Öğretmen Motivasyonunun Yordayıcısı Olarak Yaşam Stili[*]

Life Style as a Predictor of Teacher Motivation

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ÖZ

Bu çalışmanın amacı, öğretmen motivasyonunu yordamada yaşam stillerinin rolünü incelemektir. Araştırmanın çalışma grubunu 2018-2019 eğitim öğretim yılı ikinci döneminde Şanlıurfa'nın Haliliye, Eyyübiye ve Harran ilçelerinde Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerin farklı branşlarında görev yapan 582 öğretmen oluşturmuştur. Araştırmaya katılan öğretmenlerin mesleki motivasyonlarını belirlemek için Mesleki Motivasyon Ölçeği ve yaşam stillerini belirlemek için kontrol, mükemmeliyetçilik, benlik saygısı, memnuniyet ve beklentiler olmak üzere beş alt boyuttan oluşan Yaşam Stilleri Envanteri kullanılmıştır. Yaşam stillerinin öğretmen motivasyonuna katkısını belirlemek için çoklu doğrusal regresyon analizi yapılmıştır. Bulgular, kontrol, mükemmeliyetçilik ve benlik saygısının öğretmen iş motivasyonunun varyansının %13'ünü açıkladığını göstermektedir. Ayrıca, mükemmeliyetçilik öğretmen motivasyonundan en yüksek regresyon katsayısına sahiptir. Elde edilen bulgular mükemmelliyetci olmanın öğretmen motivasyonunda önemli olduğunu vurgulamaktadır.

Anahtar Kelimeler: Hizmet-içi öğretmenler, Öğretmen iş motivasyonu, Yaşam stili.

ABSTRACT

The aim of this study was to examine the contribution of lifestyle to teacher job motivation. The sample consisted of 582 teachers working in different branches of primary, elementary and high schools of the Ministry of National Education in Haliliye, Eyyübiye and Harran districts of Şanlıurfa during the second term of the academic year 2018-2019. Professional Motivation Scale was used to determine the professional motivation of the teachers who participated in the study whereas Lifestyle Inventory consisting of five sub-dimensions that are control, perfectionism, self-esteem, satisfaction and expectations was used to determine lifestyle. Multiple linear regression analysis was performed to determine the contribution of sub-dimensions of lifestyle; control, perfectionism, self-esteem, satisfaction and expectations, to teacher job motivation. Analysis showed that control, perfectionism, and self-esteem significantly predicted teacher job motivation and explained 13% of the variance of teacher job motivation. Additionally, perfectionism had the largest regression coefficient, indicating that being a perfectionism was related to a higher teacher motivation.

Keywords: In-service teachers, Lifestyle, Teacher job motivation.

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INTRODUCTION

In 21th century, because of informational and technological development, social and individual needs are rapidly evolving. These evolvements deeply influence the educational system and its components. One of the important components of the educational system is teachers. Teachers are not only responsible for teaching; but they should also be a good role model to their students, make learning environment safe and enriched and ensure the participation of the family and society (Han & Yin, 2016). Teachers are expected to transform culture to next generations, to foster students' intellectual development and social awareness (Özkan-Hıdıroğlu & Tanrıöğen, 2021). These expectations underscore the importance of examining the characteristics of teachers.

1.1. Teacher Job Motivation

One important variable influencing the quality of teachers is their job motivation. Motivation is defined as the power that drives the individual to make choices, take action, continue his action and make efforts for it (Yıldırım, Alpaslan & Ulubey, 2019). Motivation helps us understand "why do people decide to do something?", "how long they want to continue the job they do", and "how much they will push themselves to complete." Moreveover, motivation is about being enthusiastic, eager and able to maintain this enthusiasm (Michaelowa, 2002). From this definition, it can be said that teacher job motivation refers to teachers' desire to fulfill teaching duties, their reason to choose teaching occupation and their persistence in stay in the occupation (Han & Yin, 2016). Teacher job motivation endeavors to explain why teachers select to succeed particular outcomes, goals, values, interest for learning and performance in their teaching (Senko, 2016).

Teacher job motivation directly and indirectly influence teachers' performance in their duty (Ceviz, 2018). A high motivation helps teachers feel more commitment, involment and concentrated to their teaching job (David & Wilson, 2000). Motivation of teachers helps them create a more effective learning environment for students towards fostering educational outcomes (Yıldırım et al., 2019). Thus, motivated teachers can contribute to the better upbringing of future generations by creating a more qualified educational environment in schools.

In motivational research, many different theories have been conceptualized. One of motivational theories, mostly been used in job related motivation, is Vroom's Expectancy Theory. According to this theory, motivation is a cognitive and conscious process (Wentzel & Miele, 2016). Individuals subjectively evaluate losses resulting from their own behavior (Vroom, 1964). Accordingly, they decide how to proceed. In the theory, it is emphasized that motivation depends on the environment; so that, if the conditions of the environment are compatible with the needs, goals and expectations of the individual, the motivation of the person will be driven (Şimşek, Akgemci, & Çelik, 2016).

Vroom's Expectancy Theory is based on three basic concepts as expectation, instrumentality and valence (Hoy & Miskel, 2015). Expectation is about how much an individual believes he can achieve a good performance after hard work. Here, expectation refers to the question of "if I work hard, will I succeed?" (Hoy & Miskel, 2015). For instance, if a student believes that he/she will be successful if he/she works efficiently in any course, that student's expectation level is high. Instrumentality refers to the perceived probability that individuals' performance will attract attention and eventually be rewarded (Güney, 2017). In the instrumentality, there is a strong relationship between performance and reward. For instance, if a teacher thinks that the success in his class will be known by others, instrumentality is high (Hoy & Miskel, 2015). Value refers to the perceived value or attractiveness of the reward; but subjectivity is important here (Şimşek et al., 2016). What is valuable to one person may not be valuable to another. For teachers, concepts such as creativity, talent, autonomy, and recognition are value-attributed work products and provide high satisfaction (Hoy & Miskel, 2015).

Vroom's theory deals with the individual's goals, choices, and expectations for the realization of his purpose, rather than individual needs in explaining motivation (Şimşek et al., 2016). The one's expectation that she would achieve the desired result after fulfilling a certain behavior and the level of desire for the result to be achieved are very important in determining the motivation. If one of these two important elements is absent, it will be difficult to provide motivation (Güney, 2017). This theory argues that the underlying cause of a behavior is due to both individual characteristics and environmental conditions. Individuals start working in an institution voluntarily. They have certain expectations from the institution they work for. The individual's working environment, that is, environmental conditions, includes situations such as remuneration and rewarding (Eren, 2017).

Researchers have directly or indirectly associated teacher job motivation with different outcomes including job satisfaction, well-being, student motivation and performance. Skaalvik and Skaalvik (2011) argued that teacher job motivation is important for their job satisfaction. Intrinsically motivated teachers enjoy teaching students; they can focus better on their work and protect themselves against burnout (Abós, Haerens, Sevil, Aelterman, & García-González, 2018). These feelings bring about some psychological and psychosomatic symptoms (Bauer, et. al. 2006). For this reason, it can be said that teachers' work motivation is also important for their well-being.

Viau (2015) stated that students can easily realize whether their teachers are prepared for teaching and whether they are willing to teach, and that the motivation of students who are instructed by teachers who are low motivated, reluctant, don't like teaching and are not good at teaching their subject will naturally be negatively affected. Demir (2018) states that the teacher's eagerness and motivation to teach will naturally be reflected in the motivation and success of their students. When a teacher with low motivation and job satisfaction reflects this to his/her students, students' in-class attitudes and motivation levels will be affected from this (Karaboğa, 2007). Abazaoğlu and Aztekin (2015), on the other hand, showed that teachers' motivation levels in different countries were different and that students' success increased as teachers' motivation increased. To sum up, teacher job motivation is related to student motivation and achievement and worth examining the related factors.

1.2. Adler's Theory of Lifestyle

Alfred Adler handled the Theory of Individual Psychology to explain the nature of the individual without including deep and abstract concepts about personality or spiritual structure (Yazgan-İnanç & Yerlikaya 2013). Adler emphasized the importance of social life in the personality development of the individual. He argued that a person will gain his own quality only when he is one with the society (Ergüner-Tekinalp & Işık-Terzi, 2015). According to the theory, the behavior of individuals is affected not only by environmental or hereditary factors, but also by the way the individual interprets events and perceives the world. Adler is the first theorist to emphasize the importance of the subjective approach in psychology by referring to concepts such as values, goals, beliefs, interpretation and perception of reality, which are the internal determinants of behavior (Corey, 2008). Adler states that individuals come to the world with different genetic and biological structures; but argues that this is not important. What matters is what individuals do. According to Adler, individuals can make important contributions to society while overcoming their genetic or physiological difficulties. Adler argued that individuals' perceptions affect their view of reality, and in this respect, he has been accepted as one of the first social constructivists (Murdock, 2012).

Adler explained this concept with the concept of life plan between 1918-1927. However, he later started to use the name lifestyle (Ansbacher, 1991). Lifestyle arises from the effort made for a certain superiority and generally shows an unchanging structure (Adler, 1996). Adler states that a person develops a unique behavior style through interactions in childhood. Lifestyle are created by the individual as a result of personal experiences (Yanbastı, 1996). Lifestyle is a

function of a person's perception, consciousness, and ability to make choices, social relations, being unique, totality, creativity, and being goal-oriented (Ugwokaegbe, 1991). All of our experiences are shaped around what is called lifestyle by Adler. Lifestyle includes beliefs about oneself, others, the world, and one's ideal self. The lifestyle begins to develop in the early ages when our experiences are limited and language development is not yet completed. It serves as a plan for one's actions and is our characteristic way of recognizing, thinking and dealing with life challenges (Johansen, 2010). Everything an individual does is influenced by his/her unique lifestyle. Lifestyle has a decisive role in how individuals think, feel, perceive, and behave (Corey, 2008).

1.3. Teacher Job Motivation and Lifestyle

After Bandura's social cognitive theory, the complex interactions of social and individual factors have attracted researchers' interest in the field of motivation; individual factors are still important determinants of motivation (Wentzel & Miele, 2016). In different theories of motivation, it is highlighted that individual factors (gender, age, lifestyle etc.) form the individuals' roles in their social environment and thus, shape their experience in the social life. Thus, it is important to reveal the role of individual factors on teacher job motivation. Lifestyle, which is one of the important concepts of Adler's theory, is the unique way of achieving one's life goals determined at an early age. In addition to being a personality trait, lifestyle is also our life roadmap or compass, which is important to us in general. Therefore, lifestyle consists of a number of goals. Lifestyle shows our way of moving to achieve these goals. Therefore, when the individual's way of acting is understood, the individual is better understood (Sumer-Hatipoglu, 2018). At the same time, lifestyle needs to be consistent with fictional and vital goals. Fictional goals are small goals taking little time to achieve and set by the individual as steps leading to his or her (big) vital goals. Individuals with high levels of motivation set goals for themselves and strive to achieve them. In this context, in which lifestyle of Adler a teacher is can be determined and the way of acting and targets required by this lifestyle can be thought to be associated with the motivation level of the teacher.

The purpose of this study was to examine the contributions of Adler's concept of lifestyle to teacher job motivation. Studies and theories on motivation have focused on mostly socio-cognitive factors that dominate the fields of study (Wentzel & Wigfield, 2009). However, individual factors or characteristics are also important predictors of motivation and intertwine with social factors. Furthermore, there is no study in which teacher job motivation is addressed together with Adler's concept of lifestyle. Thus, a need emerges to determine the contributions of Adler's concept of lifestyle to teacher job motivation. This study addresses this gap. In addition, looking at the concept of teacher job motivation through the Adler's lifestyle framework can shed light on future studies aimed at understanding teacher job motivation and increasing teachers' motivation in educational activities. With this aim, the following research questions were sought to address:

1. Is teachers' job motivation and lifestyle correlated in Turkey?
2. What proportion of variance of teacher job motivation can be explained by lifestyle?

METHOD

2.1. Research Design

The current study employed a correlational survey model to investigate the role of the lifestyle variable in the prediction of teacher job motivation. Correlational survey research is a type of quantitative research that collects data to determine the relationships between variables (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2014).

2.2. Sample

Turkey has a highly centralized educational system where all employers in states schools including teachers and administrators are employed and managed by the Ministry of National Education (MNE). The appointment of new teachers are centrally managed and regulated by the MNE. To be appointed as a teacher in a state school, a teacher candidate must hold teacher certification as well get a satisfactory score from the central examination called the Public Personnel Selection Exam (PPSE). Each academic calendar, the MNE advents the number of teacher vacancy based on the subject area and the applicants are appointed based on their PPSE score. Because there is a socio-economical difference across the Western Turkey and Eastern Turkey, teachers are inclined to move the schools at west side of Turkey (e.g. better living conditions) after they start the duty. For instance, in 2018, the average of teaching service for teachers in Sırnak Province where is located in the Eastern Turkey was 1.8 years, it was 15.6 years for those in Izmir where is located in the Western Turkey (Özbal & Gökce, 2018). To overcome this issue, after 2016, new teachers are required to work at least three years at the school they are appointed before they are appointed to different schools. Because of its convenience to the researcher, in-service teachers who worked at schools located in the districts of Haliliye, Eyyübiye and Harran in Sanlıurfa Province was selected as the accessible population. A socio-culturally diverse sample is required to capture the complex nature of teacher job motivation. Sanliurfa Province is a good Province to reflect the diverse culture of teachers in Turkey because it is located in the Southeastern Turkey and the province where the most of new teachers are appointed in Turkey (TEDMEM, 2018). As seen Table 1, most of the participants were new teachers (43.3 %). To obtain a more socio-economically diverse sample, in addition to Haliliye and Eyyubiye districts that are in the urban area, we included the Harran district because it is located in the rural area. After granting the necessary permissions for the study, the first author visited every school including elementary, middle and high schools, at these districts and administered the data collection instruments to the teachers who were available and volunteered to participate in the study. The participants were given 30 minutes to fill out the data collection instruments. All data were collected in the Spring semester of 2018-2019 academic year. A total of 582 teachers were participated in the study. Demographic information of the participants was given in Table 1.

Table 1. Demographic Information Of The Participants

		n	*%*
Gender	Female	336	57,7
	Male	246	42,3
Age	22-28 years	302	51,9
	29-37 years	213	36,6
	38-62 years	67	11,5
Mariel status	Single	302	51,9
	Married	280	48,1
District	Haliliye	426	73,2
	Eyyübiye	97	16,7
	Harran	59	10,1
Teaching experience	1-3 years	252	43,3
	4-7 years	197	33,8
	8 and above	133	22,9
Total		582	100

2.3. Data Collection Instruments

In the current study, a personal information form prepared by the researchers, the Professional Motivation Scale developed by Ceviz (2018) and the Lifestyle Inventory being adapted into Turkish by Ozpolat (2011) were administered to the participants.

2.3.1. Personal Information Form

The personal information form prepared by the researchers is comprised of items to collect data about the gender, age, marital status and teaching experience.

2.3.2. Professional Motivation Scale

To measure teacher job motivation, Ceviz (2018) developed a five-point Likert-type job motivation scale consisting of 30 items. The scale has five dimensions that are "Satisfaction taken from doing the job", "Characteristics of the profession and the value attached to it", "Commitment to the profession", "Professional devotion" and "Contribution made to others' lives". To test its validity, Ceviz (2018) run exploratory factor analysis and reported the variance explained by the scale as 58.74%. He reported its internal consistency (Cronbach's alpha) coefficients to be ranging from .72 to .90. Based on these values, Ceviz (2018) reported the scale was valid and reliable. High scores obtained from the scale (minimum: 30, maximum: 180) indicate higher professional motivation. In the current study, based on the data collected from 582 teachers, the Cronbach's alpha internal reliability coefficient was calculated to be .94 for the whole scale, which was higher than cut-off value, .70, for being acceptable (Büyüköztürk et al., 2014).

2.3.3. Lifestyle Inventory

This five-point Likert-type scale developed by Kern and White (1989) based on Adlerian concepts consists of 35 items in five dimensions; Control, Perfectionism, Self-esteem, Expectations and Satisfaction. The adaptation of the scale to Turkish was done by Ozpolat (2011) within a doctoral thesis and as a result of the validity and reliability studies on the Turkish version of the scale, a construct having five dimensions and 25 items was obtained. Ozpolat (2011) reported the total variance explained as 90% and the Cronbach's alpha coefficient as .96 for the "Perfectionism", "Self-esteem", "Expectations" and "Satisfaction" dimensions and .95 for the "Control" dimension. The maximum score that can be obtained from the scale is 150 whereas the minimum is 25.

Each dimension of the scale has five items. The participant's lifestyle is determined according to the scores taken from the dimensions; the dimension from which the highest score is obtained represents the lifestyle of the participant. The control dimension refers to people who like to take responsibility and who are problem solvers. Individuals who have the control lifestyle are often rational, logical, and who care more about cognitions than emotions. Individuals with high scores from the perfectionism dimension are those who avoid making mistakes and desire order (Kern & White, 1989). Individuals having high scores from the satisfaction dimension show high sensitivity to other individuals in interpersonal relationships. They avoid words or behaviors that might hurt the other person. They are extroverted, sincere, and friendly. Individuals with high scores from the self-esteem dimension have a low level of self-confidence. They focus more on the negativities in their lives and have difficulty expressing their own thoughts or wishes. In short, the higher the score taken from this dimension, the lower the self-esteem of the individual (Kern & White). Individuals with high scores from the expectations dimension are ambitious, energetic, and hardworking. Individuals in this lifestyle set goals for themselves, strive for their goals, and have expectations from their lives in line with their goals (Özpolat, 2011). In the current study, based on the data collected from 582 teachers, the Cronbach's alpha for internal reliability coefficient was calculated to be .75 for perfectionism, .72 for self-esteem, .80 for expectations, .80 for satisfaction and .70 for control dimension. These values were higher than cut-off value, .70, for being acceptable (Büyüköztürk et al., 2014).

2.4. Data Collection Procedure and Data Analysis

In the data collection procedure, first, necessary permission to use the data collection tools was received. Then, necessary permission was obtained from the Şanlıurfa Ministry of National Education Directorate. Next, the personal information form, the Professional Motivation Scale and the Lifestyle Inventory were administered to teachers working in different schools in the Halilíye, Eyyübiye and Harran districts of Şanlıurfa Province. The data collection tools were completed by the participating teachers on a voluntary basis. While administering the data collection tools, the participating teachers were informed about the purpose of the study and confidentiality of the data collected. The administration of the data collection tools lasted for about 30 minutes.

Different quantitative analysis methods were used in the study. First, normality and reliability of data were checked. Then, descriptive statistics were computed. Lastly, as the role of the lifestyle variable in predicting teacher job motivation was investigated, the multiple standard regression analysis technique was used. In the analysis of the data collected, SPSS 20 statistical program package was used.

FINDINGS

In the result section, first, descriptive statistics were given. Then, Pearson correlation results and regression results were presented. The results of the descriptive statistics related to the variables of teacher job motivation and control, perfectionism, self-esteem, satisfaction, and expectations dimensions of lifestyle were presented in Table 2.

Table 2. Descriptive Statistics of Variables

Variables	Mean	SS	Skewness	Kurtosis
Job motivation	123.05	16.96	- 0.89	0.98
Control	15.36	3.32	- 0.18	0.17
Perfectionism	19.67	2.60	- 0.35	0.23
Self-esteem	16.32	3.03	0.10	- 0.45
Satisfaction	18.73	2.92	-0.30	0.04
Expectations	16.56	3.31	- 0.23	- 0.11

In Table 2, means, standard deviations, skewness and kurtosis coefficients for the teacher job motivation, control, perfectionism, self-esteem, satisfaction, and expectations dimensions were presented. The teacher job motivation mean score of the 582 teachers participating in the current study is 123.05. The highest score than can be taken from each individual dimension of the lifestyle inventory (control, perfectionism, self-esteem, satisfaction and expectations) is 25. As can be seen in Table 2, the means of the scores taken from these dimensions were close to each other. In order to check the normality of distribution, skewness and kurtosis values were calculated. In a normal distribution, skewness and kurtosis values are expected to be close to 0 (Can, 2016). In addition, when skewness and kurtosis values are in the range -1 and +1, the distribution is accepted to be normal (Hair, Black, Babin & Anderson, 2014). When we examined

the skewness and kurtosis values given in Table 2, they were between -1 and +1. Thus, the distributions belonging to the variables can be considered to be normal.

3.1. Results related to Multiple Standard Linear Regression Analysis

Multiple standard linear regression analysis was performed to determine whether the control, perfectionism, self-esteem, satisfaction, and expectations dimensions of lifestyle together significantly predict teacher job motivation. In order to perform multiple linear regression analysis, it is necessary to have a linear relationship between each predictor variable and the predicted variable. In addition to this, another condition to be satisfied is that the correlations between the predictor variables must not be higher than .80 (Can, 2016). The results of the correlation analysis conducted to test these assumptions were given in Table 3.

Table 3. Results of the Correlation Between Variables

Variables	1	2	3	4	5	6
1. Job Motivation	1					
2. Control	-.15**	1				
3. Perfectionism	.23**	.33**	1			
4. Self-esteem	-.16**	.36**	.19**	1		
5. Satisfaction	.09*	.25**	.36**	.27**	1	
6. Expectations	.01	.59**	.37**	.41**	.28**	1

* p < 0.05, ** p < 0.01

As can be seen in Table 3, there was a linear correlation between the predicted variable of teacher job motivation and all dimensions of lifestyle except for the expectations dimension (r= 0.01, p> .05); the values for the other dimensions were as follows: control (r= -0.15, p< .01), perfectionism (r= 0.23, p< .01), satisfaction (r= 0.09, p< .05), and self-esteem (r= -0.16, p< .01). Moreover, as seen in Table 3, the assumption that there must not be high correlations between the predictor variables was also satisfied. As the expectations dimension did not have a significant correlation with teacher job motivation, this variable was not included in the multiple regression analysis. After the assumptions were checked, multiple standard linear regression analysis was run with the enter method and the results were presented in Table 4.

Table 4. Results of Multiple Linear Regression Analysis in the First Run

Predictor Variables	B	SE	β	t	p	Part. r	R	R^2
Constant	107.63	6.06		17.75	.00			
Control	-1.02	.22	-.20	-4.63	.00	-.19	.36	.13
Perfectionism	1.93	.28	.29	6.87	.00	.27		
Satisfaction	.44	.24	.07	1.78	.07	.07		
Self-esteem	-.93	.23	-.16	-3.90	.00	-.16		
F $_{(4-577)}$= 21.60, p < .001								

As can be seen in Table 4, the satisfaction was not a significant predictor of teacher job motivation. Therefore, it was removed from the regression model (Tabachnick & Fidell, 2015). Then, multiple standard linear regression analysis was run again without the satisfaction variable and the results were presented in Table 5.

Table 5. Results of Multiple Linear Regression in the Second Run

Predictor Variables	B	SE	β	t	p	Part. r	R	R^2
Constant	111.23	5.79		19.41	.00			
Control	-.99	.22	-.20	-4.48	.00	-.18	.35	.13
Perfectionism	2.08	.26	.32	7.73	.00	.31		
Self-esteem	-.85	.23	-.15	-3.62	.00	-.15		

F $_{(3-578)}$= 27.63, p= .000

As seen in Table 5, the control, perfectionism, and self-esteem variables together significantly predicted the teacher job motivation [F (3-578) = 27.63, p< 0.01]. These three predictor variables together explained 13% of the total variance in the teacher job motivation. As stated by Tabachnick and Fidell (2015), the magnitudes of standardized regression coefficients indicate the importance of the predictor variables in predicting the dependent variables. Therefore, based on the magnitudes of the standardized regression coefficients, the importance rank order of the predictor variables was as follows: perfectionism (β= .32), control (β= -.20) and self-esteem (β= -.15). When the significance tests of the regression coefficients were examined, all three variables of control (p< .01), perfectionism (p< .01), and self-esteem (p< .01) were significant predictors of teacher job motivation. In short, the control, perfectionism, and self-esteem dimensions of lifestyle were of great importance in understanding teacher job motivation.

DISCUSSION AND CONCLUSION

As a result of the multiple standard linear regression analysis conducted to determine whether the dimensions of lifestyle predict teacher job motivation, it was concluded that the control, perfectionism, and self-esteem dimensions significantly predict teacher job motivation. As there is no other study focusing on teacher job motivation and lifestyle together, this finding of the current study was evaluated in relation to other variables related to lifestyle and motivation. The perfectionism dimension of lifestyle was found to positively and significantly predict teacher job motivation. There is some research supporting this finding in the literature (Akpur & Yurtseven, 2019; Longbottom, Grove & Dimmock, 2010; Mills & Blankstein, 2000; Stoeber, Davis & Townley, 2013; Ünal, 2013). There are also some studies reporting a negative correlation between perfectionism and motivation in the literature (Barcza-Renner, Eklund, Morin & Habeeb, 2016). This might be because perfectionist people want to do their jobs in the best way and thus invest more effort. Therefore, their motivation might be high. Without motivation, it is difficult to complete a task, and perfectionist people want to do their jobs as well as possible.

Another finding of the current study is that the self-esteem dimension of lifestyle negatively and significantly predicts teacher job motivation. In the lifestyle inventory, a high score taken from the self-esteem sub-dimension indicates a low level of self-esteem. Therefore, as teachers' self-esteem increases, their motivation levels increase. There are some studies in the literature supporting this finding (Basco & Han, 2016; Busari, 2017; Direktör & Nuri, 2017; Kang & Hwang, 2013). With increasing self-esteem, teacher job motivation also increases. High self-

esteem of teachers may make them feel better and more motivated from a professional standpoint. Likewise, teachers with low self-esteem may not feel valuable; therefore, they may be passive in activities. They may be hesitant about expressing their wishes. As a result, their motivation can be low while progressing towards their goals. On the other hand, another study found a negative correlation between self-esteem and teacher job motivation (Danışman, Koza-Çiftçi, Tosuntaş and Karadağ, 2016). Sometimes a high level of self-esteem can be associated with grandiose attitudes and narcissism. This means that the person excessively loves himself/herself. Motivation of such individuals may also be low. Therefore, a high level of self-esteem does not always mean that motivation will be high; yet, the finding of the current study is in general in compliance with what has been reported in the literature.

The control dimension of lifestyle was found to negatively predict teacher job motivation. People who like to have control are responsible and thus they are expected to have high motivation. However, in the current study, exact opposite of this was found. This might be because people who like to have control may feel concerned when they are confronted with a situation that they cannot control, then their motivation may decrease. Moreover, while trying to control everything, they can be distracted from their real goals. That is, control can turn out to be the end rather than the means through which they can achieve their goals. In short, they cannot focus on their real goals as they try very hard to control everything and this might negatively affect their motivation.

Holding, Hope, Verner-Filion and Koestner (2019) investigated the correlation between the self-control in university students and autonomous versus controlled motivation. As a result, they found that self-control of students predicts autonomous motivation of students positively and controlled motivation negatively. This study partially supports the finding of the current study.

In the current study, it was found that the expectations and satisfaction dimensions of lifestyle did not have any role in predicting teacher job motivation. Satisfaction-oriented people are those who are afraid to offend other individuals and try to please them. They are peace-lovers and want to avoid conflicts (Özpolat, 2011). Thus, they may experience some hesitations on their way to their goals. They may not want to take risks because they choose to stay away from discussions and conflicts, and this may reduce their motivation. For this reason, at the beginning of the current study, it was thought that the satisfaction dimension would negatively predict teacher job motivation. Yet, the correlation between them was found to be very low and that it is not a significant predictor of teacher job motivation.

Another dimension that does not significantly predict teacher job motivation is expectations. It is seen that people who adopt the expectation-oriented lifestyle are target-oriented, hardworking, and ambitious people. Thus, it was thought that there would be a positive correlation between the expectations dimension and teacher job motivation. Yet, the exact opposite was found. Kern and White (1989) also stated that expectation-oriented individuals may exhibit withdrawal behavior if they do not reach their goals despite their efforts on the way to the goal. For this reason, it might have been expected that it would predict teacher job motivation negatively because if people give up easily when they face a challenge on the way to their goals, then their motivation can be thought to be low. However, according to the findings of the current study, the expectations dimension does not negatively or positively predict teacher job motivation. That is, the expectations dimension was not found to be a significant predictor of teacher job motivation.

As a result of the current study, it was concluded that the control, perfectionism, and self-esteem dimensions of lifestyle significantly predicted teacher job motivation. These three variables together explained 13% of the total variance in teacher job motivation. Moreover, the expectations and satisfaction dimensions were found not to significantly predict teacher job motivation. These findings highlighted the importance of lifestyle

4.1. Limitations of the Study

There are some limitations of the current study. First, the study was conducted in three districts of the city of Şanlıurfa in Turkey. Thus, generalizing this research to other settings is the main limitation of this study. Therefore, similar research can be conducted in different countries and cities. In the study, we selected teachers from a broad teaching level and branches. However, teacher job motivation can be examined within the same branch or teaching level.   Study groups can be selected from different levels of education and branches.

In spite of the limitations mentioned above, this study can be said to be valuable. Determining the lifestyle as the determinants of the teachers' motivations is important for understanding the motivation of the teachers. Lifestyle is cognitive maps that contain beliefs about the individual, others and the world. In this context, teachers can be helped to gain new perspectives by increasing these motivational structures by increasing their motivation. Therefore, this knowledge is a new understanding of teacher motivation.

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GENİŞLETİLMİŞ ÖZET

Giriş

Eğitim-öğretim sisteminin önemli bileşenlerinden biri öğretmenlerdir. Öğretmenler eğitim-öğretim politikalarının sınıf içerisinde uygulayıcılar ve eğitimsel çıktılarda en çok sorumluluk sahibi kişilerdir (Han & Yin, 2016). Bu bağlamda öğretmenlerden eğitim politikalara çerçevesinde toplum kültürünü ve değerleri gelecek nesillere aktarmaları, öğrencilerin entelektüel gelişimlerini ve toplumsal farkındalıklarını artırmaları beklenmektedir (Özkan-Hıdıroğlu & Tanrıöğen, 2021). Bu beklentiler, eğitim-öğretim hedeflerine ulaşmada öğretmenlerin önemini vurgulamaktadır.

Öğretmen kalitesini etkileyen önemli değişkenlerden biir onların iş motivasyonudur. Motivasyon, bireyi seçimler yapmaya, harekete geçmeye, eylemlerini sürdürmeye ve bunun için çaba göstermeye iten güç olarak tanımlanmaktadır (Yıldırım vd. 2019). Öğretmen iş motivasyonu, öğretmenlerin neden öğretmenlik meslekini tercih ettikleri, mesleki amaçlarını, değerleri ve ilgileri, ve öğretim performanslarına adanmışlıklarını açıklamaya çalışır (Senko, 2016).

Yaşam stili Alfred Adler tarafından bireyin doğasını açıklamak için Bireysel Psikoloji Kuramı'na dayandırılarak kuramsallaştırılmıştır. Yaşam stili, birey tarafından sosyal bir toplum içerisinde kişisel deneyimler sonucunda oluşturulur (Yanbastı, 1996). Yaşam stili, bir kişinin algısının, bilincinin ve seçim yapma yeteneğinin, sosyal ilişkilerin, benzersiz olmanın, bütünlüğün, yaratıcılığın ve hedefe yönelik olmanın bir işlevidir (Ugwokaegbe, 1991). Bu çalışmanın amacı, öğretmen motivasyonuna yaşam stillerinin katıkısını incelemektir.

Yöntem

Çalışmada ilişkisel araştırma modeli kullanmıştır. İlişkisel araştırma modeli, değişkenler arasındaki ilişkileri belirlemek için kullanılan nicel bir araştırma türüdür (Büyüköztürk vd., 2014). Araştırmanın örneklemini 2018-2019 eğitim öğretim yılının ikinci döneminde Şanlıurfa'nın Haliliye, Eyyübiye ve Harran ilçelerinde Milli Eğitim Bakanlığına bağlı ilkokul, ortaokul ve liselerde farklı branşlarda görev yapan 582 öğretmen oluşturmaktadır. Araştırmaya katılan öğretmenlerin 336'sı kadın, 246'sı erkektir ve grubun yaş ortalaması 30.13'tür. Araştırmaya katılan öğretmenlerin; mesleki motivasyonlarını belirlemek için "Mesleki Motivasyon Ölçeği" kullanılmıştır. Mesleki Motivasyon Ölçeği, "işi yapmaktan alınan memnuniyet", "mesleğe verilen değer ve özellikler", "mesleğe bağlılık", ve "başkalarının

hayatına yapılan katkı" olmak üzere beş boyuttan oluşmaktadır. Mesleki Motivasyon Ölçeği'nin güvenirliğini test etmek amacıyla yapılan iç tutarlık (Cronbach alfa) katsayısı .94 olarak hesaplanmıştır.

Öğretmenlerin yaşam stillerini belirlemek için ise kontrol, mükemmeliyetçilik, benlik saygısı, memnuniyet ve beklentiler olmak üzere beş alt boyuttan oluşan "Yaşam Stilleri Envanteri" kullanılmıştır. Kern ve White (1989) tarafından Alfred Adler'in yaşam stili kavramlara dayalı olarak geliştirilen beşli Likert tipi bu ölçek 35 maddeden oluşmaktadır. Ölçeğin Türkçeye uyarlaması Özpolat (2011) tarafından doktora tezi kapsamında yapılmıştır. Yaşam Stilleri Envanteri'nin güvenirliğini test etmek amacıyla iç tutarlık (Cronbach alfa) katsayısı mükemmeliyetçilik için .75, benlik saygısı için .72, beklentiler için .80, memnuniyet için .80 ve kontrol için .70 olarak hesaplanmıştır. Her iki veri toplama aracının iç-tutarlık katsayıları .70'in üzerinde olduğu için veriler güvenilir kabul edilmiştir (Büyüköztürk vd., 2014). Yaşam stillerinin öğretmen motivasyonuna katkısını belirlemek için çoklu doğrusal regresyon analizi yapılmıştır.

Bulgular ve Tartışma

Pearson korelasyon katsayısıları, öğretmen iş motivasyonunun beklentiler hariç (r= 0.01, p> .05), yaşam stilleri ile istatistiksel olarak anlamlı derecede ilişkili olduğunu göstermiştir (kontrol için r= -0.15, mükemmeliyetçilik için r= 0.23, memnuniyet (r= 0.09, p< .05) ve kendini saygı (r= -0.16, p< .01). Beklentiler alt boyutu ve daha sonra memnuniyet alt boyutu öğretmen motivasyonu ile doğrusal ilişkili olmadığı için regresyon analizine dahil edilmemiştir (Tabachnick & Fidell, 2015). Kontrol, mükemmeliyetçilik ve benlik saygısı değişkenleri birlikte öğretmenin iş motivasyonunu anlamlı olarak yordamıştır [F (3, 578) = 27.63, p< 0.01]. Bu üç yordayıcı değişken birlikte öğretmen iş motivasyonundaki toplam varyansın %13'ünü açıklamıştır. Standartlaştırılmış regresyon katsayılarına göre yordayıcı değişkenlerin önem sıralaması şu şekilde olmuştur: mükemmeliyetçilik (β= .32), kontrol (β= -.20) ve benlik saygısı (β= -.15). Kısaca, yaşam stilleri olan kontrol, mükemmeliyetçilik ve benlik saygısı öğretmen iş motivasyonunda önem taşımaktadır.

Bulgular yaşam stillerin kontrol, mükemmeliyetçilik ve benlik saygısı boyutlarının öğretmen iş motivasyonunu anlamlı şekilde yordadığı sonucuna varılmıştır. Öğretmen iş motivasyonu ve yaşam stillerini bir arada ele alan başka bir çalışma olmadığı için mevcut çalışmanın bu bulgusu yaşam stilleri ve motivasyon ile ilgili diğer değişkenlerle ilişkili olarak değerlendirilmiştir. Yaşam stillerinden mükemmeliyetçilik boyutunun öğretmen iş motivasyonunu pozitif ve anlamlı bir şekilde yordadığı bulunmuştur. Alanyazında bu bulguyu destekleyen araştırmalar bulunmaktadır (Akpur & Yurtseven, 2019; Longbottom vd., 2010; Mills & Blankstein, 2000; Stoeber vd., 2013; Ünal, 2013). Alanyazında mükemmeliyetçilik ile motivasyon arasında olumsuz bir ilişki olduğunu bildiren bazı çalışmalar da bulunmaktadır (Barcza-Renner vd., 2016). Bunun nedeni, mükemmeliyetçi insanların işlerini en iyi şekilde yapmak istemeleri ve bu nedenle daha fazla çaba harcamaları olabilir. Bu nedenle motivasyonları yüksek olabilir. Motivasyon olmadan bir görevi tamamlamak zordur ve mükemmeliyetçi insanlar işlerini olabildiğince iyi yapmak isterler.

Diğer önemli bir bulgu, yaşam stillerinden benlik saygısı boyutunun öğretmen iş motivasyonunu olumsuz ve anlamlı bir şekilde yordamasıdır. Yaşam stilleri envanterinde benlik saygısı alt boyutundan alınan yüksek puan benlik saygısının düşük olduğunu gösterir. Dolayısıyla öğretmenlerin benlik saygısı arttıkça motivasyon düzeyleri de artmaktadır. Alanyazında bu bulguyu destekleyen bazı çalışmalar bulunmaktadır (Basco & Han, 2016; Busari, 2017; Direktör & Nuri, 2017; Kang & Hwang, 2013). Artan benlik saygısı ile öğretmen iş motivasyonu da artar. Öğretmenlerin yüksek benlik saygısı, mesleki açıdan kendilerini daha iyi ve daha motive hissetmelerini sağlayabilir. Aynı şekilde özgüveni düşük öğretmenler de kendilerini değerli hissetmeyebilirler; bu nedenle, faaliyetlerde pasif olabilirler. İsteklerini ifade etmekte tereddüt edebilirler. Sonuç olarak, hedeflerine doğru ilerlerken motivasyonları düşük

olabilir. Öte yandan bir başka çalışmada benlik saygısı ile öğretmenlik mesleği motivasyonu arasında negatif bir ilişki bulunmuştur (Danışman vd., 2016). Bazen yüksek düzeyde bir benlik saygısı, büyüklenmeci tutumlar ve narsisizm ile ilişkilendirilebilir. Bu, kişinin kendini aşırı derecede sevdiği anlamına gelir. Bu tür bireylerin motivasyonları da düşük olabilir. Bu nedenle, yüksek düzeyde bir benlik saygısı, her zaman motivasyonun yüksek olacağı anlamına gelmez; ancak mevcut çalışmanın bulgusu genel olarak literatürde bildirilenlerle uyumludur.