



Original article

## Targeting Motivation for Primary School Teachers in Saudi Arabia

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### Abstract

The aim of the research is to examine the views of teachers working in primary schools in Saudi Arabia (Jeddah) on motivation strategies used in their work environments by their administrators. Phenomenology design, one of the qualitative research methods, was used for the research carried out. Purposeful sampling was used in this study. The data were obtained as a result of face to face interviews with 25 teachers. Content analysis and descriptive analysis were used to analyze the data in the study. On examining the teacher views on the strategies used by their administrators to increase teacher motivation, it was seen that the opinions could be handled within the scope of Maslow's hierarchy of needs. For teacher views on how they are affected by the strategies implemented for motivation, it was seen that there were answers related to both motivation and surprisingly lack of motivation. While answers on effective strategies pointed out productivity, answers on ineffective strategies emphasized loss of motivation and burn out. On evaluating the view's on teachers' expectations and needs to be motivated in the context of more productive work, it was found that there were answers related to professional expectations and needs, and personal expectations and needs. Professional expectations and needs sub-title had three codes which were team spirit, professional development and adequate resources. Personal expectations and needs sub-theme had two codes which were private time and appreciation. Private time code indicated considering family aspects. The results indicated a set of criteria that should be available when designing and applying teacher incentives. Based on the results obtained from the research, it can be suggested that the administrators can use effective communication strategies and receive in-service training to improve themselves.

**Keywords:** Administrators, Motivation strategies, Teachers, Primary Schools.

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## **INTRODUCTION**

Motivation is the process of stimulating the reality of individuals at a specific time to achieve a balance between their psychological satisfaction and achieving the desired goals (Kern et al., 2014). Motivation is reinforcement and moral support for good deeds that are good for humanity. Motivation is a set of motives and factors that push us to do something (Kern et al., 2014; Bonatio et al., 2016).

According to the incentive theory view; the teacher is the most significant factor in determining student performance levels and calculating differences among them in any of the educational systems and from here; become a teacher is the most important of them is to draw attention through incentives, and there is almost no scientific discussion about reform Educational, however, includes the idea of pay for performance for teachers, and in theory it is expected that pay is linked to performance. It raises teachers' efforts, contributes to improving student performance and raising their achievement rates. A study by (Lazear, 2003) confirmed that the relationship between teacher wages, teacher motivation and performance relational, and showed good results at the level of achievement of the student in a number of countries such as: Kenya, India, Bolivia, Chile, El Salvador and Mexico.

Regardless of the degree and type of relationship between teachers' motivation and their school performance; it is hoped that the incentive policy guides decision makers in linking it to teachers' performance evaluation criteria. It is expected that a clear teacher incentive policy will help encourage teachers to work diligently and strive towards excellence. Because they know in advance that there are incentives awaiting them, which distinguish them from other colleagues who are less diligent and strive towards excellence.

There are two forms of incentives, financial incentives, and non-financial incentives, and the following is an explanation of each (Al-Saleh, 1980). Financial incentives are considered as compensation for outstanding performance, and assumes that the salary and the bonuses associated with it are able to meet the value of the job and, accordingly, are able to meet the requirements basic to life (Sumaida, 2011). The financial incentives for (Al-Asadi, 2012) are represented in wages and related bonuses working hours, and their forms vary from one sector to another, and salaries and allowances are the most important incentives for employees. Salaries and allowances are linked to another very important issue. Namely, achieving justice among teachers; where most researchers agree that the issue of material returns such as wages and salaries is one of the issues the principle on which individuals build their sense of justice in the work environment. Therefore, legislation should be enacted and mechanisms should be put in place for how to disburse incentives, and strict rules should be adopted to protect them from any manipulation.

Non-financial incentives include expressions of support and motivation for the teacher, and honoring him at the school or community level. Also, certificates of appreciation that highlight his role

and contributions, and the society's view and high appreciation for the teacher, and his position in the appropriate societal position can be the most significant incentives that the teacher obtains in his professional life, and it may be called as incentives, to distinguish them from material incentives. This type of incentive is considered an incentive for outstanding performance, and helps in realizing deep needs in the hearts of teachers, and makes them feel that they have a status and that they are valued in their work (Sumaida, 2011) These incentives are also considered one of the pillars of the utmost importance in the system of incentives set by the educational authorities, without which the image of incentives that encourage teachers to work cannot be completed.

The forms of moral incentives for the teacher include the following: messages of appreciation at school and community, social facilitation by service institutions and interests, social security, and health care provision. Occasion, encouragement for achievement, companionship and fellowship, and a sense of social status and safety career, organizational justice in treatment, taking his role in promotions, and his sense of stability in terms of the future (Sumaida, 2011)

The role of the school principal as an official in the school is to facilitate the life of the educational teacher so that he can teach and enable the students to learn, and is based on providing assistance and assistance to the educational teacher as much as possible when they have a greater workload. And he took into account that the school principal asks the teacher what he needs from the help he needs before engaging in the work, so that he does not feel that the director is managing it accurately, and also makes sure that the educational teacher is assisted through monotonous tasks using software tools (Badr, 1983).

For the Herzberg's theory; Herzberg divided the factors affecting the work environment into two parts (Herzberg, Basic factors, which are (job security, fair organization systems, and appropriate status, including the position career, granted powers, working hours, good workplace, suitable material income, supervision, trust during work evaluation, good social relations at work, and working conditions appropriate) and these factors, according to theory, are not stimuli, but their deficiency is considered a factor of inhibition and a source frustration for teachers, and vice versa. Providing them makes the teacher a, that is, they are things that must be met satisfying, but it alone is not enough to motivate (Al-Khalidi, 2009).

Motivational factors, which are (feeling of achievement in work, recognition and appreciation, nature and content of work, responsibility for achievement, progress and promotion at work these factors are associated with the majority of teachers with job satisfaction; So Herzberg considers it the most challenging and successful factor. Herzberg's theory represents the theory closest to reality, its interpretation, and the possibility of improving teachers' performance by focusing on the set of factors mentioned by the theory, and that any improvement in these factors would help improve the conditions of the teacher, and then the possibility of improving his/her school performance (Al-Khalidi, 2009).

Maslow (1962) established five types of needs for all humans and defined them as an order in the sense that humans seek them in the order stated. When the comparatively lower needs are satisfied, people seek the higher needs. These five types of needs are:

*Physiological needs:* These are the basic human needs for living: Food, drink, air, housing, clothing, and a family. Therefore, companies must meet these basic needs by providing sufficient physical income to their employees or by supporting them in some way, such as housing loans (Istiana et al., 2022).

*Security needs:* Everyone should feel safe from dangers and threats. They want a safe and stable workplace, a secure home, and health. Therefore, companies can motivate their employees by providing them with job security, stability, and the feeling of not being afraid of being fired by offering some free or subsidized programs and support programs that provide something like a pension after retirement (Okafor and Abraham, 2021).

*Social needs:* Social need means the desire to make friends and belong to society. Therefore, companies can inspire their employees by providing them with a proper social environment and organizing social conferences or offering them opportunities. These needs consist of social needs outside of work, such as spending time with family, friends, and relatives. These yearnings must be satisfied by vacations and the hustle and bustle of the work situation, so that the employee only comes home when he or she wants to (Maslow, 1962).

*Self-esteem (respect) needs:* After imparting basic needs, then protective needs, then social needs, man tries to understand these things around him. He strives for success, for people to understand this, and to gain a privileged position. Therefore, it is motivating to reward employees and respect their efforts both physically and morally. A person must prefer to use his employees and those who understand him in the backyard of work. He goes to his family to tell them that he has received an award in this way, or that his supervisor has thanked him for his efforts or for communicating an idea, and so on. For example, he wants his colleagues to feel his growth and desire to move up to higher positions to show his success (Istiana et al., 2022).

*Self-realization needs:* when all these needs are fulfilled, man begins to strive for self-realization, that is, to get the best out of himself, to make full use of all his energies and creativity, and to develop himself to the utmost. This concept is well known and has created a broad framework for the desires that man seeks to satisfy, and so agencies try to help their workers synthesize these desires in order to motivate them (Maslow, 1962; Istiana et al., 2022).

### **Motivating the teachers in Primary Schools**

The purpose of primary education is to help the child on many levels. During their primary education, students are taught to think critically and to strive for high standards. To meet the challenges posed by technological developments and to develop citizenship and core values. In order to achieve these goals, schools must provide organized and safe environments. The teacher plays an important role in facilitating the educational process through the design and implementation of educational experiences, and through the organization and facilitation of activities and tasks provided to students, which called for increased attention and care to prepare the teacher in educational institutions (Al-Shami, 2013).

By understanding their personal and social circumstances and working to meet their needs, communication is significant in a respectful and friendly manner, appreciation of their efforts to support students, evaluate them, respect their opinions about students' performance, and pay attention to presenting the achievements they made. Teachers can also be motivated through verbal praise, literary awards and in-kind gifts, putting the names of distinguished teachers on the honor board for distinguished teachers, and presenting certificates of appreciation. They can also be motivated by creating a positive environment and finding good and positive social relations in the work environment. Through these means and methods, it is possible to improve and motivate primary school teachers, which represent the most significant stages of education (Al-Kinani, 2009).

### **The Present Study**

Every teacher believes that s/he also needs stability in her/his work, and who is best appointed by the educational supervisor, after these matters have been verified for him by his direct supervisor, who is the resident supervisor of the school principal, and also helps to achieve the educational system as a whole. Educators should have a high motivation during practice their profession (Darling-Hammond, 2009). Lack of motivation will be resulted in lack of efficiency in teaching process and lack of communication with the students. However, a motivated educator will be an efficient educator for his students. The children develop their self-regulation skills in primary school ages (Kurt,2019). For this reason, the way teachers treat their students is of great importance. Teacher motivation affects teachers' professional reflections (Lan, 2022). Administrators apply strategies to increase teacher motivation for a more qualified educational process at school. However, it is significant to identify strategies that can be productive for teachers. In this context, the importance of teachers' views on motivation can be emphasized. At this point, motivation strategies applied by the administrators for teachers gain importance. In this context, it is thought that a study to examine the views of primary school teachers on motivation strategies applied by their administrators will contribute to the literature.

There are few studies on teacher motivation in the literature (Passathang, 2016; Börü,2018). However, no study has been found on the motivation of primary school teachers in Saudi Arabia. It is thought that this study will contribute to the awareness of primary school administrators about motivation strategies by evaluating events from the perspective of teachers. The research will help to get an idea about the strategies applied by the administrators for primary school teachers and the needs of teachers within the scope of motivation.

The aim of the research is to examine the views of teachers working in primary schools in Saudi Arabia (Jeddah) on motivation strategies used in their work environments by their administrators. Within the framework of the research, answers to the following questions were sought:

- 1.What strategies do administrators use to increase teachers' motivation?
- 2.How do the strategies used by their administrators affect the motivation of teachers?
- 3.What are the expectations and needs of teachers to be motivated in the context of more productive work?

## **MATERIALS and METHODS**

### **Study Design**

Phenomenology design, one of the qualitative research methods, was used for the research carried out. The main subject of phenomenological work is to understand from the participants' point of view how the subjective and intersubjective world is created (Schwandt, 2000). It is a technique in which a researcher tries to observe certain reactions and perspectives of individuals by conducting deep interviews (Tekindal and Uğuz Arsu, 2020). In this study, phenomenological design was used, since it is aimed to examine the issue in detail in line with the opinions of teachers on motivation strategies used in their work environments by their administrators. In this study, face-to-face interviews were held with teachers. Interview technique is mostly used in phenomenology research (Yıldırım and Şimşek, 2018).

### **Study Group**

In qualitative research, it is essential to try to reach people who will provide the most accurate explanation of the researched subject. Working with small groups in qualitative studies in order to conduct more detailed analyzes and increase data quality provides more detailed results (Neuman and Robson, 2014). In this context, schools who were volunteer to provide space and time for the study were included in the research. For this purpose, the study was conducted in two private schools. In those schools administrators give importance on teacher motivation which means both teachers and administrators have a background on motivational expectation. Purposeful sampling was used in this study. Teachers who were working in those schools and volunteered for interviews were included. The

names of the participants were kept confidential, numbering method was used. Demographic information about the study group is presented in Table 1:

**Table 1.** Demographic characteristics of the participants

No	Title	Age	Sex	Experience (years)	Education Level
1	Mrs	36	Female	8	Bachelor
2	Mrs	31	Female	3	Bachelor
3	Miss	27	Female	3	Bachelor
4	Mr	38	Male	13	Bachelor
5	Miss	29	Female	3	Bachelor
6	Miss	33	Female	7	Bachelor
7	Mrs	38	Female	13	Bachelor
8	Mrs	33	Female	3	Bachelor
9	Mr	36	Male	11	Bachelor
10	Mr	39	Male	14	Bachelor
11	Mr	32	Male	6	Bachelor
12	Mr	29	Male	3	Bachelor
13	Mrs	36	Female	8	Bachelor
14	Mrs	31	Female	4	Bachelor
15	Mrs	31	Female	4	Bachelor
16	Mr	37	Male	13	Bachelor
17	Mr	39	Male	14	Bachelor
18	Mr	28	Male	1	Bachelor
19	Miss	31	Female	3	Bachelor
20	Mr	36	Male	11	Bachelor
21	Mr	26	Male	1	Bachelor
22	Mrs	33	Female	7	Bachelor
23	Mrs	32	Female	4	Bachelor
24	Mrs	33	Female	4	Bachelor
25	Mr	32	Male	6	Bachelor

25 teachers were included in the study. 11 of the participants were male and 14 of them were female. 3 of them graduated from foreign universities, while 15 of them graduated from local universities, and 7 of them graduated from the College of Teachers Preparation in Jeddah. All of them had bachelor degree. 2 of them had 1 year of professional experience, while the others had 3 years or more. Their age range was between 26-39.

## **Data Collection Tools**

Data were collected through open-ended and semi-structured questions developed by the researcher. The prepared questions were presented to the opinions of five field experts. In line with the feedback from the field experts, three questions were rearranged and two questions were removed. In order to measure the intelligibility of the questions, a pilot application was carried out with three primary school teachers, each for about an hour. In the pilot application, no problem was encountered regarding the intelligibility of the questions. Then, the interview form took its final form. Data collection tools consisted of Personal Information Form and Questionnaire on Motivation.

*Personal Information Form:* It included information consisting of teachers' age, gender, professional experience and educational background. First of all, the teachers were asked to provide special background information about their college, gender, educational background and experience.

*Question Form:* As a result of the literature review conducted to collect data in the research, a question form that can be asked to the teachers was developed. For the questions developed, expert opinion was taken from five experts and necessary arrangements were made. The form consisted of semi-structured questions (i.e. What strategies do administrators apply to motivate teachers ?, Which strategies are effective in motivating teachers?, What are your expectations and needs to be motivated in the context of more productive work?) related to the sub-problems of the research.

## **Procedure**

The survey was conducted during school hours in 2022-2023 education year. Ethic approval was obtained from the University Ethics Committee (Date:17.01.2023, No: 020-669) in order to implement the study. Clarifying consent forms were distributed to the teachers before the interviewing processes. In this study, interviews was the main tool for data collection. The data were obtained as a result of face to face interviews with 25 teachers. Each interview lasted around an hour. The interview took place in Arabic to avoid any misunderstanding that may arise due to the language. The questions translated into Arabic and then the interviews translated into English. Each interview lasted approximately an hour. The semi-structured questions were asked by the first researcher, and the interviews were audio-recorded. The audio records were transcribed by the researcher.

## **Data Analysis**

Content analysis and descriptive analysis were used to analyze the data in the study. The data collected in content analysis has the purpose of conceptualizing and revealing with appropriate themes (Creswell, 2020). The main purpose in content analysis is to interpret the data, which is made sense after the thematic, and finally, by including the researcher's own views, comparatively. In descriptive analysis, interview files, written texts and observation notes present the data related to the problem with



direct quotations under the theme, category and sub-theme. In this study, the data obtained as a result of teachers' opinions were analyzed and themes, sub themes and codes were created. The codes were evaluated and compared independently by the researchers and found to be consistent. The answers provided by the teachers and the categories into which these answers fell were communicated to the teachers in writing, and their approval was obtained. Direct quotations about the views of the participants are included in the study.

## RESULTS

Under this heading, the study findings will be described in depth. The analysis of results related to research questions will be presented.

### *Teacher Views on the Strategies Used by Their Administrators to Increase Teacher Motivation*

The views of the teachers are given in Table 2:

**Table 2.** Themes, Sub-Themes and Codes Related to Motivation Strategies Used by Administrators

Theme	Sub-themes	Codes
Strategies	Strategies for physiological needs	Financial incentives
	Strategies for safety needs	Efficient administration
	Strategies for social needs	Supportive work environment Flexibility in working times
	Strategies for self-esteem needs	Appreciation Increasing teachers' self motivation
	Strategies for self-fulfillment needs	Self-development opportunities Opportunity to act in line with interests and abilities

The theme of “Strategies” comprised five subthemes which are the strategies for physiological needs, strategies for safety needs, strategies for social needs ,strategies for self-esteem needs and the strategies for self-fulfillment needs sub-themes.

Under the sub-theme of the strategies for physiological needs, financial incentives code is emerged. Within the scope of this code, adequate income or extra financial support are addressed. The comments of teachers are as follows: “Meeting the material needs so that the material income fulfills the basic needs. Material incentives are among the most important reasons for motivation..(T6)”, “As

my option using money incentives such as increase on the salary in such a time...(T18), “As a motivation strategy, officials apply financial incentives seriously.(T12, 14)”.

Under the sub-theme of the strategies for safety needs, is the code of efficient administration. This code is related to technical and humanitarian efficiency of the principal. The explanations of the teachers about this code are as follows: “...means the efficiency of the school principal , of course both technical and humanitarian.....(T10)”, “Equity for teachers is very significant (T 11)”. “In my school administrators making us feel safe at school (T22)”, “Apply financial incentives seriously, I think they are appropriate, but on the side, part of the salary is deducted in the event of repeated delays (T19)”.

The sub-theme strategies for social needs has two different codes. Those are, supportive work environment and flexibility in working times. The supportive work environment code emphasizes positive school atmosphere and collaborative environment. The explanations of the teachers about this code are as follows: “One of the things that teachers feel most motivated and motivated is that their principal sets a good example for them by forming good relationships with teachers and getting close to them and knowing their aspirations, goals, problems and challenges they face.(T13)”, “ I will say positive environment for teachers (T20)”. The code flexibility in working times emphasizes on time for family and other social needs. Some teachers' opinions on this code are as follows: “Flexibility in dealing is important to me. I have 3 children, one of whom is an infant, and sometimes I need to ask permission before the end of work. I would be happy if that was granted to me (T1).”, “Social needs everyone needs that which will let the teachers motivate for work if there is a space for social needs (T25)”.

Under the sub-theme of the strategies for self-esteem needs, appreciation and increasing teachers' self-motivation codes are emerged. The explanations of the teachers for the appreciation code are as follows: “I think appreciating, the teachers sense of, and the development of team spirit and great place to work (T12).” “Meeting the material needs so that the material income fulfills the basic needs. Material incentives are among the most significant reasons for motivation, but it must be noted that money is not the only motivator so that the moral aspects such as appreciation and interest in the teacher are not overlooked (T6)”, “Some of the administrators they really do praise teacher successes and outstanding achievements (T2), “Officials use moral incentives such as honoring the diligent teacher (T3), “In my school our principle use appreciation incentives such as award or a gift (T21)”, “My school administrator can motivate us by giving us our own voice, they should praise us and give us recognitions (T23)”. The explanations of the teachers for the increasing teacher's self-motivation code are as follows: “Self-motivation is best for long-term results (T15)”, “One of the things that teachers feel most motivated and motivated is that their principal sets a good example for them by forming good relationships with teachers and getting close to them and knowing their aspirations, goals, problems and challenges they face (T13)”, “People are different and what inspires them may not motivate others. For

some, it may be money, while others want rewards or recognition. Others find all the motivation they need within themselves and just perform (T4).”

Under the sub-theme of the Strategies for Self-fulfillment needs, self-development opportunities and opportunity to act in line with interests and abilities codes are emerged. School leaders and educational supervisors play significant role in the success of the school Professional development of teachers Self-fulfillment in sense of support, caring, skills. Some examples of explanations of the teachers are: “Helping the teacher develop his skills through seminars and workshops, which I think is one of the best strategies in my opinion (T5)” (self development opportunities code), the teacher teaches the subject he/her is inclined to (T17)” (opportunity to act in line with interests and abilities code).

### ***Teacher Views on How They are Affected by the Strategies Implemented***

**Table 3.** Themes, Sub-Themes and Codes Related to how they are affected by the strategies implemented

Theme	Sub-themes	Codes
Effect	Motivation	Feeling comfortable Feeling valuable Feeling excited Sense of belonging
	Lack of motivation	Feeling under pressure

The theme of “Effect” comprised two subthemes which are motivation and lack of motivation. This sub-title points to the motivation-increasing aspect of the implemented strategies. The sub-theme motivation has four different codes. Those are; feeling comfortable, feeling valuable, feeling excited and sense of belonging. The explanations of the teachers for the feeling comfortable code are as follows: “It affects in a positive way, the material incentives also have an effect, in addition to that appreciation from the administration also motivates me (T1)”, “It affects in a positive way, of course. A teacher who feels comfortable in his school and among his colleagues and management increases his efficiency and productivity (T6)”, “Of course, the principal of the school when he is a person who understands the meaning of management and dealing with teachers in terms of technical and humanitarian aspects” (T10), “Of course, the management of the school when they are understanding the meaning of management and dealing with teachers in terms of managing and humanitarian aspects. Likewise, the chosen material is given by the teacher to him, which makes the teacher creative in teaching and takes his comfort in his job. And when all colleagues are treated equally, each one of us will be happy (T11)”, “Feeling comfortable as the safety... (T22)”. “I can say, complementing on our teacher work makes us feel valued. Receiving praise also reassurance for us that we are competent at our job (T23)”. The explanations of the teachers for the feeling valuable code are as follows: “...Of course it does, you know it makes really proud of your self...(T2)”, “This is due to the happy impressions it reflects on them,

especially when I feel that the work I do has been appreciated (T5)”, “When it comes to upgrade of the salary will increase my motivation to work and makes me feel great (T 18)”, “Honestly, when it comes to motivation which is useful I feel great (T19)”, “It encourages us to be more productive and let us know that our good work is being noticed (20)”, “Completing on teacher efforts will make us feel valued (25)”. The thoughts of the teachers for the feeling excited code are those: “It increases my motivation to work and makes me feel excited (T3)”, “... By feeling excited.... affects in terms of increasing the efficiency of the teacher and thus increases his desire to work (T5)”, “....., It encourages us to be more productive and let us to know that our good work is being noticed (T9).”, “....increases the teacher's enthusiasm for work (T 13)”. The explanations of the teachers for the sense of belonging code are as follows:” ...A sense of true belonging and a common goal.. (T 16)”, “Trust is one of the most significant building blocks of any business culture. It goes both ways: teachers need to trust that their boss or principal has their best interests at heart and principals need to trust their people to do the job properly without constant monitoring (T 4)”, “....Of course, when the principal of the school allows the teachers to teach when is inclined to I think that is a humanitarian aspect and increase the sense of belonging (T17)”.

The theme of “Lack of motivation” has feeling under pressure code. Regarding this code, teachers emphasized that rewards for extrinsic motivation and extrinsic control mechanisms can be disturbing. Here, the importance of intrinsic motivation rather than extrinsic motivation is pointed out. The explanations of the teachers for this code are: “Honestly, I feel under a lot of pressure if things happen beyond my control when I feel that the work I do has been appreciated (T8)”, “My work is appreciated when things happen beyond my control, and I feel under a lot of pressure if things go wrong (T14)”, “I will say, I feel very pressured when things happen that I have no control over (T15)”, “..... material incentives will not work alone...(T1)” “..... not the others but supporting intrinsic motivation in other words-self-motivation is the best for long-term results (T16)”.

***Teacher Views on the Effective Motivation Strategies Used by Their Administrators in Their Schools***

**Table 4.** Themes, Sub-Themes and Codes Related to the effective motivation strategies used by their administrators in their schools

Theme		Sub-themes	Codes
Effective Strategies	Motivation	Extrinsic strategies	Job security Positive reinforcement Effective communication Treating fairly
		Intrinsic strategies	Meaningful task assignments Team spirit Teacher’s self development

The theme of “Effective Motivation Strategies” comprised two sub-themes which are extrinsic strategies and intrinsic strategies. Extrinsic strategies has four codes which are job security, positive reinforcement, effective communication and treating fairly. Explanations given to this question were mostly about job security. Some of the examples on this sub-title are as the following: “Job security is one of the best motivational measures in my opinion, as the employee's sense of stability increases his motivation for work and productivity (T3)”, “Job security is one of the best motivational measures in my opinion, as the employee's sense of stability increases his motivation for work and productivity (T7)”, “Everyone want his/her job to be security, as the teacher’s sense of settlement increases her/his motivation, his/her productivity increases (T11, T12)”, “Job security is one of the best motivational strategies, as the employee's sense of security increases his motivation to work and productivity (T13).” Views on positive reinforcement code, mostly emphasizes appreciation but there were some answers pointed out to material incentives. Some of the examples on this topic are: “Appreciation I think we are very fortunate with this kind of motivation (T2)”, “ .... as well as material incentives and annual bonuses that are very necessary for the employee and increase his motivation to work (T13)”, “In my school use high effective motivation is gifts and off days (T22)”, “ In my school the effective motivation measures our administrator use gift and appreciation certificate (T21), “ My school our admin uses mostly appreciation of work by giving certificate (T24)”, “Moral and material incentives are combined, and in my personal opinion, this is the best method, because using one method without the other is not feasible for some teachers (T6)”, “I think that the school officials apply the material and moral motivation strategies well (T4)”. Effective communication code refers to positive environment and cooperation. An example on this code is “Continuous communication and cooperation the ease of communication between teachers and their principals is very important, as it gives comfort to the teacher when he encounters a problem or needs help with any matter related to work (T5)”. Treating fairly code refers to justice and equality. Examples of answers related to this code are the following: “Treating all of us fairly, satisfying our needs (T8)”, “A fair treatment for all of us, satisfaction of our need (T14)”.

Intrinsic strategies has three codes which are meaningful task assignments, team spirit, and teacher’s self development. Meaningful task assignments refers to appropriate tasks for teachers. Examples of answers related to this code are the following: “I think that getting to know your teachers well, and try to determine his personality type according to the previous data, then assign him tasks that are appropriate to his nature (T16)”. The code of the team spirit indicates practices that support team spirit and corporate belonging. The explanations of the teachers for the team spirit code are as follows: “The workplace is considered to be one of the factors that affect the motivation of teachers, since an organized headquarters with suitable rooms and qualified resting places provides comfort to teachers and assures them of the interest of the head of the work, facilitating their affairs and providing them with the necessary amenities (T17)”, “Let us say effective motivational measures by the school for us, should be creating a comfortable and inspiring workplace (T23)”, “I can say feeling comfortable and

motivated, remain as approachable as possible to address teacher problems and questions. By merely acknowledging that administrators are available to provide support with their concerns, teachers will feel more relaxed and encouraged (T25).Teacher’s self-development code indicates increasing qualifications of teachers. An explanation related to this code is: “I will say the teacher needs to be completely safe, as fear of failure may lead to unforeseen stumbling blocks in the long run. It is advisable, then, to encourage teachers and believe in their abilities to overcome difficulties, and to support them psychologically and socially if necessary (T10)”.

### *Teachers’ Expectations and Needs to be Motivated in the Context of More Productive Work*

**Table 5.** Themes, Sub-Themes and Codes Related to Teachers’ Expectations and Needs to be Motivated in the Context of More Productive Work

Theme	Sub-themes	Codes
Expectations and needs	Professional expectations and needs	Team spirit Professional development Adequate resources
	Personal expectations and needs	Private time Appreciation

Under the “expectations and needs” theme, there are two sub-themes which are professional expectations and needs and personal expectations and needs. Professional expectations and needs sub-title has three codes. Those are, team spirit, professional development and adequate resources. Some of the explanations for the team spirit code are: “...the teacher's sense of belonging, and the giving of team spirit (T9)”, “Establishing healthy work-environment is a basic need for productive teams (T14)”. Professional development is the second code. Some of teacher views on this code are: “ I think dividing tasks into small tasks and then moving on to bigger goals makes the work go better (T4)”, Helping teachers to develop both personally and practically. It is possible for someone to tell the other what to do and then reprimand them for doing a bad job. But leaders have to be a great way to motivate teachers because you are constantly going to be teaching teachers how to do the work better. The way to manage can come in many forms, from professional behavior to how to complete a task (T5)”, “... independence in terms of developing study plans and the course of the learning process (T7)”, “I think dividing tasks into small tasks and then moving on to bigger goals makes the work go better (T16), “I will say appreciation and distinguished teachers obtaining bonuses and privileges contributes greatly to our motivation and to the continuation of high performance and excellence (T20)”. Adequate resources code refers to materials at school. An example for this code is: “We want the administrators to provide us with adequate resources (T23)”.

Personal expectations and needs sub-theme has two codes which are private time and appreciation. Private time code indicates considering family aspects. Some explanations of teachers under this code are as follows: “ Considering family aspects and that we may be going through family circumstances is very important (T11)”, “...taking into account the family aspects of the teacher (T2)”. Some of the explanations for the appreciation code is as follows: “...the trust and highly appreciation is needed to work productive (T22)”, “ appreciation but of course fairness is important and treating all teacher equally (T 23)”, “Let me tell you that every school has teachers who exceed expectations by putting extra effort for their students and colleagues without complaint. However, may their efforts often go unnoticed and unappreciated. Identifying and recognizing these teachers provides affirmation for them and can serve as a stimulus for other staff members (T25)”. For the teachers the issue of appreciation seems very important , but they also state that it should be done fairly.

## DISCUSSION

In this section, the findings obtained as a result of the research are discussed.

### ***Teacher Views on the Strategies Used by Their Administrators to Increase Teacher Motivation***

On examining the teacher views on the strategies used by their administrators to increase teacher motivation, it was seen that that the opinions could be handled within the scope of Maslow's hierarchy of needs. The theme of “Strategies” comprised five subthemes which were the strategies for physiological needs, strategies for safety needs, strategies for social needs ,strategies for self-esteem needs and the strategies for self-fulfillment needs sub-themes. Under the sub-theme of the strategies for physiological needs, financial incentives code was emerged. Within the scope of this code, adequate income or extra financial support were addressed. Under the sub-theme of the strategies for safety needs, was the code of efficient administration. This code was related to technical and humanitarian efficiency of the principal. The sub-theme strategies for social needs had two different codes. Those were, supportive work environment and flexibility in working times. The supportive work environment code emphasized positive school atmosphere and collaborative environment. The code flexibility in working times emphasized on time for family and other social needs. Under the sub-theme of the strategies for self-esteem needs, appreciation and increasing teachers’ self-motivation codes were emerged. It comes from their passion, pride, and the desire to help students grow up to be well-educated citizens. Principals must understand that when it comes to help the teacher for passion and pride teachers, this will reflect positively on students. What they need to do is to create an environment that is conducive to learning. Teachers intentionally build and sustain respectful relationships with students in the classroom. Principals who respect the teachers, form respectful relationships which make the teachers are able to work collaboratively with children and manage power dynamics in ways that increase student participation, engagement, and achievement. Ease of communication between teachers and their

principals is very important, as it provides comfort to the teacher when s/he is facing a problem or needs help with any work related matter. Under the sub-theme of the Strategies for Self-fulfillment needs, self-development opportunities and opportunity to act in line with interests and abilities codes were emerged. School leaders and educational supervisors play an important role in the success of the school professional development of teachers Self-fulfillment in sense of support, caring, skills. Maslow's hierarchy of needs is accepted as a theory that maintains its popularity in the context of motivation today (Shikalepo, 2020). Many researchers state that the evaluation of this hierarchy by the administrators within the scope of teacher motivation makes significant contributions (Gokce, 2010; Shikalepo, 2020; Okafor and Abraham,2021;Istiana et al., 2022). These are consistent with research findings. However, it should be noted that (as Maslow emphasizes), these motivations are not mutually exclusive, but tend to take away focus from higher levels if there's a severe deficiency at a lower level (Okafor, & Abraham,2021;Istiana et al., 2022).

### ***Teacher Views on How They are Affected by the Strategies Implemented***

On examining the teacher views on how they are affected by the strategies implemented for motivation, it was seen that there were answers related to both motivation and suprizingly lack of motivation. The motivation sub-title pointed to the motivation-increasing aspect of the implemented strategies. The sub-theme motivation had four different codes. Those were; feeling comfortable, feeling valuable, feeling excited and sense of belonging. The theme of "Lack of motivation" had feeling under pressure code. Regarding this code, teachers emphasized that rewards for extrinsic motivation and extrinsic control mechanisms can be disturbing. Here, the importance of intrinsic motivation rather than extrinsic motivation is pointed out. Trust which is the most important building block of any work culture, is two-way: teachers need to trust their administrator or manager have their best interests at heart and managers need to trust their people to do the job properly without constant monitoring. This affects in terms of increasing the efficiency of the teacher and thus increases his/her desire to work. Of course, when a teacher feels comfortable in his school and among his colleagues, his/her efficiency and productivity increases. However, it can be stated that praise in uncontrollable situations causes discomfort to teachers rather than motivating them. In this context, it can be concluded that motivational strategies should be well balanced according to the context. It should be that the practices within the scope of teacher motivation should be implemented in a planned manner and not done randomly (Kulikowski et al., 2022). In this context, it is important to cooperate with teachers and take measures that support them to feel competent in the given tasks rather than random rewards (Perryman and Calvert, 2020; Masyhum, 2021) .



### ***Teacher Views on the Effective Motivation Strategies Used by Their Administrators in Their Schools***

On examining the teacher views on effective and ineffective motivation strategies, it was found that there were answers related to extrinsic and intrinsic strategies. Extrinsic strategies had four codes which were job security, positive reinforcement, effective communication and treating fairly. Explanations given to this question were mostly about job security. Effective communication code referred to positive environment and cooperation. Intrinsic procedures had three codes which are meaningful task assignments, team spirit, and teacher's self development. Meaningful task assignments referred to appropriate tasks for teachers. The code of the team spirit indicated practices that support team spirit and corporate belonging. Teacher's self-development code indicated increasing qualifications of teachers. Arthur and Bradley (2023) defines extrinsic factors as factors related to school management and school environment while defining intrinsic procedures as procedures related to intrinsic motivation such as impact on teacher behaviour that are finding a task meaningful and act in that way.

Well planned material and moral motivation strategies and continuous communication and cooperation influence teacher motivation for work and productivity positively (Jud et al., 2023). Ease of communication between teachers and their principals is very important, as it provides comfort to the teacher when s/he faces a problem or needs help in any matter related to work. Frequently moral and material incentives were combined, and most of the teachers thought that, this is the best method for motivation as, using one method without the other one was not feasible for some teachers. Besides this situation, most of the teachers thought that job security is one of the best motivational measures, as the employee's sense of stability increases so does his abilities. Job security, was repeatedly emphasized by many teachers as an important element in motivation. Today, job security is seen as a very important situation by teachers (Mdooh and Yıldırım,2023). It can be said that job security is an important condition for teachers to develop organizational belonging and work effectively (Mercer and Gregersen, 2020). Some of the teachers implied that every teacher had strengths and weaknesses, and when teachers were also able to use these strengths in the classroom it was easy to see how engaged and inspired students were. It can be difficult for some teachers to recognize their strengths, especially when they are trying to keep up with curriculum standards, in order to help them see what works in class, to get each teacher to think about the particular lessons that worked well, and the tools or techniques that the teacher likes to use , such as incorporating music into the lesson. It can be said that the teacher needed to be completely safe, because the fear of failure could lead to unforeseen roadblocks in the long run. Therefore, it is advisable to encourage teachers and believe in their abilities to overcome difficulties, and to support them psychologically and socially if necessary. There is a need for the teacher to be completely safe, as fear of failure may lead to long-term obstacles. As the employee's sense of security

increases so does his motivation to work and productivity, in addition to material incentives and annual bonuses that are very necessary for the employee and increase his motivation to work. Fair treatment of all of the teachers was seen as an important thing. Satisfying teacher's needs, appreciation for his work, getting to know the teachers well, trying to determine his personality type according to previous data, and then assigning the tasks that suit him. Some of the teachers mentioned that appreciation was an effective method which was used by their administrators frequently. It was emphasized the use of gift and appreciation certificate were common. It can be indicated that staying as friendly as possible to address teacher problems and questions was emphasized as an important point. Once it is acknowledged that administrators are available to provide support with their concerns, teachers will feel more relaxed and encouraged (Onyefulu et al., 2023). Pink (2011) emphasized that administrator's support, autonomy, justice, self-development and appreciation increases the internal motivation of the teacher by developing a sense of belonging to the institution. Jud et al. (2023), described teacher's self-efficacy as an important measure for motivation while Mercer and Gregersen (2020) pointed out that teacher education for more qualified teachers is an important factor for more qualified and motivated teachers. Gür and Eser (2022) pointed out the importance of effective communication with teachers and team spirit within the scope of practices in educational environments. Effective communication strategies will lead meaningful task assignments which will also lead intrinsic motivation (Gür et al., 2021). Onyefulu et al.,(2023) suggested motivational enhancement training for administrators in order to use motivational strategies effectively for the motivation and vocational-outcome expectations of the teachers.

### ***Teachers' Expectations and Needs to be Motivated in the Context of More Productive Work***

On evaluating the view's on teachers' expectations and needs to be motivated in the context of more productive work, it was found that there were answers related to professional expectations and needs, and personal expectations and needs. Professional expectations and needs sub-title had three codes which were team spirit, professional development and adequate resources. Team spirit was related to positive social and trustworthy atmosphere where, professional development referred to qualified teaching. Adequate resources code referred to materials at school. Personal expectations and needs sub-theme had two codes which were private time and appreciation. Private time code indicated considering family aspects.

For the teachers the issue of appreciation seems very important , but they also stated that it should be done fairly. Looking at the family aspects seemed very important to us as mentioned earlier, taking into account the family aspects of the teacher and less work with negative incentives, more moral incentives, such as appreciation, the teacher's sense of belonging, and the development of team spirit, division of tasks into tasks smaller ones and then moving on to bigger goals makes the work run better to help teachers develop personally and practically. It is possible for someone to tell another what to do and then reprimand them for doing a bad job. But leaders must have better way to motivate teachers

because they also teach teachers how to do their work better. Teachers stated that they needed sufficient resources for teaching environment and asked administrators to provide them sufficient resources. Some teachers also stated that they had happy hour in a week, and this made them happy. Also they thought that fairness is important and every teacher should be treated equally. It can also be emphasized that a good atmosphere and recognition will motivate teachers to work and also it can be said that trust and high appreciation are essential for productive work. The management approach can come in many forms, from professional behavior to how you complete a task. The teacher feels good about the school management's way of motivating when giving the teacher more autonomy (Kimball, 2011). By independence, is meant in terms of developing study plans and the course of the educational process in schools. Mutual trust and teamwork seemed as the basis of the relationship between the teacher and their colleagues, and between the teachers and the educational administration. Researches has shown that the-work environment has an important role in efficiency and productivity (Pink, 2011; Holmes et al., 2019). Appreciation and team spirit are the factors that affect teacher's sense of belonging. Everyone will be satisfied with the way of motivating the school management, in the sense of developing study plans or the course of the learning process which should be discretionary, and developing team spirit will make schools great place to work for teachers.

Although so many things are expected from the school administration, it should be noted that this will be reflected in the teacher's motivation to work and thus improves educational outcomes. Creating a healthy work environment is the first step in helping teams be more productive, and researches has shown that the work environment plays an important role in teacher competence and overall productivity (Holmes et al., 2019). As mentioned earlier, the family aspects of the teacher must be taken into account and work with negative incentives should be reduced. It is thought that dividing tasks into small tasks and then moving on to larger goals makes the work go better (Filgona et al., 2020). Appreciation of teachers-and sense of appreciation, the development of team spirit, adequate resources for educational environments, providing support for professional development, taking into account the family aspects of the teacher and reducing work with negative incentives will make meaningful contributions to teacher motivation and those are requirements for continued high performance and excellence. (Mercer and Gregersen, 2020, Mudavanhu et al., 2023).

### **Conclusion**

The following conclusions can be drawn from the research results:

- The results indicated a set of criteria that should be available when designing and applying teacher incentives. For example: taking into account objective performance standards in designing incentives for teachers, giving incentives to whom deserves from the teachers, and that the incentives of the teachers (professional, moral and material) are integrated to meet the needs of teachers

- The results also indicated a set of requirements for developing teachers' incentives, such as: enacting legislation. Related to the status of teachers' incentives and their financial approval, and the clear vision of officials and their conviction of the importance incentives for teachers and their activation, defining the conditions for entitlement to incentives accurately and clearly, and taking into account justice organizing the affairs of teachers in terms of appointment, distribution, transfer and retirement, and making way for the participation of teachers in drawing up incentives policy, and reducing the degree of centralization in distributing incentives for teachers.

- The results also indicated some educational returns, such as: teachers' sense of justice and equality among themselves, and motivate teachers for giving and creativity, and providing teachers with positive attitudes towards work and perseverance, and provide a competitive atmosphere among teachers for the sake of the quality of the educational process, and development teachers' job satisfaction, motivating teachers for professional discipline in all its dimensions, and contributing in improving the educational environment and improving learning outcomes.

- Although appreciation and a teacher's sense of belonging, and team spirit motivates the teacher, everyone will be more satisfied with the way of motivating the school management, in the sense of developing study plans or the course of the learning process. As mentioned earlier, the family aspects of the teacher must be taken into account and work with negative incentives should be reduced, and believing that dividing tasks into small tasks and then moving on to larger goals makes the work go better. The management approach can come in many forms, such as professional behavior or how to complete a task. School management's way of motivating can change from school to school, but giving the teacher more autonomy might be helpful. Everyone is going to say a lot of things, but fairness is important and every teacher should be treated equally. Let us tell you that every school has teachers who exceed expectations by going the extra mile for their students and colleagues without complaint. However, their efforts may often go unnoticed or unappreciated. Identifying and learning about these teachers provides them with affirmation and can act as a motivator for the others.

While the findings obtained in the research shed light on the views of teachers, it should be considered that the study is a qualitative study and the data is limited to 25 teachers. Based on the results obtained from the research, a questionnaire can be developed and by this way it can be aimed to reach most of the teachers working in primary education institutions. This study can also be done in different countries and a comparison between countries can be made. At the same time, more detailed data can be obtained by making observations in a smaller residential area. The diversity of opinions can be increased by including parents and administrators in the participant group. In fact, student opinions can be obtained for schools that provide education at higher age levels.

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