employer, supervisor, etc.) will reward me economically."

Extrinsic Regulation - Social: i7: "I make an effort in my job to get the approval of others (supervisor, colleague, family, etc.)."

Introjected Regulation: i14: "I make an effort at my job otherwise I will feel bad."

Identified Regulation: i12: "I make an effort in my job because I think it's personally important to put effort into this job."

Intrinsic Motivation: i2: "I put effort into my job because it is interesting."

Minnesota Job Satisfaction Scale was adapted to Turkish by Baycan (1985) and its validity and reliability studies (Cronbach's alpha = .77) were conducted (Yelboğa, 2007). Minnesota job satisfaction scale is a 5-point likert type scale. The answers to all questions in the scale express the values as "not satisfied at all = 1 point, not satisfied = 2 points, indecisive = 3 points, satisfied = 4 points, very satisfied = 5 points". Minnesota Job Satisfaction Scale consists of 20 items, has two sub-dimensions: internal satisfaction (job satisfaction due to individual factors) and external satisfaction (job satisfaction due to environmental factors), and the dimension in which all items are included is called the general job satisfaction level. Sample items for two dimensions are presented below:

(In answering each sentence, ask yourself, "How satisfied am I with my job in this respect?"

Intrinsic Satisfaction: i2: "In terms of being able to work independently."

Extrinsic satisfaction: i6: "In terms of manager's decision-making ability"

2.3. Design and Procedure

In this correlational research study, initially, the measurement tools and the schools to which they would be administered were determined. After necessary official permissions were obtained, the study schools were visited. Consent forms were obtained from the participant class teachers. The teachers were informed of the study and the data collection procedure. Afterwards the procedure was started for the implementation, data collection, data analysis and the reporting stages of the study.

2.4. Data Analysis

Regarding the research questions, the data obtained from the motivation and job satisfaction scale, which was first applied to teachers, were examined in terms of both general points and sub-dimensions. The motivation and job satisfaction levels of teachers, which is the answer to the first and second research questions, were determined with the help of descriptive statistical techniques.

The relationship between teacher motivation, which is the third research question, and teachers' job satisfaction levels, was analyzed with the help of "Pearson product moment correlation analysis" in terms of both general and sub-dimensions. Thus, the relationship and consistency of teachers own affective variables with each other was also examined. In addition, this analysis was performed to determine whether the assumption of the next research question was also achieved.

In order to answer the fourth research question, it was decided to perform a regression analysis to determine the predictive relationship. Multiple Linear Regression Analysis was performed to reveal which of the sub-dimensions of the motivation scale are significant predictors of job satisfaction, and it was tried to determine whether motivation sub-dimensions were significant predictors of job satisfaction.

2.5. Reliability and Validity

What is meant to be measured is to be measured without being confused with other things (Karasar, 2009). Reliability is the repeatability and consistency of the results when a measurement tool is tested again under the same people, the same practitioner and similar

conditions (Crocker, & Algina, 2008) The measures taken regarding the validity and reliability measures are presented below:

□ Pilot implementation of quantitative measurement tools. Pilot implementation should be conducted for many processes such as testing the adequacy of measurement tools, determining whether the sampling framework and technique are effective, estimating variability in results to help determine the sample size, and preliminary data collection (Van Teijlingen, & Hundley, 2010). A pilot implementation has been carried out regarding measurement tools.

□ Cronbach's Alpha Coefficient. It is used to measure the power, adequacy and reliability of a scale in measuring the phenomenon it questions (Özdamar, 2017). Cronbach Alpha internal consistency coefficient was calculated to test the appropriateness of the measurement tools to the data obtained from the current sample.

□ Analyzing lost data. It can be said that missing data pose a threat to the validity of scientific research in general (McKnight, McKnight, Sidani, & Figueredo, 2007). After the raw data was entered into the program, lost data analysis was performed and the data left blank was automatically filled.

□ Performing extreme value analysis. Mahalanobis extreme value analysis is an analysis that should be consulted in order to test normality assumptions in multivariate analysis (Seçer, 2017). The data were made suitable for analysis by performing extreme value analyzes.

3. Findings

3.1. Teachers' Motivation Levels

The first question of the study is a descriptive question for determining the motivation sub-dimension scores of teachers:

Research question 1: What is the level of motivation of classroom teachers?

Descriptive statistical information about teachers' motivations calculated to search for answers to Research Question 1 is presented in the Table 1.

Table 1. *Motivation score average*

Motivation Dimension	Mean	S. Dev.
Amotivation	1,32	,71
Intrinsic motivation	4,79	1,36
Extrinsic Regulation – Social	1,99	1,24
Identified Regulation	6,06	1,03
Extrinsic Regulation – Material	2,24	1,21
Introjected Regulation	5,89	1,06

** *The highest average that can be taken is 7.00 (Scale is 7-point Likert type).*

When Table 1 is examined, it is seen that the dimension with the highest average is the personal arrangement dimension (M = 6.06). It is seen that the dimension with the lowest average is not being motivated (M = 1.32). It is observed that the motivation scores of the teachers are relatively low in the non-motivation, external regulation-social and external

regulation-material dimensions, while it is high in the dimensions of intrinsic motivation, personal regulation and internally reflected regulation.

3.2. Teachers' Job Satisfaction Levels

Research question 2 is a descriptive question for determining the average job satisfaction and sub-dimension scores of teachers:

Research Question 2: What are the job satisfaction levels of classroom teachers?

Descriptive statistical information about teachers' job satisfaction, calculated to search for answers to Research Question 2, is presented in Table 2.

Table 2. *Job satisfaction mean scores*

Job Satisfaction Dimension	Mean	S. Dev.
Intrinsic satisfaction	4,04	,49
Extrinsic satisfaction	3,37	,70
Job satisfaction (General average)	3,81	,50

* *The highest average that can be taken is 5.00.*

When Table 4 is examined, it is seen that teachers' internal satisfaction scores (M = 4.04) are higher than their external satisfaction scores (M = 3.37) and their average job satisfaction scores have an average of M = 3.81.

3.3. The Relationship Between Motivation and Job Satisfaction Dimensions

Research question 3 is a question aimed at determining whether there is a correlation between the motivation dimensions of teachers and the dimensions of job satisfaction:

Research Question 3: Is there a significant relationship between teachers' motivation and job satisfaction dimensions?

The results of the Pearson correlation analysis conducted to determine whether the two variables of the study, motivation and job satisfaction, and the sub-dimensions of each are related to each other are given in Table 3.

Table 3. *Results of Pearson product moment correlation analysis conducted to determine the relationship between motivation and job satisfaction dimensions*

	Intrinsic Satisfaction	Extrinsic Satisfaction	Job Satisfaction
Amotivation	-,092	-,141**	-,005
Intrinsic motivation	,248**	,267**	,161**
Extrinsic Regulation – Social	-,068	-,109*	,004
Identified Regulation	,367**	,438**	,181**
Extrinsic Regulation – Material	,014	-,037	,077
Introjected Regulation	,248**	,304**	,113*

** *There is a relationship at .01 significance level.*

**There is a relationship at the importance level of .05.*

When Table 3 is examined;

- It is seen that motivation has a negative correlation with external satisfaction;
- Intrinsic motivation has positively correlations with job satisfaction, intrinsic and extrinsic satisfaction;
- External regulation-social dimension has negative correlation with external satisfaction;
- Personal regulation has a positive correlation with job satisfaction, internal satisfaction and external satisfaction;
- Introjected regulation has correlations with job satisfaction, internal satisfaction and external satisfaction.
- External regulation-material has not correlation with any job satisfaction dimension.

3.4. The Power of Motivation to Predict Job Satisfaction

Research question 4 aims to determine whether teachers' motivation sub-dimension scores predict job satisfaction:

Research question 4: Are teachers' motivation sub-dimension scores a meaningful predictor of job satisfaction?

Multiple linear regression analysis was decided to determine which sub-dimensions of motivation were significant predictors of job satisfaction. In multiple regression analysis, the dimensions to be included in the analysis as a predictor must have a relationship with the predicted variable. In this respect, as can be seen in Table 3, motivation sub-dimensions (predictors) that are related to job satisfaction (predicted variable) are intrinsic motivation, personal regulation and internally reflected regulation. Therefore, a structure including these three dimensions was examined.

Before the regression analysis, the critical values of the analysis were examined and in this context, the following ways were followed:

1. The correlation between variables was examined and a correlation value of 90 or more that could cause multiple correlations between independent variables was not found. In addition, it was determined that there is a significant relationship between dependent and independent variables.

2. Durbin-Watson values for multiple correlations were examined and found to have a value within the critical value 1-3 limit (2.06).

3. Again, tolerance and VIF values for multiple correlations were examined; It has been determined that the tolerance values move away from the critical value of 1.00 and the VIF value has a value less than 10.00, which is also the critical value. It can be said that the conditions of the regression analysis were fulfilled in line with these values obtained. In this direction, multiple linear regression analysis (forward) was performed to search for answers to the research questions and the findings obtained are presented in Table 4.

Table 4. Results of multiple linear regression analysis performed to determine the predictors of job satisfaction

	Variable	B	S.Err or	β	t	p
Model 1	Identified Regulation	,179	,023	,367	7,928	,000
Model 2	Identified Regulation	,156	,024	,320	6,544	,000
	Intrinsic Motivation	,051	,018	,138	2,833	,005

Model 1= $R=,367$; $R^2=,135$; $F=62,851$; $p<,05$

Model 2= $R=,389$; $R^2=,152$; $F=35,986$; $p<,05$

When Table 4 is examined, it is seen that in the multiple linear regression analysis (forward), the projected arrangement dimension is automatically eliminated. When the models with one and two variables predictors are examined, it is seen that both models have values that can predict the job satisfaction variable. Personal adjustment variable in Model 1 alone can explain 13.5% of the total variance; It is possible to say that personal arrangement and intrinsic motivation variables together explain 15.2% of the total variance. When these two models are examined, it can be said that the most suitable model is "Model 2". Because it was seen that the second variable (intrinsic motivation) added in Model 2 contributed to the R^2 value and increased the predictive level. For this reason, it can be said that personal regulation and intrinsic satisfaction variables in model 2 explain 15.2% of the total variance for the job satisfaction variable and together they are significant predictors of this variable. When the standardized (β) coefficient and t values are examined, it can be said that the variables of self-regulation and intrinsic motivation, respectively, are significant predictors of global citizenship as the relative importance level.

4. Result

In the study, a description was made by obtaining the average score of teachers' job motivation and its sub-dimensions. It is noteworthy that there are significant differences in terms of dimensions. In terms of motivational regulations, the dimension with the highest autonomy is intrinsic motivation, and in terms of extrinsic motivation, respectively, personal regulation and introjected regulation dimensions are higher autonomy and partially reflect intrinsic motivation. It is seen that the dimensions with the highest average are personal regulation, internalized regulation and intrinsic motivation. In addition, when it is observed that the average of the four dimensions, which are considered as sub-dimension of extrinsic motivation, is 4.04, it can be said that teachers have intrinsic motivation and their level of autonomy is high. It has been observed that the average of the external regulation - social, external regulation - material, which is expressed as low in terms of autonomy, and the lack of motivation, which expresses the absence of a motivational state, is low. Therefore, from this perspective, it can be said that teachers are at a high level of autonomy.

Teachers' average job satisfaction and mean scores of internal and external satisfaction were obtained. It has been observed that the teachers' mean internal satisfaction is higher than their

external satisfaction average. This result shows that the teachers' inner satisfaction is higher and they are more affected by the internal (motivating) factors.

Regarding the relationship between teacher motivation and job satisfaction, first, the correlation relationship was sought and relations between some dimensions were determined. The results obtained in this context showed that the sub-dimensions of job motivation have a relationship with the average score of job satisfaction. It was determined that the lack of motivation dimension had a negative relationship with external satisfaction. It has been determined that the external regulation-social dimension has a negative relationship with external satisfaction. It was determined that the dimension of personal arrangement is related to average job satisfaction and internal and external satisfaction dimensions. Similarly, it has been determined that the dimension of the internally reflected regulation has a relationship with average job satisfaction and internal and external satisfaction dimensions. It was determined that intrinsic motivation is related to average job satisfaction and intrinsic and extrinsic satisfaction dimensions. Similar to the results of this study, in the study of Shah, Akhtar, Zafar, & Riaz (2012), the relationship between intrinsic motivation and job satisfaction was revealed.

In the second stage, it was questioned whether motivation predicted job satisfaction. First, the inquiry made between the average scores revealed that job motivation significantly predicted job satisfaction. Afterwards, the multiple regression analysis performed to understand in which sub-dimensions this prediction occurred, revealed that the two sub-dimensions of motivation, personal regulation, and intrinsic motivation, are significant predictors of job satisfaction. It is possible to say that the factors affecting motivation also affect job satisfaction, with a relationship that emerges in terms of personal regulation, which is considered to be the sub-dimension of both intrinsic motivation and extrinsic motivation. In the literature, there are many studies showing that motivation and job satisfaction are related (Ayub, & Rafif, 2011; Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Kaynak, 2016; Shah, Akhtar, Zafar, & Riaz, 2012) supports the result of this study.

Acknowledgement

1. This study was produced from the doctoral dissertation of Vahit Ağa Yıldız, titled “Examining the motivation and job satisfaction of classroom teachers within the framework of self-determination and dual factor theories”. conducted under the supervision of Prof. Dr. Durmuş Kılıç.

2. The doctoral dissertation in which this study was produced was supported by the Atatürk University BAP Coordination Unit within the scope of the thesis project.

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